

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background**

Nepal is hilly country contains multi-ethnic classes, different religion norms and values. It has achieved a remarkable process in the field of education during five decade. The increasing numbers of schools, students and teachers in past decades are the indicator of progress the achievement has become possible mainly for two complementary actions. At the demand side, community put effective demanded for education offering cost participation in providing schooling services, supply side action by the government has been to provide positive support to such demands. (SAARATHI Nepal, 2001).

The government had adopted several policies, programs, and supporting demands for education through increased public expenditure, which is above 13 percent of the total national budget. Besides, the government is committed to universal primary education and has taken the responsibility of financing full costs of operating primary schools and most of the lower secondary and secondary schools. At present little more than 70 percent of the education budget of government had spent on paying salary of primary and secondary school teacher.

Nepal is country of multi languages, multi religious and multi ethnic society. There live more than 60 ethnic castes throughout the country. Until the eradication of the, malaria in the 1950s the Tharu dwelt alone in the Terai region where they followed a sub-nomadic life based on slash and burn agriculture. Tharus are in the fourth position of population composition as well as in language which accounts respectively 6.75 percent and 5.87 percent (CBS2001). In Western Nepal VIZ, Dang, Bardiya, Kailali and Kanchanpur districts occupy 30 to 50 percent of the total district population, where hilly people make up second largest groups. Tharus have become the last one to acquire opportunities provided/ conducted by Go's, NGOs and INGOs services.

Representation opportunities' are 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.

In this way, many Scholars/Organizations have been noted; try to determine the origin of Tharu. "The Tharu is probably among the oldest groups to inhabit the Terai. They usually live very near to the heavenly forested regions. A great number of the villages of Tharuwan are found in small clearings in the idle 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 snake. (Dor Bahadur Bist, 1980)

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. But a great majority of them are very hard-working tenant cultivators. Most of the Tharus in Dang Deukhuri 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.”

Tharu are an innocent, shy and relatively timid people. Some of the earliest settlements of Tharus were deep in the forest isolated from other ethnic groups. They have been exploited by government authorities in the past and still to a lesser degree are out maneuvered by the surrounding non Tharus. Tharus are 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 hill will lend them money to purchase food and then

continue to compound the interest. Eventually the hill man acquires the Tharus land and the Tharu is relegated to landless status. (Pyakuryal, 1982).

Tharus are these people who have been almost isolated and neglected by the government the neglected segment of society feeling many problems and becoming poorer and poorer day by day. The migrated persons from hills "Pahadiyas" are highly influencing the life style of Tharus. The Tharu communities are affected by transportation, education, information, migration and modernization and there seem many changes in their economic and social life. Under these circumstances to know their real present situation, there is an urgent need to economic and social study Babu Ram Acharya (1972) mentioned the origin of the Tharus from around the Himalayan region.

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”.

The education statuses of Tharu communities are bit clearly established, because of variations in the understanding of the word and absence of focused research on them. However, examination of census report and other sporadic studies on these communities, give an idea about their education status. According to information, it is estimated that about 90 percent of the Tharu population, of about four million is illiterate. In general, there has been very slow progress regarding the educating of adult in Nepal according to 1991 census.

Education leads to individual creativity, improved participation in the social, economic, cultural and political life of society and hence to 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. At the fourth international conference on Adult Education (pairs, 1985), the right to learn was defined as the right; to read and write; to question and analyze; to imagine and create; to learn about the world as it is and as it was; to have access to educational resources; and to develop individual and collective skills (UNESCO edition: 1991).

Aryal (1970) has defined education as “Education is the greatest force for building of a country economic, socially and culturally. The challenges have to be accepted by the educators, who calls are real builders of the nation. Unless education is properly planned and organized, it is not possible for the social welfare of all”. Thus, education plays a vital role for the modification of human behavior and social change.

Education is essential for all human beings that indicate civilization and development of country. 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 helps to develop and shape the individual and society. Education produces capable manpower for the national development. Education contributes to generate dutiful and disciplined citizens. As a consequence, systems and order are established in society. National integration can be made strong among citizens avoiding discrimination through education. Thus, the main function of education is the development of all round welfare.

On the going armed conflict in country instigated in February 1996 had made a great impact on education in the country. This year (CWIN, 2006), it

has recorded that around 3840 schools were affected by armed conflict. It was recorded that 3735 schools that were closed from time to time. Bunkers were built in at least 56 schools and some of the schools that were closed remained permanently closed.

The education is an important influence on a nation's development, Nepal has emphasized on education for its people from the inception of its development process. Consequently, the overall literacy rate in Nepal has reached 55 percent. However, the female literacy rate is still only 35 percent enrolment at every education level is also on the rise, but also with wide gender disparity. The participation of the private sector, informal education is encouraging and the role of non-government organizations in non-formal education is praise worthily. Technical and vocational training courses are available though not enough to meet the growing demand for it, increased awareness and empowerment and scholarships provided by Tharu oriented programmers have contributed to the increased enrollment of Tharu children at all levels of education. There has been a significant rise in the number of private and government institutions operating from pre-primary to university levels. However, only 81 percent of the primary school age children's are enrolled in schools and more dismally, only 54 percent of them complete their primary education. Hence, the MDG to ensure that by 2015, all children have able to complete a full course of primary schooling is very important for Nepal. The school enrollment rate is much lower among Tharu children from girl, poor, marginalized and indigenous families and in remote and relatively backward part of the country. (MOES, 2008).

Tharu is a major dominant group in Nepal. Out of total population of Nepal, 6.46 percent people are Tharu which consist 4<sup>th</sup> position rank (in 1991). But in the field of education, the majority of Tharu are illiterate. Out of the total literate population of Nepal only 3.18 percent are Tharu. There is a vast difference between male and female education status in Tharu community.

## **1.2 General Notion of Education**

Literacy is the ability (knowledge) of reading and writing. Those who can read and write are called literates. Traditionally for census taking purposes in most countries the ability to read write has been regarded as the minimum standard of literacy. Now a day, literacy is interpreted in a wide and comprehensive sense. UNESCO came up with the concept of functional literacy and added qualitative approach in 1965. It defines a person to be functionally literate when he/she could read and write enough to be effective in the normal activities of life.

In general, education is the means of knowledge. Education being dynamic process keeps on continuously education is life long process from conception to death. Education is only an alternate that can bring positive changes in the life of human being.

Every person – children, youth and adult – will be able to benefit from education opportunities designed to meet their basic learning needs. These needs comprise both essential learning tools (such as literacy, oral expression, numeric and problem solving) and the basic learning content (such as knowledge, skills, values and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decision and to continue learning. The scope of basic learning needs and how they should be met varies with individual countries and cultures and, inevitably, changes with the passage of time (UNDP, UNESCO, UNICEF, World Bank 1990).

Thus, education is the systematic instruction to gain knowledge which develops internal skill and capacity of individuals. Further education can be defined as the art of development of coaching, directing discipline, capacity development, act of uplifting, learn to teach and so on.

Nepal has made significant progress in education at all levels during the past three decades. Currently 3.8 million students are attending primary school and 1.5 million students are attending the secondary schools (lower secondary and secondary together). Universal primary education i.e. enrollment of all 6-10 years of old children in primary schools is the long term goal of the government. The education for All- Plan of Action (2003) has set the target of attaining universal primary education by 2015A.D.

Secondary education has also expanded rapidly, as a result of efforts of the government to provide access to secondary education and also due to increased public demand for this level of education. Higher secondary education has emerged as an alternative to PCL education provided in the campuses of Tribhuvan University. There is now a country wide net work of higher secondary schools, all of which are functioning under private management. The PCL programmed is proposed to be phased out with the expansion of the high secondary schools.

Literacy rate has gone up steadily reaching 54.1 percent for population 6 years and above. Expansion of primary education, and execution of various non-formal education programmed have contributed towards this increase.

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

Education is one of the main sources of social and economic changes through enlightening people to pursue their goal in the life. Education is equally important 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. Participation in education is an important dimension to access the development of a society. Education develops the human resources which is interpreted as a process of increasing the knowledge, skill and capabilities of all people in the country. Such improvement of human resources helps to meet the desired goal in different sectors of development. But social economical and

cultural barriers are challenging to get desire goal in the development of education.

The literacy rate of Tharu community is only 32.12 percent, out of total population of school going children only 67.50 percent children are going to school. Many people do not send their children to school. There is higher proportion of school going children in the primary level. The not enrolled, let enrolled, repeating the same class and dropout, is respectively high dropout. Similarly, unequal behavior between boy and girl still exist in Tharu community maximum girls are engaged in domestic work so enrollment of school going girls are lower than the boys. Then the very few girls get opportunity to complete their education.

Although Tharu are the native people o Terai, they are backward in the field of education. Ot is the most important to investigate how, what and why are the affection factors for development of education of this community? Why do they not send their children to school? Why there is higher dropout, let enrollment, not enrolled, and repeating the same class? These crucial aspects are warning for development of education in Tharu community and their children. Hence this study deals with these burning issues in Tharu community.

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

The main objective of the study is to find out the educational status of Tharu community. The specific objectives are as follows:

1. To find out the socio- economic and demographic characteristics of Tharu Children.
2. To find out the school enrollment and dropout of Tharu children.
3. To identify the causes of dropped out from schooling.

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

Among the different ethnic groups, Tharus are the old residential people in Tarai. Most of the ethnic groups and lower caste people have low literacy in



Nepal. They have low accessibility of education due to various reasons. Education has a vital role in upgrading all aspects of life e.g. living standard, socio-economic status and health soon. But of the Tharu community is deprived from education and mostly they are engaged in labor activities and agriculture.

The study depicts important information about the trends and proportion of students in school. Problems in accessibility to education and causes of dropping out school in Tharu community. The study is educational status of children in Tharu community have been useful for recommending to the policy and plan master, government and INGOs/ NGOs to uplift the educational status and living standard of Tharu community.

## **1.6 Limitations of the Study**

This study deals with the socio-economic and demographic characteristic, as well as education status of Tharu Children. It has focused on the school enrollment, causes of dropout, causes of non-enrollment and repetition the same class and let enrollment of Tharu children.

- This study has considered only the Tharu children residing in Tulsipur Municipality-4, Dang District.
- The respondents of this study are only parents and their schooling children.
- The small sample of this study covered only 100 households and 120 respondents are included, and
- It may or may not be applicable to other ethnic communities of Nepal.

## **1.7 Organization of the Study**

This study has been organized in six chapters. The first chapter in the introduction chapter which includes general background, general background of education, statement of the problem, objectives of the study, significance of the study, limitation of the study and organization of the study. The second

chapter includes literature review. The review of different literatures related to the topic has been reviewed in this chapter.

The third chapter is research methodology, which includes research design, rationale of the study area, sampling procedure, nature and sources of data, data collection technique, data classification and data analysis and interpretation. The fourth chapter explores the demographic and socio-economic characteristics of Tharu community. Chapter five shows the dropout, let enrollment, repeating the same class and not enrolled situation of Tharu children. Finally, chapter six consists of the summary, conclusion and recommendations further research prospects and policy implication.

## **1.8 Rationale of the Study**

School enrolment status of children for household in any area is affected by various culture, traditional norms, value, occupation etc. It is integral part of development efforts. In patriarchal societies, Tharu is discarded from participation in social, political and economics aspects. State policy must be include gender perspectives in their national development policies and should implement various programmers to improve Tharu confidence and empower them in this study. The importance of the study is as follows:

- This study is important to explain the school enrollment of Tharu children
- It is help to those organizations, which are working in this field to identify the situation of Tharu and implement some welfare programmed to improve their status.
- It is also helpful for other researcher to conduct further research in the issue of school enrollment and dropout status of Tharu children.

## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

This chapter deals with the review of available literature about education status of this related field. There are many literatures on education in general but very few mainly attempts have been made to study the educational status of ethnically communities of Nepal given as follows:

A study on "Educational Status of Tharus" was carried out by research center for Educational innovation and Development (CERID) on four districts i.e. Sunsari, Chitwan, Dang and Kailali. These districts have a large population parents' attitude toward education. The major findings of this study are: Educationally disadvantage communities, large number of children go to school from this community living in mixed community than from exclusive Tharu community but small percentage of them complete 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 enrolment of the Tharu children. The economic, socio-cultural and school related factors on education of Tharu community.

A study conducted by CERID in 1984 on "Determinants of Educational participation in Rural Nepal" has found that the educational level of the adults of the households was a significant predictor of children school participation. The attitudes of the head of the household toward modernity are positive due to the educational awareness. Occupation of the family members' redacted participation on education. Children whose family is engaged in labor exhibited a lower participation rate than those families who are not engaged in labor.

According to the UNCRC stated that 'a child is a girl or boy under the age of 18 years. Children can be define in a broader sense in two ways, children age 15 and minors in between age 15 and 17 years. A child has no sex, no politics, no money and no capacity. They are dependent. Innocence and

need education and play. UNCRC stated two types of issues regarding the rights of children.

- Issues related to their survival, protection and over all development and
- Issues related to combating with children's economic exploitation (child labor, child work instead of schooling).

Y. 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 (1990) study, prepared by "Lockhud and Janison" 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 to school, more often than those with low Socio-economic status. The study indicates that children's school participation was determined by the household many poor parents are unable to send their children to school where as educated and wealthy parents perceive education as a means of securing, better jobs in the government.

A study on "Educationally Disadvantaged Population Groups" by CERID 1990describes the educational situation of backward society in Nepal. The report pointed out the 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, negative attitude toward girl education and school relation (i.e. language problem and teacher's behaviors on students). The study has found out the

higher dropout rate in the higher level of classes. In the context of girls' education, this trend is more rapid than in the boys.

A study "Onset of Menarche 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 participate 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.

"An Inquiry into the Causes of Primary School Dropouts in Rural Nepal" prepared by CERID explained about situation and dominant factors of dropout from the school in the rural area of Nepal. This report states high rate of dropout situation in the family of illiterate, poor-economic condition, engaged in agriculture, labor occupation and a large family. Similarly, high rate of dropout is found in increasing the levels and girls. The study shows strong relationship of dropout with economic condition and parents' awareness.

Eng and Henderijntje (2000) in their study "A study of social and Educational status of Tharu Women and Girls of Eastern and Central Region" (2000) 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.

Jonardan, 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% as against 62% of the boys.

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.

Maharjan (1986) in his study on “A comparative study of Caste and Ethnic Group Parents Attitudes Concerning Education in Nepal” (1986) has mentioned the attitudes and perception of high caste, low caste or minority ethnic groups parents’ toward education. This study has included ten major groups both high and ethnic groups in Bidur and Kakani VDCs of Nuwakot. The study shows more positive attitude toward education of their sons than daughters. Children from the high caste group have higher rate of enrollment than the children from low caste and minority ethnic group. Economic condition, social factors are presented as major factors preventing both groups of parents from sending their children to school. The difference between higher and lower caste are reflected in to the occupation and educational status of both groups. The high caste presents are educated and engaged in government services but minority and low caste presents are illiterate and engaged in agriculture.

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.

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 else where. 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.

A survey of studies on drop out 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 are changed directly or indirectly. Untroubled and irregularity of teacher's distant location of the school, weather and road conditions, lack of motivation from the parents for the children, poor health of children due to malnutrition, urban based education system and policies and the elitist oriented curriculum are the major causes of dropout.

The report says dropout is comparatively higher in grade one, and dropout rate is higher among girls than boys. Dropout increase as the level of education among the parents decreases (CERID, 1991).

Over one hundred million children in the world are deprived from the opportunity of primary education and 960 million adults are illiterate. Two thirds of them are girls and women. How can citizens who do not have access to literacy and primary education attain essential information affecting their daily lives? (Subedi, 1997).

The International Conference in Population and Development (ICPD) was held in Cairo Egypt from 5 to 13 September 1994. This conference drew major targets to achieve by 2015 years. This targets education related targets were (2) universal education for all, (3) closing the gap between female and male education by 2005. (ICPD 1994).

The MDGS are an ambitious agenda for reducing poverty and improving lives that world leaders agreed on at the millennium summit in September 2000. The member states of the UNs adopted the millennium development to all nations are committed. The MDGs outline major development priorities to achieve by 2015. The education related targets are set in second goals achieve universal primary education (MDGs 2000). With backgrounds, Nepal set its own MDGs education related goals are increasing the net enrollment rate in primary education 100 percent, increasing the percentage of people starting grade 1 who reach grade five to 10 and increasing the ration of girl to boys in primary education, lower secondary education and secondary education 10 [Nepal, MDGs (Article 5,6,7), 2000].



Dakar framework for action declaration of 'Education for All' held in 20-24 April 2000 in Senegal, Nepal also ratified such summit. Dakar frameworks for action all article are related to "Education for All".

- Meeting in Dakar, Senegal in April 2000, we, the participants in the world education forum, commit us to the achievement of education for all (EFA) goals and targets for every citizen and for every society.
- The Dakar framework is a collective commitment to action. Governments have an obligation to ensure the EFA goals and targets are reaching and sustained. This is a responsibility that will be met most effectively through, broad based partnerships within countries, supported by co-operation with regional and international agencies and institutions. [ (Dakar Senegal 26-28 April 2000 article 1,2,3,4,5,6,7) sub article of 7 ( i, ii and vi )]
- Office of the high commissioner for human rights (OHCHR) convention relating to the Status of refugees adopted on 28 July 1951 by the United Nations Conference Declare that education is essential for all persons which is stated (article 22) in public education.
- The contracting status shall accord to refugees the same treatment as is accorded to nations with respect to elementary education.
- The contracting Status should accord to refugees treatment as favorable as possible, and in any event not less favorable then, that accorded to aliens generally in the same circumstances, with respect to education other then elementary education and in particular as regards access to studies. The recognition of foreign School certificates, diplomas and degrees, the remission of fees and charges and the award of scholarship (OHCHR Article 22, UN, 2000).

Gautam (2006:14) found that the girl enrollment in primary level, in spite of equal level population was lower than that of boys in study area. The main causes were found to be the property negative parental attitude, girl involvement in farming and household work and lack of educational awareness

in parents. He also found that girl a decreasing trend of enrollment from primary to secondary level in study areas. Though high rate of enrollment were found in primary levels, the proportion of girl enrollment even at this level was only 38 percent as against 62 percent of the boys.

The study conducted by UNESCO Nepal on "*Dropout and grade repetition among girls in eastern development region*" SARATHI Nepal December 2001, stated that parental attitude, and their education, were decision factors on the children's education especially in remote area. The research was conducted in eastern development region. The findings of the study indicated greater willingness in the part of parents to the education of their boys' then girl. And also findings of study shows that promotion rates of girl students is lower in grade one and two as compared to the upper grades, also reveals that grade repetition and dropouts rates are higher among primary girl then boy mostly in lower grades. In secondary education of girl student, the study shows that repetition rate of girl is higher then boys. The repetition rate of girls, however, is higher in primary levels as compared with secondary level. The promotion, repetition and dropout situation of girl students among sampled districts vary significantly. However, the result of secondary level should be viewed continuously in the very fry girl in these levels of education only 33 girl were found enrolled at secondary levels in the sampled schools.

The study entitled "School Enrolment of Girl child in rural Nepal' (1999) indicated that with significant percentage of the Population comprising of Tamang 54 percent along with Brahmin. Chhatri 36.6 percent and Newar, Gurung Chaudhari (Tharu), Puri, Majar, and other Occupational 1.5%,0.2%, 0.6%, 3.7%, and 3.5 % respectively. Tamang, Gurung together 54.5 percent belonged to Hindu religion. Majorities of the population were involved on agriculture, which was of subsistence level.

Among the caste groups the highest School enrollment was found in occupational group (85.7%) that might be due to the influence of free provision

of School clothes provided by municipality to that particular community. The second highest enrolment was found in Brahman high was 77 percent enrolment and 11 percent of School enrolment of Tharus children was found in total cast. This study also indicates that enrolment of Tharu children was found greatly influenced by the literacy, occupation, economic and income status of the parents.(Municipality report 2007).

There are various incentive and measure to universalize education and improve literacy rate, both, in the formal and non-formal systems. Scholarship of carious kinds (for Tharu etc.), textbooks distribution making School education free is some to attract and retain students in the formal schools. Moreover, programs such as out of school programmers, special education classes, school feeing, etc are implemented.

Many agencies, both government and non-government (mainly INGOs, NGOs and GOs) have taken reeducation of illiteracy as their many agenda. They are putting resources accordingly some of these agencies are focused in their actions. They have emerged as pro- Tharu, pr- women, pro- poor and pro-indigenous groups, Because of this consorted effort, the literacy rate is improving, but the pace is varying slowly. More over, the irony is that absolute number of illiterate adults is increasing every year. In spite of several promotional measure, and consorted efforts put by agencies, taken with a view to encourage children to complete education, retaining children in school is one of the major problem faced. Dropout and repetition are quite high in schools, as high as little less then 60 percent of grade on students repeat the same grade in either the following year or dropout from the school. Only about 40 percent of a cohort group eventually completes the primary cycle. The cohort of the girl children to be even lowers then that of the average national figure. (MOI, 1999).

The basic and primary education programmed (BPEP II ) launch in July 1999 aiming at ensuring access to quality basic education for all children

efficiently has successfully gave through its mid term review (MTR March 2002). The MTR obtained accumulation of the progress achieved by BPEP and came up with flexible suggestions for further adjustment of the programmed for the remaining period of BPEP II and to give, it continuity. Government with a view, to inline with the broader policy of decentralization undertakes the suggestions, developing primary education to the local bodies (LB) given as follows:-

- The need to take a more holistic view of education
- The child and community as focus
- The change in the rates of agencies
- Outcome monitoring and
- Importance to grade one

The MTR also highlighted the major achievements in basic and primary education during period of the program as below:-

- The net enrollment has in year 2000 reached 80 percent and the dropout rate in grade has been reduced from 19.2 percent in 1998 to 14.5 percent in 2000.
- The cycle completion rate has reached 54 percent in 2000 as compared to 42 percent at the base year 1998.
- Short term and long – term training for the enhancement of the professional capacity of the concerned personal are conducted, and a comprehensive human resource development (HRD) plan has been development.
- Objective criteria (formula) for allocation of budget calling to districts has been developed and implemented and primary education planning is regularly carried out at district level.

Through, education for all, it should be possible." It should be possible to enable all human beings including the disabled to develop their feel potential to contribute to society and above all, to be world constituted of difference of

all kinds. It is not the disabled but society are large that needs special Education in order to become a genuine society for all (Federico major, former director of UNECO, 2000).

Children's declaration for protection of the children rights during constitution assembly Stated should provide easy accessibility to education for all children. In every sector, the education should be practical and scientific for poor, Tharu disabled, ethnic, excluded and helpless children should be given priority in Education eith factorable environment, for the transformation, "Children are Zones of Peace Campaign into Action," children unto 18 yrs of age should be considered as 'Children' as per defined by un child right convention. Similarly, the children's rights to organization should be recognized legally from local level net works to district level networks a district child welfare bear should provide legal reorganization to the network. In addition to this, all the child rights related conventions ratified by the government should be fully implemented in action; highly priority should be given to increase the accessibility to fundamental child rights Education, health and nutrition. (CBS, 2003).

Rajure has explained in his study "The Tharu Women of Sukhwar" about their architecture works and educational status of female in Tharu community. He found only 17.1percent people were literate, among them only 9.5percent female. The major problems of low participation of girls were: more engagement of girls in the domestic works, negative concept towards daughter who will go another home soon 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 supports Rajaure on the study "Tharu of Chitwan" discourages of schooling is the demand of labor and socio-cultural factors of Tharus. In addition, he explained the traditional agriculture system and improper management of households are the cause of poverty.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

Research methodology is a way to solve systematically about the research problems. It is a general plan of how the researcher is going about answering the research questions the researcher has set. It is also the chain process or method applied from data collection, processing and analysis to finding conclusions. This section deals with the methods employed while conducting the research study in order to achieve the research objectives.

#### **3.1 Selection of Study Area**

The study area 'Tulsipur Municipality ward no. 4 of Dang District' is chosen for completion. Dang district is situated in western southern part of Nepal. Dang district consists of 3 valleys such as Dang, Deukhuri and Tuidang. Tulsipur Municipality lies in Dang valley. The total population of the Dang district has 21,528, in 2006. Among them 258942 males and 262587 are females. According to ethnic composition 42 percent Tharu/ Chaudhary are stay here. (Proj.2001 to 2021).

Tharus are dominant groups in this Ward of Tulsipur Municipality- 4 Dang Majority of Tharus have fewer enrollments in education with compare to other caste/ethnic groups of this ward. Though the socio-economic and demographic characteristics, school enrollment rate, causes of dropout, let enrollment, not enrollment, not enrollment and repeating the same class is increasing, it seems mostly confined to the higher. The Tharu community is not equally accessible to education. The particular area 'Tulsipur Municipality ward no. - 4 Dang is 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 and decreasing the dropout, let enrollment and let enrollment of there.

The researcher is familiar with them because who is living in same Municipality of this area. Hopefully, the researcher may collect as possible as accuracy of data and information.

Majority of the Tharu community are illiterate in comparison to other caste groups in Tulsipur Municipality Dang. The enrollment of Tharu students are less than higher class and caste people. Though the enrollment is increasing, it seems mostly confined to the higher class and caste people. The Tharu community is not equally accessible to education. The particular area is selected for the study because it is easily accessible, heterogeneous in socio-economic status. Thus, the study area is chosen to find causes of low educational status of Tharus community and to make aware of education and increase in enrollment.

### **3.2 Research Design**

The study is based on exploratory research design that investigates the education status of children in Tharu community. Moreover the study has find out the enrollment, causes of dropout school in accessibility to education and reasons behind leaving school. In this regard, it has an exploratory research.

Besides, the study make an attempt to describe the things related to educational status of children in Tharu community such as distance of school, present condition, socio-economic status, occupation and interest in education, and the investigated of explored findings is described.

### **3.3 Sampling Procedure**

The sample population has selected purposively sampling from Tulsipur Municipality word no 4, Dang District. This study has covered 100 household from 113 households out of the total households, 120 respondents are selected as sample population.

Selection of respondents are presented in table 3.1

**Table 3.1: Selection of respondents' population by age and sex**

Age in years	No of respondents					
	Boys		Girls		Total	
	No.	%	No.	%	No.	%
5-9	38	31.67	33	27.50	71	59.17
10-14	26	21.67	23	19.17	49	40.83
Total	64	53.33	56	46.67	120	100

Source: Field Survey, 2009.

### **3.4 Source of Data**

#### **3.4.1 Primary Data**

The primary data have been collected from the direct field visit (personal interview, household survey, observation and group discussion).

#### **3.4.2 Secondary Data**

Similarly, the secondary data was collected from the published or unpublished written documents, articles, Journals and related to the subject, concerned offices, village profile, and websites.

### **3.5 Methods of Data Collection**

The required information for this study is collect through direct interview with respondents by using well-prepared questionnaires. One hundred twenty individuals ask to obtained information. The researcher him self visit the study area and personally involved to fill up the individual questionnaires for all respondents. According to needs, the researcher used the other techniques such as interview schedule, observation.

#### **3.5.1 Household Survey**

Structured questionnaire has prepared to acquire the realistic and accurate data from house hold survey of Tharu community. Researcher himself conducted interview with household head as well as children. A set of semi-structure of questionnaire was used for interview purpose.



### **3.5.2 Key Informant Interview**

The primary data also is collected from key informants using the semi-structured interview method. The interview has taken as cross checking for data obtained from House Hold Survey (HHS) questionnaire. The informants are interviewed on the attitudes and perceptions towards education. There informants will be Tharu people, people involving in teaching social workers.

### **3.6 Data Processing, Presentation and Analysis**

After collection of data, data processing was done for drawing out meaningful results. The researcher gets raw data from the field, so it needs to be analyzed to get fruitful results. The collected data are analyzed by using the methods such as frequency distribution, average and percentage distribution. The Collected data have been carefully edited, checked and coded before its entry in to the computer and tabulation.

**CHAPTER- FOUR**  
**SOCIO-ECONOMIC AND DEMOGRAPHIC CHARACTERISTICS**  
**SAMPLE POPULATION**

This chapter deals with the demographic, socio-economic and demographic characteristics of respondents. The socio-economic characteristics of household respondents in many aspects like age-sex composition, educational attainment, economic characteristics, annual income, land holding size and education status etc. are dealt in this segment. Out of the 137 households, 100 household and 120 respondents were taken as sample.

**4.1 Demographic Characteristic of Study Area**

A demography study of the sample population not only helps to understand the different aspects of the life of people but also allows a comparison with national figure. The education system operates in a complex web of socio-economic and cultural setting. The study of socio-economic characteristic of people helps to understand the carious aspects of their life. In this view some important characteristics such a age and sex, family size, education status, occupation, income, economic status, school going age children engaged in earning, activities, need of children to help in household chores, facilities and distance were take into consideration.

**4.1.1 Distribution of the Sample Population by Age and Sex**

Age and sex distribution of population has an important rate in planning economic and social development. Age and sex characteristics of population not only show the numerical distribution of the population but also describe the economic development of the community. Ageing of population, dependency, health service, requirements according to age and sex, male and female labor force supply, schooling and related infrastructure, requirements etc. can be derived from age and sex distribution of population. A significant feature of any population is the distribution of its members according to age and sex,

which facilitates the planners and policy makers in formulating effective socio-economic development plans for the population of different age group by sex. Every individual has certain responsibilities in respective of their age and sex. So age and sex of the sample population has been considered as one of their important personal characteristic.

**Table 4. 1: Distribution of sample population by age and sex:-**

Age groups	Male	%	Female	%	Total	%	Sex ratio = $\frac{Male}{Female} \times 100$
0-4	32	6.24	36	7.02	68	13.26	88.89
5-9	38	7.41	33	6.43	71	13.84	115.15
10-14	26	5.07	23	4.48	49	9.55	113.04
15-19	29	5.65	32	6.24	61	11.89	90.63
20-24	25	4.87	29	5.65	54	10.53	86.21
25-29	21	4.09	20	3.90	41	7.99	105.00
30-34	19	3.70	21	4.09	40	7.80	90.48
35-39	17	3.31	19	3.70	36	7.02	89.47
40-44	13	2.53	15	2.92	28	5.46	86.67
45-49	11	2.14	9	1.75	20	3.90	122.22
50-54	9	1.75	7	1.36	16	3.12	128.57
55-59	5	0.97	4	0.78	9	1.75	125.00
60-64	4	0.78	7	1.36	11	2.14	57.14
65and + over	3	0.58	6	1.17	9	1.75	50.00
Total	252	49.12	261	50.88	513	100.00	96.55

Source: Field survey, 2009.

Table 4.1 Shows that the age and sex structure of respondent's household in the Tulsipur Municipality ward no. 4. The total selected household population was 513, among them 252 (49.12%) were males and 261 (50.68%) were females. The proportion of the age group 0-4 is relatively less than that of the age group 5-9. Age distribution tends to be a smooth one in the

sense that the proportions of the persons in each successive age group are less than in the proceeding one. The sex ratio was found 96.55, which was lower than that of the national figure (99.8. 2001). The 4.1 table shows the female population is nearly high than male.

#### **4.1.2 Family Type**

Family is a group of persons united by the ties of marriage, blood, adoption constituting household interacting and inter communiting 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 medium size family. Now a days many people prefer to liver in small size family due to awareness, better living standards, education cast 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<6	45	45.00
Medium family 6-10	47	47.00
Large/joint family>12	8	8.00
Total	100	100

Source: Field Survey, 2009.

Table 4. 2 shows the distribution of family size majority of households 47.00 percent were live in medium family size (6-10 members) which is followed by 45.00 percent of small family size (less than six members) and 8 percent of large family (above 12 members).

### 4.1.3 Dependency Ratio of the Sample population

The dependency 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 year) to the population in the working ages (15 to 64 year). The dependency ratio is sometimes divided into old age dependency (the main ration of people ages 65 and older to those ages 14 to 64) and child dependency (the ratio of people under age 14 to those ages 14 to 64).

**Table 4. 3: Dependency Ratio of the Sample population**

Age group of population	Number of sample population		Dependency ratio of sample population		Total	Percent
	Male	Female	Male	Female	M/ F	M/F
Yong age 0-14	96	92	38.10	35.25	188	36.65
Working age 15-64	153	163	58.71	62.45	316	61.60
Old age 65+ over	3	6	1.19	2.30	9	1.75
Total	252	261	100.00	100.00	513	100.00

Source: Field Survey, 2009.

Table 4.3 shows the young dependency ratio was 188 (36.65%) in the study area. The old age dependency ratio was 9 (1.75%) in the study area. This was lower old age dependency ratio than the young age dependency ratio. Both the young dependency ratio (36.65%) and old dependency ratio 9 (1.75) are found in the area seem to be lower in comparison to the working age ratio 316 (61.60%).

### 4.1.4 Education Status

Education is one of the important basic needs of a person, which plays the vital role for the dignity and prosperity of a person, a community as well as a nation. It directly or indirectly affects the demographic and socio-economic

variables. In fact, education is of the single indicator, which depicts the real image of various demographic and socio-economic variables of any community or nation. The literacy rate of municipality is 71.33 percent with a total of 75 male and 46 female (municipality record 2064). At present, there are 32 private and 4 government schools. The stepwise enrollment of student from primary level is given in table 4. 4 as below:

**Table 4.4: Distribution of Tharu children's situation of school enrollment (level)**

Grade	Boy	Percent	Girl	Percent	Total	Percent
1	17	14.17	14	11.67	31	25.83
2	18	15.00	16	13.33	34	28.33
3	14	11.67	13	10.83	27	22.50
4	9	7.50	8	6.67	17	14.17
5	6	5.00	5	4.17	11	9.17
Total	64	53.33	56	46.67	120	100.00

Source: Field Survey, 2009.

The above table 4. 4 shows that out of 120 students, the girls enrollments are 56 (46.67 %) and boys are 64 (53.33%) in primary school. The highest enrolled numbers are in class two both boys 18 (15%) and girls 16 (13.33%). Than, lowest school enrolled in class five both boys 5.00% (6) and girl 4.17% (5). As well as the in grade one boys are 17 (14.17%) and girls are 14 (11.67%).

## **4.2 Economic Activities**

Economic status is an indicator of the level of wealth that is consistent with expenditure and income measures. In these part, economic characteristics such as land ownership, pewa cattle, income level and fuel consumption. All persons consume goods and services; only a part of the total population of any area is engaged in production such goods and services. According to ILO,

economically active person are persons engaged of intent to engage in production of goods and services included within the boundary of production the system.

The study area a vast majority of the people of this municipality dependent upon agricultural farming for their livelihood. The other sources of livelihood include wage labour, brick layering, employment in organized sectors, trades and domestic work etc. agriculture is predominantly subsistence farming with food grains accounting for the major share of outputs. Rice, maize and wheat are the major crops. Some of the farmers grow vegetables and fruits as cash agriculture farming itself. Mills selling are one of the main sources of income of the people in the municipality.

Unemployment in off-farm season is common. There is not even a single big industry in the municipality. There are some rice miles and oil mills in the municipality which are confined to domestic purpose.

#### **4.2.1 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 supported the family. By considering the fact, the respondents wire also asked about land holding status. The responses of the respondents are presented in Table 4.2.1

**Table 4.5: Distribution of Households by Cultivation of Other's land in the study area.**

Cultivating Others Land	Households	Percentage
Yes	61	61.00
No	39	39.00
Total	100	100.00

Source: Field survey, 2009.

The table 4.5 shows that 61.00 percent of selected respondents have their own land for cultivation. They were not used the other's land and 39.00 percent of the selected households were holding other's land for cultivation.

#### 4.2.2 Household Income

Income of an individual household is equally important for identification of an individual. Generally, all economic activities of an individual household revolve around the income. This is even more true among the people of low income groups, whose economic activities are more or less decided by the income alone. High income people are seen relatively with high respect and their several activities revolve around the amount of income. In this view, income of the sample households has been taken into consideration.

The sample household's income was operationally defined as the total amount of the annual income of the households. For this, purpose, income of the household during the last 12 month was taken into consideration. Income both the cash and in goods, by all the members of the household during the last one year was taken as the annual income of the household. Income in "goods" were converted into cash and measured in the amount of rupees.

**Table 4. 6: Distribution of Sample Households by Income**

Income in thousand (Rupees)	Households	
	Frequency	Percentage
Less than 10	27	27.00
10-25	16	16.00
25-50	29	29.00
50-75	21	21.00
More than 75	7	7.00
Total	100	100.00

Source: Field survey, 2009.



The table 4.6 shows that out of 100 households, there was variation in number of the households by their income. More than one-fourth 27 (27%) household was lowest income, which was less than 10 thousand per year. The households which were in this category, they were from poor and lower economic condition. Nearly one fifth 16 (16%) households had their income from 10 to 25 thousand per year. As well as the households which 25 to 50 thousand rupees income in a year 29 (29%), the household 50 to 75 thousand rupees income per year were found 21 (21%) and more than 75 thousand rupees income households were found only 7 (7%).

The distribution given above shows some important characteristics. Larger numbers of household have their income in middle range. The households whose income was lower, they were second larger among all the households. And the households whose income was high, they were less in number.

#### **4.2.3 Distribution of Land**

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 land was measured in units of Bighas, Kathas and then households were classified on the basis of the size of the land holding.

The distribution of land holding size of Tharu community has been presented in Table 4.7

**Table 4.7 Distribution of Households by Land**

Land size (in kattha)	No. of Households	Percent
Less than 5	53	53.00
5 to 9	36	36.00
20 and above	11	11.00
Total	100	100.00

Source: Field Survey, 2009.

The table 4.7 displays that majority of the respondents 53 (53 %) have less than 5 kattha land, followed by 36 (36%) of 5-9 kattha, 11 (11%) of 20 and above kattha. To analyze above table, only few population have approached in own land but majority are under privileged property.

#### **4.2.4 Housing Condition**

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 respondent. The house found in the study area are presented and analyzed in the table. Housing condition is one of the most revealing aspects of the living conditions of the people in the rural of Nepal. This is a way reflects their economic condition and affordability. So, housing condition, the type of house has been considered as important characteristics of households.

**Table 4.8 Distribution of HHs by Types of Housing**

Housing Condition	Frequency	Percentage
Brick	13	13.00
Mud and Bamboo	56	56.00
Extend	31	31.00
Total	100	100.00

Source: Field Survey, 2009.

As the distribution of the sample households over the types of house Table 4.8 shows, the houses which were made from mud and Bamboo 56 (56%) were found. The extend was found 31(31%). The buildings which were made from brick and cement were only 13 (13%). These buildings were belonged to rich persons.

#### 4.2.5 Food security

Food, Shelter and clothes are the basis needs of an individual. Among these food is the most basic. Food security is in it self a great problem for the low income groups. If a family enjoys sufficient food, its members may feel secure, be confident and have an access to other oversells of their lives. On the other hand, if a family faces food deficit-, its members may feel insecure and their entire activities revolve around the struggles for 'two-meals a day". In this study, food security was operationally defined as the sufficiency of food grains produced by the household from its own land to meet a particular period of time in a year. Numerical distribution of the sample households by their food security status is presented in table 4.9

**Table 4.9: Population Distribution by Food Security;**

Duration of Food Sufficiency	Frequency	Percent
No production	27	27.00
1 to 5 months	31	31.00
5 to 10 months	23	23.00
Enough to surplus	19	19.00
Total	100	100.00

Source: Field Survey, 2009.

The distribution given in above table 4.9 shows that, only 19 (19.00%) of the total households were found able to produce food trains sufficient with surplus. These were mostly the large farmers. Another 23 (23.00%) reported that they produced the good grains which were sufficient as much as 5 to 10 months. They were mostly medium farmers 31 (31.00%) of the total

households had their food production sufficient only 1 to 5 months. They mostly the small farmers, who had 1 kattha to 5 kattha land size. Among the total sample households 27 (27.00%) households had no production at all. They were land less households who had work others land and work in wages.

#### 4.2.6 Religion

Religion directly influences the socio-economic and education lives of the people. Most of the behavior of society is practiced according to the religion. Religious composition of society reflects its characteristics. Religion regulates the society through norms and values, thus the level of development depends on religions beliefs of the society. In this view, the religious composition of people of the study area is presented in table 4.2.6:

**Table 4.10: Population Distribution by Religious:**

Religion	Frequency	Percentage
Hindus	476	92.79
Muslims	11	2.14
Buddhists	9	1.75
Christians	17	3.31
Total	513	100

Source: Field Survey, 2009.

The distribution of religious Table 4.10 shows nearly about ninetieth 476 (92.79 %) of the population were Hindus. Numerically Hindus were found dominance in this study area. There was a vast different among Hindus and other religious groups Christians 17 (3.31%). There Muslims and Buddhists were 11 (2.14%) and 9 (1.75%) respectively found.

#### 4.2.7 Occupation

The men and women were known by their work. Occupation is the primary work of a person. Occupation of an individual gives special identity to

the individual at both households and community levels. The level of income and the living standards are ultimately determined by the occupation of the household members. In a traditional rural society, occupation of a household head deserves the main role in decision making which influences each and every aspect of the households' activities. The occupation of the selected households given as follows:

**Table 4.11 Distribution of Sample households by Occupation**

Occupation	Frequency	Percentage
Agriculture	39	39.00
Wage- Labour	25	25.00
Brick- Layer	11	11.00
Tailoring	8	8.00
Trade	7	7.00
Driving	6	6.00
Job in organized sector	4	4.00
Total	100	100.00

Source: Field Survey, 2009.

As given as above Table 4.11, about one- half 43 (43.00%) of the total sample household were engaged in agriculture farming. Numerically only few 4 (4.00%) people were job in organized sector. The more than one- fifth 21 (21.00%) household were wage – labour as their occupation. The household head who were engaged in occupation brick- layer12 (12.00%), tailoring 8 (8.00%), trade 7 (7.00%) and driving 6 (6.00%) respectively. The distribution reveals that agriculture farming was wide spread occupation and job in organized sectors in numerically least adopted occupation of household heads.

**CHAPTER- V**  
**SCHOOL ENROLLMENT, NOT ENROLLMENT, LATE**  
**ENROLLMENT, DROPOUT AND REPEATING THE SAME OF THE**  
**SELECTED POPULATION**

In this chapter, an attempt has been made to analyze the situation of children's to school enrolled, late enrolled, dropped out and repeating the same class. As well as there different situations of the school age children's access to education have been identified and then compared with the children's background characteristics so as to see whether the situations of the access to school education differ with the socio- economic characteristics of the children.

**5.1 Access to school Education of Tharu Children**

Access to school education can be measured in several ways. In this study, access to school education has been defined as the situations of school age children (6-15 years of age span ) of having access to school education. The situations of being affected in having access to school education may occur in different forms resulting in different levels of access to school education. So, then situations of being affected in having access to education is measured in terms of the situations such as 'not enrolled', 'late enrolled', 'dropped out' and 'repeating the same class'. These situations show different levels of access to school education.

As mentioned above, the situations of being affected in having access to school education is an aggregated composite form of the situations such as 'not enrolled', late enrolled', 'dropped out' and 'repeating the same class'. These situations show different levels of access to school education. These different situations have been identified and then compared with the children's background characteristics so as to see the relation of these situations with the socio-economic characteristics of the children.

**(i) Not enrolled**

'Not enrolled' children are those who have never been admitted to any school for education. This situation completely denies any opportunity for school education. So, this has been taken as the most important factor of affecting the situation of having access to school education.

**(ii) Late enrolled**

'Late enrolled' children are those who were first admitted to school for education not at the age of six but considerably later than the age of six. Late enrollment of a child adversely affects his/ her access to school education in many respects. Hence, this has been considered as an important factor affecting the situation of having access to school education.

**(iii) Dropped out**

'Dropped out' children are those who have left their school before the age of fifteen. This situation is a withdrawal or full stop of any opportunities for school education. This negates any form of access to school education on future. So, this has been considered as an equally important factor affecting the situation of having access to school education.

**(iv) Repeating the same class**

'Repeating the same class' are those who have failed in any class and studied the same class for two or more times. This situation adversely affects the access to school education by harassing the children or even by encouraging them to drop out from the school. So, This has been taken as an important factor affecting the situation of having access to school education.

The analysis of the situations of having access to school education is based on a sample of 120 school age children which include 64 boys and 56 girls. Distribution of sample children by their situations of having

access or being affected in having access to education is presented in Table no 5.1 which is given as follow:-

**Table 5.1: Distribution of School Children by Their Access to School Education**

Access to School Education		Frequency	Percentage
Having Access to School Education		81	67.50
Being Affected in Having Access School Education	Not enrolled	9	7.50
	Late enrolled	7	5.83
	Dropped out	11	9.17
	Repeating the same class	12	10.00
	Total	36	32.50
Total Number of School Age Children		120	100.00

Source: Field Survey, 2009.

The above table no. 5.1 the distribution of school age children shows that out of 120 school age children 81(67.50%) were found having access to school education and the remaining 39 ((32.50%) were affected in having their access. Among the 39 affected children, 9 (7.50%) of the total school age children were not enrolled to any school for education, 7 (5.83%) children were late enrolled, 11 (9.17%) were dropped out from their school before the age of 15 years and 12 (10.00%) were found repeating the same class. The distribution reveals some important characteristics. First, children being affected in having access to school education were less in number than those who had the access. Second, among the children being affected, 'class repeaters' 12 were the most numerous followed by the 'dropouts' 11, 'not enrolled' 9 and 'let enrolled' 7 respectively.

## **5.2 Access to School Education By Sex of Tharu Children**

Sex refers to the biological differences between male and female. The biological differences are universal and unchangeable. The biological differences provide a basic for the emergence of a set of roles, status, attitude



and behavior for men and women. In other words, people of the two sexes are perceived, evaluated and expected to behave differently. These sexual role expectations are socially constructed and the attitude and behavior related to the role expectations are learned and changeable. In a traditional rural society, the sex roles, status and customary behavior are highly emphasized. People take the sexual division of labor as traditional granted and make sex specific distinctions between what men and women should do.

There is discrimination between son and daughter in every sphere of life. There is heavy involvement of girl child in household work. Girl's involvement in homework is considered appropriate. Sons are sent to school and daughters get married at an early age. Marriage is the single most important event in the life of a woman. Importance of women's education has not yet widely recognized.

In this context, it would be desirable to see whether the children's access to school education deferred with their sex. For this purpose, boys' access to school education was compared with that of the girls. Distribution of the school age children by their access to school education by sex is presented in Table no. 5.2

**Table 5. 2: Distribution of School Age Children by Their Access to School Education and Sex:**

Sex	Being affected in Having Access to School Education					Having Access to School Education	Total Number of School Age Children
	Not enrolled	Late enrolled	Dropped out	Repeating the same class	Total		
Boys	4 (6.25%)	5 (7.81%)	6 (9.38%)	3 (4.69%)	18 (28.13%)	39 (60.94%)	54 (100)
Girls	5 (8.93%)	2 (3.57%)	5 (8.93%)	9 (16.07%)	21 (37.50%)	42 (75.00%)	56 (100)
Total	9 (7.50%)	7 (5.83%)	11 (9.17%)	12 (32.50%)	39 (32.50%)	81 (67.50%)	120 (100)

Source: Field Survey, 2009.

Note: Figures in parenthesis show the percentage %

The above table 5.2 shows that among the different out of 120 school age children, 81 (67.50%) were found having access to school education and the remaining 39 (32.50%) were affected in having access to school education. Among the 39 (32.50%) affected children 18 (28.13%) were boys and 21 (37.50%) were girls. The ratio of their respective population of school age children accounted. Among the "not enrolled" children 4 (6.25%) were boys and 5 (8.93%) were girls. The rate of the girl not enrolled was significantly higher than that of the boys. The rate of "late enrolled" boys was 5 (7.81%) and girls 2 (3.57%). In brief, late enrollment was much more common among the boys than the girls. "Dropped out" situation was more or less the same in both boys 6 (9.38%) and girls 5 (8.93%). The "Repeating the same class" were the ratio of those children, boys was 3(4.69%) and girls was 9 (16.07%). The rate of class repeaters was higher of girls than compare the boys.

### **5.3 Access to School Education and Religion of Tharu children**

Generally, religion seems to have influenced by the values system of a community. In the rural traditional society, implication of religious beliefs in the lives of people may be manifold the social codes and even the legal codes are borrowed form the religious codes. Main source of customary law as well as the moral ethics is ultimately the religious doctrines. The culture values and social norms which are deeply rooted in religious beliefs, directly or indirectly, affect the attitude of the people towards children's educations . In view of this, it would be quite revealing to compare children's access to school education with their religious backgrounds. For this purpose, the 'not enrolled', 'late enrolled', 'dropped out' and repeating the same class' situations were compared with the religious background of the children. The Access to School Education and Religion of Tharu children is given as follows:

**Table 5.3: Distribution of School age Tharu children by their Access to School Education and Religion**

Religions	Being Affected in Having Access to School Education					Having Access to School Education	Total Number of School Age Children
	Not enrolled	Late enrolled	Dropped out	Repeating the same class	Total		
Hindus	8 (8.00%)	5 (5.00%)	9 (9.00%)`	9 (9.00%)	31 (31.00%)	69 (69.00%)	100 (100%)
Muslims	-	1 (16.67%)	-	1 (16.67%)	2 (33.33%)	4 (66.67%)	6 (100%)
Buddhists	1 (16.67%)	-	2 (33.33%)	1 (16.67%)	4 (66.67%)	2 (33.33%)	6 (33.33%)
Christians	-	1 (12.50%)	-	1 (12.50%)	2 (25.00%)	6 (75.00)	8 (100%)
Total	9 (7.50%)	7 (5.83%)	11 (9.17%)	12 (10.00%)	39 (32.50%)	81 (67.50%)	120 (100%)

Source: Field Survey, 2009.

The Table 5.3 shows that among the 39 (32.50%) children who were affected in having access to school education, Buddhists 4 (66.67%) were the highest followed by Hindus 31 (31.00%), Muslims 2 (33.33%) and Christians 2 (25.00%).

The children not enrolled were excluding the Hindus and Buddhists by religion. The rate of children not enrolled was higher among the Buddhists 4 (66.67%) than among the Hindus 31 (31.00%). The late enrolled children were from among the Hindus, Buddhists, Muslims and Christians. The highest rate of late enrolled children was among Muslims 1 (16.67%) followed by Christians 1 (12.50%). With an exception of the all religious groups had more or less the same rate of children late enrolled.

The dropped out children were from the Hindus and Buddhists families. Buddhists 2 (33.33%) had higher rate of children than the Hindus 9 (9.00%). There was not even a single case of "dropout" among the Muslims and Christians.

The Muslims and Christians were found with the highest rate of class repeaters 1 (16.67%) and 1 (12.50%) respectively followed by the Hindus 9 (9.00%) and Buddhists 1 (16.67%), respectively. Repeating the same class was the most frequent and most common phenomenon to the children of all the religious backgrounds.

#### **5.4 Access to School Education of Tharu Children and Education Status of Father's**

In Nepal, we have male dominated society. Male are dominant at both household and societal levels. Most of the decisions at household and societal levels are taken by the male. Generally, male is the head of the household. He is the main decision maker of the family. Most of the decisions about the children are taken by their fathers. So, education of father plays a crucial role in several aspects of the children's life. His educational level always gives him direction while taking the decision about his children's education. Generally educated father is expected to be more determined to educate his children than the uneducated ones. In other words, children access to education opportunities is expected to increase with increase in their father's educational status. On this context, it would be desirable to see the differences in the children's access to school education with reference to their father's educational status. For this purpose, 'not enrolled', 'late enrolled', 'dropped out' and 'repeating the same class' situations were compared with father's educational status.

**Table 5.4: Distribution of School Age Children by Their Access to School Education and Father's Education**

Father's Education	Being Affected in Having Access to School Education					Having Access to School Education	Total Number of School Age Children
	Not enrolled	Late enrolled	Dropped out	Repeating the same class	Total		
Illiterate	5 (18.52%)	3 (11.11%)	6 (22.22%)	4 (14.81%)	18 (66.67%)	9 (33.33%)	27 (100%)
Literate	3 (8.57%)	1 (2.86%)	3 (8.57%)	3 (8.57%)	10 (28.57%)	25 (71.43%)	35 (100%)
S. L. C.	1 (3.85%)	2 (7.69%)	1 (3.85%)	3 (11.54%)	7 (26.92%)	19 (73.08%)	26 (100%)
I. A	-	1 (5.00%)	1 (5.00%)	1 (5.00%)	3 (15.00%)	17 (85.00%)	20 (100%)
B. A.	-	-	-	1 (8.33%)	1 (8.33%)	11 (91.67%)	12 (100%)
Total	9 (7.50%)	7 (5.83%)	11 (9.17%)	12 (10.00%)	39 (32.50%)	81 (67.50%)	120 (100%)

Source: Field Survey, 2009.

The above Table 5.4 shows that, the highest rate of the children being affected in having access to school education were from among the illiterate fathers 18 (66.67%), followed by literate 10 (28.57%), S.L.C. 7(26.92%), I. A. 3 (15.00%) and B.A. 1 (8.33%) respectively. In other words, there was not a certain trend of affected children among different level of educational status of fathers. Among the children being affected in having access to school education, children not enrolled were from illiterate, literate and S.L.C. passed fathers. The ratio of these "not enrolled" children to their respective population accounted for 5 (18.52%), 3 (8.57%) and 1 (3.85%), respectively. Even a single child of this category was not found among the children of those who had educational status of above S. L. C.

Educational status of the fathers of children late enrolled ranged from "illiterate to "B.A." the illiterate fathers had the highest ratio of children late enrolled 3 (11.11%) followed by the children with S. L. C. 2 (7.69%), I.A. 1 (5.00%) and literate 1(2.86%) level of education. The illiterate fathers had higher rate of children late enrolled than the literate and educated fathers.

Educational status of the fathers of the children dropped out ranged from illiterate to S.L.C. The ratio of the children "dropouts" belonging to the fathers with illiterate, literate, S.L.C. and I. A. levels of education accounted for 6 (22.22%), 3 (8.57%), 1 (3.85%) and 1 (5.00%) respectively. People with educational status of above I. A. did not have even a single child of this category.

The fathers with B.A. level of education had the rate of children repeating the same class 1 (8.33%). People with illiterate, literate, S.L.C. I. A. and B.A. levels of education were found having respectively 4 (14.81%), 3 (8.57%), 3 (11.54%), and 1 (5.00%) children repeating the same class. Fathers with all educational status seemed to have their children repeating the same class. The ratio of the repeaters does not show any definite trend in its relation with fathers education.

## **5.5 Access to school Education of Tharu Children and Education of Mothers**

A woman's education plays a crucial role in several aspects of her children's lives. Her educational status always gives her direction while bearing, rearing and caring the children. As mother, a woman plays a crucial role in the development of children. Needless to say, mother is the first teacher of a child. Future of a child depends, to a large extent, on his/her mother. Mother is the first and foremost for socializing the children. Mother's education is reflected in several aspects of the personality development of her children. Generally, educated mothers are aware of the fact that education gives high social status, more privilege and better access to different avenues of life. So,

an educated mother is expected to be very much determined to educate her children. Besides, an educated mother deserves high prestige and more decisive roles in the family. All these, in a way, incite the mother to educate her children. On this context, it would be relevant to see the differences in the children's access to school education with reference to their mother's educational status. For this purpose, 'not enrolled', 'late enrolled', 'dropped out' and 'repeating the same class', situations were compared with the educational status of the mothers of school age children.

**Table 5.5: Distribution of School Age Children by Their Access to School Education and Mothers Education;**

Mothers Education	Being Affected in Having Access to School Education					Having Access to School Education	Total Number of School Age Children
	Not enrolled	Late enrolled	Dropped out	Repeating the same class	Total		
Illiterate	6 (13.95%)	4 (9.30%)	5 (11.63%)	7 (16.28%)	22 (51.16%)	21 (48.84%)	43 (100%)
Literate	2 (14.89%)	1 (2.13%)	3 (6.38%)	3 (6.38%)	9 (19.15%)	38 (80.85%)	47 (100%)
S. L. C.	1 (4.35%)	2 (8.70%)	3 (13.04%)	1 (4.35%)	7 (30.43%)	16 (69.57%)	23 (100%)
I. A	-	-	-	1 (14.29%)	1 (14.29%)	6 (85.17%)	7 (100%)
Total	9 (7.50%)	7 (5.83%)	11 (9.17%)	12 (10.00%)	39 (32.50%)	81 (67.50%)	120 (100%)

Source: Field Survey, 2009.

The above Table 5.5 shows the over all ratios of the children affected to school education was highest among illiterate mothers 22 (51.16%) followed by S.L.C. 7 (30.43%), literate 9 (19.15%) and I.A.1 (14.19%) respectively.

Among the affected children, 6 (13.95%) belong to illiterate mothers and remaining 2 (14.89%) to literate mothers. The educated mothers have even a single child of this type. The illiterate mother had the low rate of children not enrolled than the literate ones. The ratio of the children not enrolled differed

with significantly with the educational status of their mothers and all the children of educated mothers were enrolled to school.

The educational status of the mothers of the children late enrolled ranged from illiterate to literate. The illiterate mother had the highest rate of children late enrolled 4 (9.30%) followed by the children of the mother with S.L.C 2 (8.70%) level of education

The education status of the mother's of the children dropped out ranged from illiterate to S.L.C. The ratio of these "dropouts" to their respective population accounted for 5 (11.63%), 3(6.38%) and 3 (13.04%) to illiterate, literate and S.L.C. levels of education respectively. Mothers with I.A. level of education did not have even a single "dropout" child. In briefly the ratio of dropped out children declined with the increase with the educational status of their mothers.

The educational status of the mothers of the Tharus children "repeating the same class" ranged from illiterate to I.A. In term of the ratio of these "repeaters" to their respective population, mothers with S.L.C. level of education had the low rate of "repeaters" 7 (16.28%) followed by I.A. 1 (14.29%), literate 3 (6.38%) and S.L.C. 1 (4.35%), respectively. The ratio of repeaters differed with the educational status of their mothers of children.

## **5.6 Access to School Education of Tharu Children and Helping in Household Work**

In Nepal, it is a common practice to have children helps their parents with some of the household works. Children considered as the main source of their parents. They participate in various types of work of the family. They help their parents at home, farm etc. Support of the minors in household chores is a usual practice.

Participation of children in the works of the family with out disturbing their schooling, recreation and rest can make a healthy contribution to their physical, mental, spiritual, moral or social development. It gives them



opportunity to learn traditional skills, roles and responsibilities. This may be taken as a process of socialization in preparation for their adulthood.

In the rural parts of Nepal, adult members of economically poor families engage in works outside home for the whole day. Children of the family take on the entire responsibilities of the household activities such as caring for sibling, sweeping courtyard and floors, fetching water, cooking food, clearing utensils, feeding cattle, goats and chicken, grazing cattle and goats etc. Such heavy involvement of the children in household work keeps them away from the school and deprives them of their educational and other career opportunities. In most of the cases, children are not enrolled, late enrolled or dropped out of the school due to their need to help in the day to day work of the family.

On this context, an attempt was made to see the differences in the children's access to school education with reference to their need to help in household work. For this purpose, children's access to school education was compared with their need to help in household work. Distribution of the school age children by their access to school education and their need to help in household work is presented in given as follows:

**Table 5.6: Distribution of School Age Tharu Children by Their Access to School Education and Helping in Household Work;**

Need to Help in Household Work	Being Affected in Having Access to School Education					Having Access to School Education	Total Number of School Age Education
	Not enrolled	Late enrolled	Dropped out	Repeating the same class	Total		
Yes	9 (11.11%)	5 (6.17%)	8 (9.80%)	7 (8.64%)	29 (35.80%)	52 (64.20%)	81 (100%)
No	-	2 (5.13%)	3 (7.69%)	5 (12.82%)	10 (25.64%)	29 (74.36%)	39 (100%)
Total	9 (7.50%)	7 (5.83%)	11 (9.17%)	12 (10.00%)	39 (32.50%)	81 (67.50%)	120 (100%)

Source: Field Survey, 2009.

According to the above table no. 5.6 shows among the "affected" children 29 (35.80%) had to help in household work and 10 (25.64%) of their respective population did not have to help in household work. In other words, the rate of the children being affected in having access to school education was significantly higher among the helping in household work than among those who "not helping" in these works.

Among the children "not enrolled all children 9 (11.11%) had to help in household work. And, not children were found "not enrolled" who did not have to help in these works. In brief, the rate of children not enrolled was recorded only among "helping" children.

Similarly among those who needed and not needed in household work were 5 (6.67%) and 2 (5.13%) respectively to their respective population. In brief, the children which were needed in household work had higher rate of late enrollment than those who were not needed to help.

The rate of "dropouts" was significantly different among the children "needed" and "not needed" in household works the rate was accounted for 8 (9.80%) among the children who were needed and 3 (7.69%) among who were not needed to help. Saying differently, the rate of children dropouts was higher among "helping" than among "not helping".

The ratio of class repeaters was found more or less the same among the children of both "helping" 7 (8.64%) and "not helping" 5 (12.82%) in selected household works.

## **5.7 Access to school Education and Engage in Earning Activities**

In Nepal, involvement of children in work not confined to their help in the day to day work of the family. They are also engaged in the works to make contributions to their family income. They work as wage-laborer in various sectors ranging from on-farm activities to industries, domestic service, construction etc.

Due to poverty and lack of employment opportunities for the parents, many families in rural parts of Nepal are in a position to survive without economic support from the children. To cope with the financial pressures, parents want their children work and support them by contributing to the family income. Consequently, more and more children are being engaged in earning activities. Engagement of children in earning activity keeps them away from school and negates their educational and other career opportunities. In most of cases, children are either not enrolled or dropped out of the school due to their need to engage in earning activities.

In view of this, it would be quite revealing to see whether children's access to school education differed with their involvement in earning activities. For this purpose, children's access to school education was compared with their involvement in income earning activities. Distribution of children by their access to school education and their need to engage in earning activities is presented in Table 5.7 given as follows:

**Table 5.7: Distribution of School Age Tharu Children by Their Access to School Education and Helping in Earning Activity**

Need to Help in Earning Activity	Being Affected in Having Access to School Education					Having Access to School Education	Total Number of School Age Education
	Not enrolled	Late enrolled	Dropped out	Repeating the same class	Total		
Yes	9 (13.64%)	4 (6.06%)	8 (12.12%)	10 (15.15%)	31 (46.97%)	35 (53.03%)	66 (100%)
No	-	3 (5.56%)	3 (5.56%)	2 (3.70%)	8 (14.81%)	46 (85.19%)	54 (100%)
Total	9 (7.50%)	7 (5.83%)	11 (9.17%)	12 (10.00%)	39 (32.50%)	81 (67.50%)	120 (100%)

Source: Field Survey, 2009.

The above table 5.7 Distribution of School Age Tharu Children by Their Access to School Education and Helping in Earning Activity shows that, among the children who were affected in viewing access to school education,

31 (46.97%) of their respective population were engaged and remaining 8 (14.81%) were not engaged in earning activities.

Among the not enrolled children all were engaged in earning activities. They were accounted for 9 (13.64%) of their respective population. The no. of children was not found enrolled among them who were "not engaged".

The "late enrolled" children belonged to both engaged and not engaged. In terms of ratio to the children late enrolled to their respective population, engaged 4 (96.06%) and not engaged 3 (5.56%), respectively. Late enrollment rate of engaged children was higher than the not engaged children.

The rate of "dropped out" children was higher among the children who were engaged in earning activities 8 (12.12%) than among those who were not engaged 3 (5.56%). In other words, higher rate of children were found dropped out among engaged than among not engaged children.

The rate of class "repeaters" was both engaged 10 (15.15%) and not engaged 2 (93.70%). This was found the field visit of selected population.

## **5.8 Access to school Education and Distance to School**

It is not feasible for the school age children to walk daily a long distance to-and – from the school. A relatively long distance to school negates children's opportunities for school education. The school which is close by may be quite appealing to children, and this may incite the children to go school. On the contrary, children may not be willing to go to the school which is not within a short distance from their home. Even the parents may not take interest in sending their little children to the school which is far from their home. They may consider their children too young to walk daily a long distance to-and – from the school. Thus, lack of school facility within a short distance may result in either no enrollment or late enrollment of children to school.

In the rural parts of Nepal school are not as close to each other as they are in the urban centers. Schools in the rural areas are less in number, and therefore, more dispersed and farther from each other. In other words, schools are not equally close to all the rural children of school going age. They vary significantly in their distance to school. Some of them enjoy school facility close by their home. Some others have to walk relatively a long distance to go to school. And, there are some others who have no school in the vicinity, so, it is not feasible to them to use nearest school facility. The variation in the distance to school generally results in the difference in access to educational opportunities. By and large, children are not enrolled, late enrolled or dropped out of the school due to long distance to the nearest available school.

On this context, it would be desirable to see the differences in the children's access to school education with reference to their distance to school. Distribution of school age children by their access to school education and distance to school is presented in table no. 5.8 given as follows:

**Table 5.8: Distribution of School Age Tharu Children by Their Access to School Education and Distance to School**

Distance to School in Kilometers	Being Affected in Having Access to School Education					Having Access to School Education	Total Number of School Age Education
	Not enrolled	Late enrolled	Dropped out	Repeating the same class	Total		
Less than 2	2 (6.25%)	1 (3.13%)	2 (6.25%)	3 (9.38%)	8 (25.00%)	24 (75.00%)	32 (100%)
2 to 4	4 (6.90%)	5 (8.62%)	6 (10.34%)	7 (12.07%)	22 (37.93%)	36 (62.07%)	58 (100%)
4 and above	3 (10.00%)	1 (3.33%)	3 (10.00%)	2 (6.67%)	9 (30.00%)	21 (70.00%)	30 (100%)
Total	9 (7.50%)	7 (5.83%)	11 (9.17%)	12 (10.00%)	39 (32.50%)	81 (67.50%)	120 (100%)

Source: Field Survey, 2009.

Table 5.8 shows distribution of the school age children over the distance from their house to the nearest school shows that a majority 58 of the children

120 lived at a distance of "2 to 4 kilometer". Children living at a distance of "less than 2 kilometers" and "4 kilometers and above" numbered 32 and 30, respectively.

The distribution also shows that the ratio of the children being affected in having access to school education was relatively high 22 (37.93%) in the households which were at a distance of "2 to 4 kilometers" from the nearest school. The rates of the "affected" children were nearly low and more or less similar in the households with a distance of "less than 2 kilometers" and "4 kilometers above" 8 (25.00%) and 9 (30.00%) respectively. In other words, rate of children being affected was significantly higher in the households with a distance of 2 to 4 kilometers in the households which were within the distance of less than 2 kilometers. Among the children being affected, repeating the same class was the most common phenomenon followed by the dropouts. Irrespective of the distance to school, the households were found with higher rate of the class repeaters and dropouts than late enrollments and no enrollments. In the households with the distance of less than 2 kilometers "let enrollments". On the contrary, the households with the distance of 2 kilometers or more had higher rate of no enrollments than the let enrollments. The rate of children not enrolled was highest in percent 3 (10.00%) in the households with a distance of 4 kilometers or above and this rare was followed by the rates in the households with a distance of less than 2 kilometers 2 (6.25%). And the rate of "not enrolled" was 2 to 4 kilometers 4 (6.90%). However, the rate of the children late enrolled was found relatively high in the households with relatively medium distance to school. Putting it differently the rate to children "late enrolled" was recorded highest 5 (8.62%) in the households with a distance 2 to 4 kilometers. The rates of the children late enrolled recorded in the households with the distance of less than 2 kilometers and 4 kilometers above were relatively more or less the same 1 (3.13%) and 1 (3.33%) respectively.

The rate of the "dropouts" was found highest 6 (10.34%) among the children living at a distance of 2 to 4 kilometers. The rates of the dropouts among the children with the distance of 4 kilometers and above 3 (10.00%) and less than 2 kilometers 2 (6.25%) were relatively low respectively. In the same way, the rate of the "class repeaters" was found relatively high 7 (12.07%) among the children with a distance of 2 to 4 kilometers. The rates of the repeaters among the children with the distance less than 2 kilometers 3 (9.38%) and 4 kilometers and above 2 (6.67%) did not differ significantly. In other words, the rate of the class repeaters was relatively high among the children with relatively long distance to school from the selected study.

On the whole, the households with relatively long distance to the nearest school were found with relatively high rate of children not enrolled, let enrolled, dropped out and repeating the same class. This explicitly indicates that children's access to school education was significantly affected by the distance between the house and the nearest available school. It was observed that as distance to school and status of schooling children.

## **5.9 Access to school Education and Household Income**

The people can offer their children's education. They are able to support their children's educational expenses to a considerable amount. In the same community, there may be some other families who have high income, can spend quite a large amount on their children's education. They admitted their children to the expensive English medium schools, even in the schools outside the country. In other words, household income directly or indirectly decides the children's access to school educational opportunities. In this backdrop, an attempt was made to see children's access to school education as well as to note whether any difference in the level of household income had any implication on the children's access to school education or not. For this purpose, 'not enrolled', 'late enrolled', 'dropped out' and 'repeating the same

class' situations were compared with the household income of the school age children distribution given as table no. 5.9 follows.

**Table 5.9: Distribution of School Age of Tharu Children by Their Access to School Education and Households Income**

Household income in thousand	Being Affected in Having Access to School Education					Having Access to School Education	Total Number of School Age Education
	Not enrolled	Late enrolled	Dropped out	Repeating the same class	Total		
Less than 10	5 (13.89%)	4 (11.11%)	6 (16.67%)	5 (13.89%)	20 (55.56%)	16 (44.44%)	36 (100%)
10 to 25	3 (12.50%)	1 (4.17%)	3 (12.50%)	4 (16.67%)	11 (45.83%)	13 (54.17%)	24 (100%)
25 to 50	1 (3.70%)	2 (7.41%)	2 (7.41%)	1 (3.70%)	6 (22.22%)	21 (77.78%)	27 (100%)
50 to 75	-	-	-	1 (4.76%)	1 (4.76%)	20 (95.24%)	21 (100%)
More than 75	-	-	-	1 (8.33%)	1 (8.33%)	11 (91.67%)	12 (100%)
Total	9 (7.50%)	7 (5.83%)	11 (9.17%)	12 (10.00%)	39 (32.50%)	81 (67.50%)	120 (100%)

Source: Field Survey, 2009.

As shows by the Table 5.9, in overall the highest rate of children were being affected in having access to school education from among the households with an annual income of below Rs. 10,000 20 (55.56%) followed by Rs. 10,000 to 25,000 11 (45.83%), Rs. 25,000 to 50,000 6 (22.22%), Rs. 75,000 and above 1 (8.33%) and Rs.50, 000 to 75,000 1 (4.76%), respectively. Saying differently the ratio of affected children declined with the increase of income of household.

Households with an annual income of less than 10,000 rupees were found with the highest rate of children not enrolled 5 (13.89%) followed by the households with the annual income of Rs. 10,000 to 25,000 3 (12.50%) and



25,000 to 50,000 1 (3.70%), respectively. Households with the annual income of Rs. 50,000 and above have even a single child did not enroll were recorded among the lowest income group. Household with an annual income of less than 10,000 rupees were found with the highest rate of children late enrolled 4 (11.11%) followed by the households with the annual income of Rs. 25,000 to 50,000 2 (7.41%) and Rs.10,000 to 25,000 1 (4.17%) respectively. No children were found late enrolled among the households with an annual income Rs. 50,000 to 75,000 and more than 75,000.

Children dropped out were found among the households with an annual income of less than Rs. 25,000 to 50,000. The highest children dropped out was found among the households with an income of less than 10,000 rupees 6 (16.67%) followed by Rs. 10,000to 25,000 3 (12.50%) and Rs. 25,000 to 50,000 2 (7.41%), respectively. The ratio of children dropped out declined with the increase in household income. Households with an annual income of Rs. 10,000 to 25,000 had the highest rate of children repeating the same class 4 (16.67%) followed by the households with an annual income of below Rs. 10,000 5 (13.89%), Rs. 75,000 and above 1 (8.33%), Rs. 50,000 to 75,000 1 (4.76%) and 25,000 to 50,000 1 (3.70%), respectively. The class repeaters were found from all income group households in the survey study.

## **CHAPTER-VI**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

The chapter attempts to summarize the major finding of the entire study related to school education of enrollment dropped, late enrolled not enrolled and repeating the same class of Thrau community and responsible factors that effect in the school enrollment, not enrolled, late enrolled, dropout and repeating the same class of Tharu children's in Tulsipur municipality-4, Dang along with conclusion and recommendation of the study.

#### **6.1 Summary**

The study analyzes the schooling children enrollment, dropout and repeating the same class of Tharu children's. Among them in household in Tulsipur municipality word no-4 of Dang district and focused on school going children and their education study of Tharu. There were 113 households. 100 households were taken as sampled household and 120 respondents to collect information. This study is manly focused up on the Tharu children participating in education as well as other socio-economic and working activities. The present study is based on primary data collected from questionnaires and field visit.

Education is the means for all kinds of progress whether of an individual or of a society. Educated person are the agents of change in the society. Thus, education must be provided to all people of a country for the betterment as well as the development of the personality of individual in a society. The overall development is impossible without equal participation of all of its communities. Education is acknowledged to be a human right of every individual. It is also the stepping stone to development. So, all efforts are being made from every related sector and at all levels to provide education for all. However, quite a large number of school age children have deprived of educational opportunities.

The findings of empirical research studies explicitly indicate that various cultural, social, economic, demographic and geographical factors can explain the variation in the access to educational opportunities. However, the findings of the past studies have also indicated that these factors can not explain the issues equally in different social structure. In face, the overall access to educational opportunities is not determined by these factors independently, but by the process of society, of which these factors only form a part. In view of this, a micro level study was undertaken with an attempt to know how the socio-economic characteristics of people affect children's access to education in a multi-ethnic rural society of the eastern Terai of Nepal.

Main objectives of the study were to describe the socio-economic characteristics of the school age children and see whether the background characteristics to the children affect their access to school education or not.

Based on the review of available literature, more particularly, the findings of empirical studies, on the one hand, and geographical, socio-cultural and economic settings, of the community under study, on the other; a conceptual framework was developed to identify the socio-economic determinants to the children's access to school education. As assumed in the framework some of the household practices such as children involvement in household work, earning activities and evaluation of child's education were the proximate/immediate determinants of the access to school education (i.e dependent variable).The cultural factors such as religion, caste/ethnicity, and demographic factors such as family structure, sex of child, socio-economic factors such as distance to school were envisaged as ultimate independent variables. The envisaged relationship between independent and dependent variables and between proximate and dependent ones was verified through empirical data.

The selected variables were operationally defined. Universe of the study comprised of 120 school age children including 64 boys and 56 girls. The

method of selection of sample was a combination of the accidental and judgmental sampling. Both primary and secondary data were collected through interview and observation. Primary data were collected from household survey and secondary data were collected from different libraries. The collected data were processed manually and they were manually edited and coded. The present study was conducted in a small community with a sample of 100 households, therefore the generalization made in this study may not generally be applicable to other areas, This study was conducted in Dang district which lies in the middle most of Nepal. There are 47 VDCs and 2 municipalities in the district. A Tulsipur municipality is one of them. There is variation in settlement pattern of the municipality is highly heterogeneous in cast/ethnicity. More than 18 caste/ethnic groups are residing in the municipalities a vast majority of the people is Hindus. Buddhists, Muslims and Christian are numerically less. The major resources of the municipalities are land, forest and rivers. The major economic activity is agricultural farming.

In the sample population, both nuclear and extended family are found in the sample household. In terms of education, from illiterate to highly education people are in the sample population. The major occupations of sample population are agricultural, farming, wage-lab our and brick-layering. The annual income of sample households ranged from less than 10,000 rupees to more than 75,000 rupees. Out of 100 households 25% perceived themselves as poor in the community. One-tenth of the sample households are landless and remaining have less than one-half households have their sufficient food production from their land. The nearest school from the households is less than 2 kilometers to 4 and above kilometers.

Access to school education of children has been defined as the situation of school age children (6-15 years) of having access to school education. The situation of being affected in having access to school education is measured in terms of 'not enrolled', 'late enrolled', 'dropped out' and repeating the same class. Nearly about 39 (33% of school age children were being affected in

having access to education. Among the affected children 9 (7.50%) were not enrolled, 7(5.83%) were late enrolled, 11 (9.17%) were dropped out and 12 (10.00%) were repeating the same class of the total school children.

In order to see the access, children's access to school education was compared with the socio-economic, religious-cultural, demographic and geographical background characteristics of the children. The rate of girls affected in having access to school education was higher than of the boys. The highest rates of children being affected were highest among Muslims followed by the Hindus, Christian and Buddhists, respectively. The rate of children being affected varied significantly with the caste/ethnic background of the children. The rate of children being affected was highest among illiterate fathers followed by the literate, I.A., B.A., and S.L.C. passed. The overall ratio of children being affected to school education was highest among illiterate mothers. Not even a single child was found affected to school education among the I.A passed mothers; Brick-layers, wage-laborers, drivers, tailors, traders and job-holders. The rate of affected children declined with the increase in the household annual income. Households with relatively low economic condition had relatively high rate of children being affected. The rate of children being affected was significantly higher among the children who were involved in household works than those who were not involved in these works. More than one-half of the children who were 'engaged', in earning activities and less than one- third of those who were 'not engaged', school age children were affected in having access to school education. The households with relatively long distance to the nearest schools were found with relatively high rate of children affected. This explicitly indicates that children's access to school education was significantly affected by the distance between the house and the nearest school. Most of the children more than 75% as a total sample student study in government school. It is the main cause of poor situation of income.

Most of the respondents reported that their children were affected in education due to their need to perform works in household. The most

immediate reason for the situation affecting the children's access to school education was day to day household work. The other reasons were to care for sibling, grazing cattle, child labor, bad habit of the children, bad health of children and parents' ignorance and negligence.

## **6.2 Conclusions**

There is strong relationship between literacy rate and school enrolled of Tharu children's. Education occupation sample parents and school enrollment Tharu children have positive relationship with skilled occupation have high enrollment and unskilled occupation have low enrollment status of Tharu children. The research finding as discussed above show that nearly about 4.3 percent school age children in the study men are, in one way on the other, affected in having access to school education. The rates of the affected children when measured in terms of their no-enrollments, late-enrollments drop-outs and class-repetitions, account for 9(7.50%), 7(5.83%), 11(9.17%), 12(10.00%), respectively. These figures are generally considered high.

It may be noted that religion-cultural values, social norms, economic conditions and household practices seem to be the responsible factors for the situation affecting access to school education. As for example, the Muslims have the lowest enrollment and highest dropout rates. Similarly, the rate of girls affected in having access to school education is higher than the rate of the boys. The practice of educational preference for son is deeply rooted in religio-cultural values. Parent's education is one of the most important determinants of the children's access to school education. Children of the educated parents have relatively low rate of no-enrollment, late enrollment or dropouts. However, parent's educational status itself is heavily influenced by their caste/ethnic background.

The agricultural farmers and daily-wage-laborers have rate of affected children than those working in other sectors. Households with relatively low income have relatively high rate of children affected. In the same way, children

of the poor families gave higher rate of not-enrollment, late-enrollment, dropouts or class repeaters than those of rich nose. Children's need to help their parents with some of the household work is one of the most important factors affecting their access to school education. Among the children who involve in household work, the rate of being affected is very high. Similarly, children who engage in earning activities have significantly higher rate of not-enrollment, late-enrollment, drop-outs or class repeaters than those who do not engage in such activities. Distances to school also seem to be affecting children's access to school education. It may also be noted that children's involvement in day to day household work, caring for sibling, grazing cattle as well as waged-works are the main reasons responsible for the situations affecting their access to school education. All these help to conclude the access of children to school education is very much influenced by their socio-economic backgrounds.

However, these socio-economic factors do not determine the children's access to school education independently. Generally, people of certain caste/ethnic groups who occupy relatively low social position in the local caste hierarchy are poor in economic terms too. Their poor economic conditions affect their education and occupation. They have very low access to formal education and non-farm occupations as well this poverty stricken families are not in apposition to survive without the support of the minors. To cope with the financial pressures, parents want their children work and make contributions to the family. Accordingly, the children not only involve in the non economic and economic household activities including day to day household chores but they also enter into labor market as domestic servant. All these keep them away from school and deprive them from the education and other career opportunities. Thus, the religio-cultural values, social norms, traditional practices, and economic conditions e are making a socio-cultural and economic milieu which affect children's access to school education. It should be noted that all these socio-cultural and economic factors do not determine the children's educational opportunities independently; rather they combinable

make a process of society which determines the children's access to school education.

### **6.3 Recommendations**

On the basis of the finding of the study and the conclusion derived there from, some recommendations have been made to improve the access of children to school education in the rural areas of Nepal. The recommendations have been suggested with the expectation that children's access to school education can be improve through the control over the factors that are responsible for the situations affecting the access to school education. The recommendations are as given below.

- (1) The high rate of girls being affected in having access to school education can be reduced by encouraging girl education. Social workers and local leaders should be encouraged for the advocacy to son, education for daughter.
- (2) In order to make parents aware of benefits of educating Tharu children, they should have realized the need and the importance of education.
- (3) Parent's education, more particularly mother's education is most important in improving the children's education. So, parents, more particularly the mothers, should be given the opportunities of being educated through non-formal education.
- (4) In a community with low income, low saving, low capital formation, low productivity and high unemployment, an effective program package should be implemented to improve overall aspects of the people of this area.
- (5) The marginal families should be encouraged in non-farm occupational sectors. They should be encouraged by opening new sectors of employment in the non-farm sectors and by providing vocational training to the uneducated people, more particularly the women.



- (6) Children's involvement in household activities and earning activities, more particularly as child labor, should be discouraged. Work burden on children can be reduced through an effective compulsory education for children.
- (7) 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.

#### **6.4 Recommendations for Future Research**

This study examined the school enrollment, not enrollment, late enrollment and reading the same class of Tharu children in the Tulsipur municipality-4, Dang district. Thus further research could be conduct in the study area to see any differences. This study has covered only Education status of schooling Tharu Children can be consideration as future researcher issues. This study has covered only selected Socio-Economic, Demographic Characteristic, religion, religion and access to School enrollment the covered Area of Tharu schooling children can also be use to cover the further research. Characteristics can also be use to cover the further research.

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SURVEY ON EDUCATION STATUS OF CHILDREN IN THARU COMMUNITY  
(A CASE STUDY OF TULSIPUR MUNICIPALITY DANG DISTRICT)

**QUESTIONNAIRE**

**A. Identification:-**

- 1- Selected Household Number..... 2- Locality/Tole.....  
3- Ward No..... 4- Name of the Household Head.....  
5- Sex of the Household Head  
    Male.....1  
    Female.....2  
6- Date of interview.....

**B. Household Characteristics:-**

1. How many members are there in your family?

Age	Male	Female	Total
0-14			
15-64			
65 and+			

2. With, what types of family are you living?

Nuclear .....1      Joint.....2  
Extended.....3      Other (specify).....4

3. Do you have your own house?

Yes.....1

No.....2

4. Type of house.

Concrete.....1      Mud and Brick.....2

Extended.....3      Hut (Dry grass, lenter and Mud).....4

5. Literacy status:

Level	Male	Female	Total
Illiterate			
Primary			
Secondary			
Above			
Secondary			

6. What is the main source of income of your family?

- Own Agriculture.....1
- Non Agriculture.....2
- Non agriculture laborers .....3
- Agriculture labors.....4
- Business.....5
- Others (specify).....6

7. How much land does your family have?

- Bigha.....
- Katta.....
- Dhur.....

8. Is the production from your land is sufficient for your family?

- Yes.....1
- No.....2

9. If no, how many months is it sufficient?

- 1-4 month.....1
- 5-7 months.....2
- 8-10 months.....3
- Others (specify).....4

10. Which of the following facilities do you have in your family?

- Radio.....1
- Television.....2
- Telephone.....3
- Others (Specify).....4

11. What is the source of drinking water?

- Public tape.....1
- Spring water.....2
- Public well.....3
- Tub well.....4
- Other (specify).....5

12. What kinds of toilet do you have?  
 Flush.....1  
 Pan with flush.....2  
 Pit latrine.....3  
 Open field (specify).....4
13. Do you help your children on their study?  
 Yes.....1  
 No.....2
14. Who does more work at home?  
 Girl .....1  
 Boy .....2

**C- Individual Characteristics (to be asked to the children):-**  
**C- 1- Literacy, School Enrollment and Attendance of children**

15. Name of the respondent.....
16. Sex of the respondent.....
17. Please, mention your completed age.....
18. Can you read and write?  
 Yes.....1  
 No.....2
19. Have you ever attended school?  
 Never attended.....1  
 Currently attending.....2  
 Dropped out .....3
20. If currently attending, in which class?  
 Class attended.....
21. Check question no.19, whether the respondent is currently attending school?  
 Currently attending.....1  
 Not attending.....2
22. Are you currently enrolled in school?  
 Yes.....1  
 No .....2



33. If yes, what types of work you generally do?

- |                            |                              |
|----------------------------|------------------------------|
| Child care.....1           | Agriculture helps.....2      |
| Kitchen work.....3         | Animals Care.....4           |
| Collection of fodder.....5 | Collection of firewood.....6 |
| Others (specify).....7     |                              |

34. Do you work for cash or kind outside home?

- Yes.....1  
No.....2

35. If yes, what type of work you do?

Specify.....

36. What do you do your earnings? (Mainly)

- Spend on households items.....1  
Spend on study.....2  
Given to parents.....4  
Spend on entertainment.....5  
Specify.....6

\* Check Question 32 and 34, If code1 in Question 32 or 34 ask the following Question:-

37. Do you feel that your work has hindered your schooling?

- Yes.....1  
No.....2

38. If yes, how much?

- Lease extent.....1  
High extent.....2

39. How do you feel your work has hindered your schooling?

- Class failure.....1



- Irregular school attended .....2
- Drop out.....3
- Get less time to study.....5
- Others (specify).....6

**C.2. Retention and Dropout:-**

40. Have you ever been experienced class failure?

- Yes .....1
- No.....2

41. If yes, in which class?

Class.....

42. What is the main reason for class failure?

- Care of sister/brother .....1
- Help in kitchen .....2
- Help in field.....3
- Help in business.....4
- Others (specify).....5

43. Did you have repeated the class?

- Yes.....1
- No .....2

44. If yes, what is the main cause?

- Fail in the exam.....1
- Household work.....2
- Others (specify).....3

45. In which class did you repeat maximum?

Time	1st					2 <sup>nd</sup>					3 <sup>rd</sup>					4 <sup>th</sup>				
Class	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

46. Why did you do so?

- Change to school.....1  
 Fail in the exam.....2  
 Parents pressure.....3  
 Others (specify).....4
47. How much time you get to study home?  
 .....
48. Can you do homework yourself?  
 Yes.....1  
 No.....2
49. How many hours you study at home per day?  
 .....
50. Who encourage you for your study at home?  
 Father.....1                      Mother .....2  
 Brother.....3                      Others (specify).....4
51. Who pays your school expenses?  
 House parents.....1  
 Relationship.....2  
 Others (specify).....3
52. Check question no.19 if respondent has dropped out school, why did you dropout?  
 Unable to pays fee.....1                      School is very far.....2  
 Work at home.....3                      Others (specify).....4
53. What is the main cause of dropout?  
 Poor economic condition.....1  
 Fail in the exam.....2  
 Household work.....3  
 Other (specify).....4
54. Do you want to go the school, if you are given any chance?  
 Yes .....1  
 No .....2
55. Your any suggestion to improve educational status of children in Tharu  
 community?  
 .....1  
 .....2