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PARTICIPATION OF THARU GIRLS IN HIGHER SECONDARY EDUCATION

**PARTICIPATION OF THARU GIRLS IN HIGHER SECONDARY  
EDUCATION**

**(A Case Study of Dhangadhi Municipality of Kailali District)**

**A Thesis**

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**LETTER OF RECOMMENDATION**

This dissertation entitled "**Participation of Tharu Girls in Higher Secondary Education: A Case Study of Dhangadhi Municipality of Kailali District**" has been prepared by Manisha Sharma under my supervision and guidance.

Therefore, I recommend this dissertation to the evaluation committee for its final evaluation and approval.

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**LETTER OF APPROVAL**

This education committee has approved this dissertation entitled **"Participation of Tharu Girls in Higher Secondary Education: A Case Study of Dhangadhi Municipality of Kailali District"** submitted by Manisha Sharma for the Degree of Master of Arts in Sociology.

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Manisha Sharma

## **ABSTRACT**

*Education is one of the basic human rights. However, education cannot be established as a right because of its expensiveness and other socio-economic reasons. Both in private, governmental and international level, efforts for the development of education in developing countries are not satisfactory.*

*The general objective of the study is to analyze the participation rate of Tharu girls in higher secondary level education. The specific objectives of the study are to analyze enrollment pattern of Tharu girls in higher secondary education, to find out the causes affecting for less participation of Tharu girls in higher secondary education, to suggest ways enriching girls education on Tharu community, to compare the participation rate of Tharu girls with other communities.*

*Dhangadhi municipality of Kailali district has been taken as the study area. Tharus are the main inhabitants of the municipality. The higher secondary schools which are located in this area are providing education to the Tharu girls including others. There are ten Higher Secondary Schools in the area. Till now, the researcher could not find the study has been conducted about Tharu girls' education in the area and the areas is easily accessible by road. Because of the above different causes this area is selected for the study.*

*The nature of the study is exploratory, descriptive and analytical. Both primary and secondary data were used in this study Primary data were taken from field visit by interviewing with student's teachers and guardians with the help of questionnaire and some primary data are taken from school record.*

*The seven different HSS of Dhangadhi municipality and all Tharu girls studying there are taken as sample. Though there are 10 HSS, in 3 schools/ There is no Tharu girls students. So among the remaining 7 school's 30 Tharu girls and their parents, some teachers and intellectual people were taken as sample for the study.*

*There are 97.2% male and 2.8% are female teachers in all schools. There is no female Tharu teacher and only 1.86% male Tharu teacher. There is*

*less participation of girls than boys. Participation of Tharu boys and girls is less. Teacher-student ratio is 1:23. The admission rate is increasing per year.*

*Students flow is in Education, Science, Commerce and Humanities respectively. The annual result of Tharu student is improving. Student attendance seems go to 95%.*

*Physical infrastructure of higher secondary schools is satisfactory. There is not proper economic and educational scholarships to the students of lower classes.*

*There are about 53.41% female and 46.59% male members in Tharu families. Agriculture is main occupation of most of the families and only negligible number occupies others. The educational status of parents found low. Among Tharu girls most of them read education, after then, Commerce, Science and Humanities respectively.*

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## ABBREVIATIONS

BPEP	Basic and Primary Education Project
CBS	Central Bureau of Statistics
CERID	Centre for Economic Research and Development
CRC	Convention on the Right of Children
INGOs	International Non-Governmental Organizations
NEC	National Education Committee
NGOs	Non-Governmental Organizations
NNEPC	Nepal National Education Planning Commission
PEDP	Primary Education Development Project
RIDA	Research Inputs Development Associates
UNO	United Nations Organization
WWC	World Women Conference

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background**

More than 73% of the people live in rural areas in Nepal (CBS 2010). So for the development of the Nepal it is necessary to develop the rural area like other developing countries. Nepal is also facing the same problem of ignorance, disease, poverty and social inequality. These problems are created by increasing population, unfavorable balance of payment, lack of investment potentials, low level of technological innovation. Lack of skilled manpower (Adhikari, 1982).

Tribhuvan village development programme was introduced for the development of the rural area with essential modification in the light of experiences gained from previous programs like IRDP which was introduced in Nepal for the development of every aspect of rural people in the fifth five years plan (1975-1980). Rural development is a long term process and only government cannot support it. So, many NGOS/INGOS were also mobilized for the development of the rural area. To avoid the duplication of program, all NGOs and INGOS were channeled through Social Service National Coordination Committee in 1970.

Education plays a vital role in the development of people. It is a means for all kind of progress whether of an individual or of a society. Educated persons are the agent of change in the society. 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 its community member. Education is acknowledge to be a human right of

every individual. It is also the stepping stone to development. So, all the effort should be made from every related sectors and at all levels to provide education for all. Mr. Manandha TB (1974) had stated that education provides skills for working and by sapping their attitude towards work. The development of human resources depends on to a considerable extend on the system of formal education and training from the primary school level to the level of specialized training. Thus the development of human resources a prerequisite for economical development of human.

Darbar High School (1854 AD.) in Kathmandu was first to be established in a step towards modern type of education on Nepal. The main purpose of this school was to provide English education for the children of ruling class and high rank official. The educational development was very slow and by 1950 less than one percent of people were literate (CERID, 1984).

After the establishment of democracy in 1951, importance of education was realized and many schools were opened in different part of the country. In 1954 Nepal National Education Planning Commission (NNEPC 1954) was established for the educational development in Nepal. In 1954 on all round education committee was constituted to improve plan, policy and curriculum. All this practice of educational development increased the number of schools and students enrollment much more than it was in the past. In 1969 Government of Nepal lunched "The equal access for women to education program" to increase the girls enrollment in primary school. Special attention was focused on girls in remote and disadvantaged areas. There was a further expansion of education with the introduction of National education system (1971-1976).

In 1990 after the reestablishment of democracy government of Nepal formed National Education Committee (NEC) to the change education system to conform the democratize ideas in march 1991. The constitution of Nepal promulgated primary education as the fundamental right on 9 November 1990 (Part 3, article 18). The constitution has started (Part 4, article 26 sub articles 7 and 8) that the state shall pursue a policy of providing female population on education health and employment and also be directed to make necessary arrangement for free education. Being a member nation Jomtien conference (1990) the government was committed to universalize primary education by the year 2000. However most countries of South Asia have still go a long way in activity with the goal of globalization of education.

Because of lack of enough studies of Tharu girls education we cannot find out their probability and challenges in educational sector. Generally, low investment in education, poverty, limited economic sources and traditional concepts are assumed for the educational status of Tharu girls. Socio-economic status different social and religious aspects are also affecting them. However the study is not an applied research, this may support to include the Tharu girls for social development by finding out their participation in higher secondary school.

## **1.2 Statement of Problem**

Education is one of the basic human rights. However, education cannot establish as a right because of its expensiveness and other socio-economic reasons. Private, Governmental and international level efforts for the development of education in developing countries are not satisfactory.

For an example, the Universal Declaration of Human Right by U.N. (1946) has not succeeded to overcome the gender differentiation in various aspects of life. Women of developing countries are still unprivileged group in the right of human right. To lift women UP from this situation U.N. declared 1975 as women's years. The U.N. in it's declaration for plan of action, state that women are not a minority numerically. Women constitute half of the total population of the world. By limiting women's participation in developing societies, it deprives themselves with the full talents among half of their number (U.N. 1975 Vol. III). Without the development of education personal, social and national plans can not be succeed.

In Nepal more than half (50.50%) of population are females (CBS 2001). The literacy rate of female is 42.8%, which is very low in comparison to 65.5% of male. Literacy itself cannot bring development, it is skill developing and accelerating factor. It is a potential added to existing human potential (Shrestha, 1985). Women's contribution to economic and social progress is still constrained by the limited access to education which hinders the full development and utilization of their intellectual and productive capacities. The problem like infant mortality, maternal mortality, high growth population unhygienic practice and environment degradation can be tackled by education to educate a man is to educate an individual. But to educate a women is to educate whole family and the society. Aristotle, the Greek philosopher said "the prosperity of a nation is determined by the level of prosperity of its women citizen" (cited from Gurung, 1994). To mobilize natural resources, a nation need its highly skilled human resources which include not only male but also female population. But in Nepal, more than half of women are backward and their status is very low in comparison to man.

As far as women's access to property and modern arenas of education skill development and knowledge are concerned Nepalese women in general are behind than man (Acharya, 1997).

Except in some Tibeto-Burman communities, Nepali society is basically patriarchal and majorities of its population are influenced by the ideology of Hinduism. Nepal is a country with a very high incident of Son preference (RIDA, 1991). Only a son can perform death, rites of their parents they carry on the family name and legacy and also are the economic security of parents in their old age. On the other hand after marriage girls are sent off to their husband's house. They are kept in their parent's house as a property of others. So there is rejoicing in the birth of son and unhappiness at the arrival of the daughter. The unfortunate combination of poverty and extreme gender disparity in Nepal has a significant impact on the child's preparation for life. A recent assessment of major changes in women's life in Nepal over the past decade has shown that despite higher attainment of literacy social mobility and awareness, women still remain confined to the roles prescribed by national traditionally patriarchal social, political economic and legal framework. The role of women in Nepal's society is generally confined to attended household chores in which necessary knowledge and methods are transferred from mother to her daughter, to fetch water, prepare meal for the family work in the field, look after children and other household works in daily routine of rural women in Nepal. So a girl child learns from her infancy what is expected of her future in life. Where the education of male children are given high priority by most of the parents because they recognize their education not only as an instrument to provide in old age. Several studies have proved that resource constraint on household is one of the major factors, which limits the school



participation of girl children in Nepal. Girls work load increase with age, girls at some ages working all average of twice as much as boys (Nepal Rostra Bank 1988). A study of 1990 revealed that work load out of school girls aged 6 to 9 years average 7 hours per day and workload of out of school girls aged 10 to 11 years average 9.5 hours per day (RIDA, 1990).

The education of a person does not depend on sexuality but unfortunately, the gender has become the parameter to provide the education in Nepal. If the male are provided with education, the female always feel the gap between education and them. Parents are discriminating their children in terms of gender. If they gave birth to a boy, they feel that the whole happiness is achieved but if they gave birth to a girl, then they curse themselves. The inequality between the sexuality has become the major problem in Nepal in the sector of education.

The declaration of free primary education in 1975 and procession of free text book in 1975 helped in the promotion in primary education. According to educational statistics report of 1992 there has been 64.3% increase in numbers participation during the same period 1992 up to from 30% in 1985. Similarly, lower secondary level participation increased of 70.4% during 1985-92. The proportion of female in lower secondary participation of secondary level increased to 73.9% the proportion of girl increased from 23% to 30% from 1985-1992. The participation of girls and boys in 2001 is 1726253 and 2127365 in 2002 is 1605/66 of girls and 2323513 boys in 2002 in primary (CBS 2004).

Among the above mentioned figure of female participation, marginal groups female participation is low. I want to examine this situation in case of Tharu girl. In Tharu culture several restrictions and traditional concepts are in majority for female education. To overcome of

Tharu communities' girls educational problems it is necessary to find out the educational problem of them and their solutions. The study has tried to answer following research questions:

- a. What is the ratio of Tharu girls' participation in comparison with other community?
- b. What are the causes affecting for less participation of Tharu girls in higher secondary education?
- c. Why do not Tharu girls enroll in higher secondary school?

### **1.3 Objectives of the Study**

In order to study the issue, I have set objectives. The general objective of the study is to analyze the participation rate of Tharu girls in higher secondary level education. The specific objectives of the study are as follows:

- a. To compare the participation rate of Tharu girls with other communities.
- b. To find out the causes affecting for less participation of Tharu girls in higher secondary education.
- c. To analyze enrollment pattern of Tharu girls in higher secondary education.

### **1.4 Justification of the Study**

The social status of girls in a community is linked with the social status of women. Therefore girls should be educated so that they will be recognized their importance in the society. There can be no development without the full participation of women. The problem like high infant mortality, maternal mortality, high growth rate of population environmental degradation is the hindrance in development. These

problems are related to women and can be solved by educating them. A girl of today will be a mother of tomorrow. An empowered mother is the person best suited to recognize and promote the best interest of the child in every sphere survival development promotion and participation. The traditional concept that girls should not be educated because they do not belong to family and are to be given in marriage to some other family inhabits girls from the pursuit of education. Therefore education for girls is essential to change this conservative perspective so that they can develop their skill and join into mainstream of development of nation.

There are a little or negligible studies for the educational states of Tharu girls. By the lack of enough studies of Tharu girls education we cannot find out their probability and challenges in educational sector. Generally, low investment in education, poverty, limited economic sources and traditional concepts are responsible for the educational status of Tharu girls. Socio-economic status, different social and religious aspects are also affecting them. However, this study is not an applied research, it may support to include the Tharu girls for social development by finding out their participation in higher secondary school.

### **1.5 Limitations of the Study**

This study is mainly concentrate in higher secondary school of Dhangadhi municipality of Kailali district especially girls participation in different level and faculty in different schools which are serving the students under the rule and supervision of HSEB. So the finding or study can not generalize in other sector and region about girls educational status, due to lack of time and resource large field is not possible to cover, so is not except with weakness.

## **1.6 Organization of the Study**

The present research has been categorizing into seven chapters, which are as follows:

Chapter 1: Introduction of the study

Chapter 2: Review of related literature

Chapter 3: Research methodology

Chapter 4: Introduction of the study area

Chapter 5: Factors affecting education of Tharu women

Chapter 6: Summary, conclusion and recommendations

At the end of the thesis bibliography and appendices has been included.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

There have been done various researches regarding the development of girls' education. There have been also done different researches in girls' education. In this section, it is trying to study them critically.

#### **2.1 Efforts on Women and Children Development**

In 1995 the first world women conference was held in Mexico city declared the decade of women (1976-1985). The second conference of second world women (WWC) in 1980 was held the mid term program evolution. The third world women conference (1985) was held in Nairobi of Kenya with giving priority to equality between male and females, full participation of women in development and role of women keep in peace. In 1995 September 4-15 under the organization of UNO in the Beijing fourth world women conference was held and the emphasis was given in women equality women development and in peace. The UN general/assembly adopted the convention on the right of children (CRC) on 20<sup>th</sup> of November 1989. After the ramification of the CRC by government of Nepal in 1990 the act was drafted and approved by parliament in 1992. The act guarantees equal rights to children regardless of gender, caste, religion, language or social status in health education water sanitation and protection. The act includes parent's responsibilities towards their children welfare provision that will be guaranteed by the government and laws on child participation and child labor (WWC, 1985).

By declaring the decade of woman, mid-term program evaluation, equality between male and females are the outcome of the conference of

the first, second and third world women conference respectively. From this, the women's empowerment was initiated from the early time to the present and at the same time, children's equal right was also guaranteed.

The SAARC summit was held in Maldives approved the goals for the children and development of 1990's and declared the nineties as the "Decade of girl child".

The convention on elimination of all forms of discrimination against women (CEDAW) and the convention on the rights on the child are landmark which together constitute a formidable code of rights for women and children. The committee on the right of the child and CEDAW has mutually reinforcing nature. They should form the essential framework for a forward looking strategy to decisively eradicate inequality and discrimination. CEDAW was adopted by the UN generally assembly in December 1979. CEDAW calls for equal rights for women in political and public life, equal access to education and equal choice of curricula, non-discrimination in employment salary and guarantees of job security (RIDA, 1991).

Right for women and children has been guaranteed and this will certainly help to eradicate the gap created by patriarchal society for women and the discriminatory nature of parents for children. These rights will pave the way for the positive changes in the future endeavour too.

In 1994 a National council for women and child development was constituted under the chairmanship of the prime minister of Girija Prasad Koirala. The purpose of the council was to formulate national policies according to the world summit. Ministry of women and social welfare was established in September 1995 to coordinate and monitor all

activities related to child rights and welfare and to enhance the status of women.

In Nepal, the issue of women's role in development was formally addressed for the first times in the sixth five-year plan (1980-1985). The operational strategies for the integration of women in development program were not incorporated in this plan. But women's social co-ordination committee was mobilized to prepare national plan of action for women's development in 1981. This plan of action proposed strategies for the implementation forestry and co-operative development by government, non-governmental agencies and institutions. It also called for increase recruitment of women at all levels in extension and administrative plan and policies (UNICEF 1987).

Nowadays ministry of education and ministry of women and social welfare are established. Under the ministry different programs are launched to promote the women literacy and employment. To increase the participation of girls in school and decrease the dropout problem facilities of girls, scholarship for different level school girls and hostel facilities providing through different feeder hostel in district.

## **2.2 Efforts on Educational Development**

The efforts which were done by different researchers in the past for the development of education in Nepal from which a quantitative growth has been achieved compare to qualitative improvement. Increasing participation and access in education has been one of the goals of education policy. For this purpose Basic and Primary Education Project (BPEP) and Primary Education Development Project (PEDP) were established in July 1992. The purpose of PEDP was to provide training for educational personal. These projects were the expansion of two earlier

projects, one was primary education project and another was education project. One was education project which was implemented in six districts. The other one was sati education for rural development project which was operated in five district of far western development region and was conducted in 1991.

From this effort, many positive results came in front. The access to education was very easy in the remote hill far-western region. The teachers were well skilled in teaching which was the result of training. Each children from their home were enrolled in education. This effort became the landmark to step further even after the project. Many teachers initiated the teaching method which was in previous time and further interest in education keeps on going to the present time.

A policy document brought out in the year 1991 by ministry of education, culture and social welfare identifies the key issues adversely affecting primary education low enrollment of girls, high dropout and repletion poor quality of instruction, inadequate instructional materials poor school management under utilization of natural resources and poor performance of student (Government of Nepal/MOE/WB/UNDP; 1991), were the important issues. Since that time considerable efforts have been made to improve the quality of the class room environment particularly through curriculum reform, development and distribution of new text books and teacher training.

The concern of girl students has been included in teacher training programs and government has stated its intentions to post at least one female teacher in each primary education to girls. Who were unable to attend school have resulted in the rapid expansion of "Bal Shiksha" class by government, NGOS and INGO. The objectives of this program are to



being the children up to a level of education so that they can join the formal system at second or third grade (Government of Nepal/MOE and 1990 Meeting Basic Education Needs in Nepal, Kathmandu in Primary School.

Different researches have been done and have been reported from general educational investigation some of the important research and their finding one third to mention as follows:

Research inputs Development Associates (RIDA) or "Accessibility to educational opportunities in the Remote Area" (1976) stated that parental attitude were decisive factors in the children's education especially in remote areas. The research was conducted in four sample district Dhankuta, Gorkha, Chitwan and Jumla. The findings of the study indicated greater willingness on the parents to educate their boy. Where providing education to their daughter 47% in Gorkha, 43% in Chitwan, 31% in Jumla expressed positive attitude. The parents were not quite willing to send their children into school. The reasons were lack of supporting members for the household work, high priority or marriage of girls, low family income lack of tradition of educating girls distance of the school and lack of job opportunity. There was slight difference between willingness of literate and illiterate to send their son but or regards to educate the girls child the illiterate parents illustrated a more conservative nature.

The other study "Determinants of Educational participation in rural Nepal" (CERID 1984), found serve as a single most predictor in educational participation. Boys participation rate was higher (73%) than the girl (40%) or rural school aged children (6-15 years) that go to school, the enrollment for sampled girls was 22% as against 57% for boys.

The other study also conducted by CERID, 1987 found that most dropouts were from agricultural families. It was observed that there was a strong universal relationship between household incomes and easily school learning and that "need to work" was the prime cause between family size and withdrawals from school.

Nepal multiple indicator surveillance (Government of Nepal/NPC UNICEF, 1995) found that a girl has more than two and half times risk not currently attending school with a boy. A significant trend for the risk of girls not attending schools compared with boys to be greater in the order age. The main for the different in enrollment between boys and was initial school enrollment of girls. The net enrollment figures were found lower than the figure in the national plan of action 1996. The total enrollments of both girls and boys and 70% in comparison to target of 86% for 1996.

Among the ethnic groups it was found the variation in school enrollment. The highest enrollment of both boys and girls was found in Brahmins 95% and 93% respectively. The second highest was of Newar with the total enrollment of 91% and the enrollment of girls was 87% the lowest percentage of Tharu community was total enrollment of 53% with 36% girls enrollment.

A research was conducted on enrollment of girl child in primary level in Dhankuta and Nuwakot District. In the research, it was found that the ratio of girls enrollment was less than boys by 6% and 22% in Dhankuta and Nuwakot respectively.

Another study conducted by 'TIDA' entitled the status of girl child in Nepal" 1991 round that among the children who were not going to school currently, 70% of children were girls. Also the percentage of never enrollment girls was higher than that of boys.

Though some personal national and international studies and researches have given some recommendations for girls' education there is no research about the Tharu girls education in higher secondary school of Dhangadhi municipality of Kailali district. So it is necessary to study about the participation of Tharu girls in higher secondary education in this area or the finding out and analysis responsible factors and giving recommendations.

This chapter research tries to study woman empowerment and children development by focusing on the overall aspects where they can march ahead by their own way. The various conferences which was focused on women's empowerment and the guarantees of children's right beyond any discrimination were the initial stage for development. It has catch its speed in a rapid way for further development. The effort on education was also a main programme which results the access to education and training for the teacher. The ministry of education also knows its responsibility in the area of education, culture and social welfare where they conducted a research and brought a document which plays a crucial role for education strategies. From this overall result, the student gets the quality education and by the effort of children's interest in education, thee also creates a job for teachers. So, by creating teaching jobs and providing education to all, this chapter sums-up with positive result.

The efforts which were done by different researchers in the past for the development of education in Nepal from which a quantitative growth has been achieved compare to qualitative improvement. Increasing participation and access in education has been one of the goals of education policy. Considering these above literature, I have tried to trace out efforts on women and children development and efforts on educational development. Which may help to fill the gap in this research field.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This study will be exploratory, descriptive and analytical in nature. In this study enrollment pattern of Tharu girls in higher secondary education, causes affecting for participation of Tharu girls in higher secondary education and comparison of participation rate of Tharu girls with other communities has been analyzed.

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

Dhangadhi municipality of Kailali district has been related the study area. Tharus are the main inhabitants of the municipality. The higher secondary schools which are located in this area are providing education to the Tharu girls including others. There are ten Higher Secondary Schools in the area. The research in Kailali has becoming a focal point in the present time. Here different research has been conducted specific on women education but unfortunately there has n any research related on Tharu. The researcher is highly familiar with the people of the study area of Dhangadhi and it is easy to access.

#### **3.2 Nature of Data**

Both primary and secondary data were used in this study Primary were taken from field visit by interviewing with student's teachers and guardians with the help of questionnaire. Some primary data are taken from school record. Secondary data are taken from different pre-studies reports and relevant books and literatures. Data which are used in this study are both qualitative and quantitative in nature.

### **3.3 Sample**

The seven different HSS of Dhangadhi municipality and all Tharu girls were considered as the universe and studying there are taken as sample using judgement sampling. Though there are 10 HSS, in 3 schools. There is no Tharu girls students. So among the remaining 7 school's 30 Tharu girls their parents some teachers and intellectual people are also including in sample

### **3.4 Techniques and Tools of Data Collection**

Primary data is the main source of the study. Tharu girls students in the schools of the study area were interviewed. A set of structured questionnaire was designed and Tharu girls were approached to fill up the questionnaire. individually in the sample schools. Guardians' information is collected by direct interview with some questions. During study period some reactions also taken from some non-Tharu teachers and social workers. Key informants, such as teachers and intellectual people, teachers also were contacted for semi-formal interview with the help of check-list.

### **3.5 Analysis of Data**

Data, which are collected from different sources, are analyzed by tabulation. Both qualitative and quantitative tools are used for the analysis of data. Information collected from field visit is tabulated according to necessity.

Different tables on family occupation, family types, school record admission rate, exam result of Tharu students, guardian's education, qualification mother tongue, incentive source, physical facilities, language problem work period festival effect teachers effect etc. are analyzed and interpreted after tabulation. Data are kept in percentage, mean and proportion according to necessity. Some figures and maps are also taken as sources.

## CHAPTER FOUR

### INTRODUCTION OF THE STUDY AREA

In this chapter a brief introduction of the study area, Dhangadhi is mentioned. Here land use pattern, infrastructure development like road and transport, drinking water supply, communication facilities, electricity supply, health services, educational organizations, religious and tourism area, and population distribution is presented.

#### 4.1 Geographical Situation

Dhangadhi is a mid-sized municipality located in the Terai area of Kailali district in Seti zone of the Far Western Development Region of Nepal. The municipality, however, is growing rapidly. Between 1981 and 1991 it grew at 5.16 percent per year and in the following decade, it grew at 4.2 percent per year (Dhangadhi Municipality Report, 2066/67). The municipality was established in 2033 BS. Dhangadhi Municipality is surrounded by the Urma VDC and Khutiya River in the east, Mohana River in the west, Geta Beladebipur VDC in the north and Mohana river and India in the south. It lies between 28° 41' north latitude and 80° 41' east longitude. It is 170 meter high from sea level. The maximum and minimum temperatures lie between 38°C to 7°C. Dhangadhi is major trade and commercial centre of Far- Western Region. The main inhabitants of the municipality are Tharus followed by Chhetris, Hill Brahmins, Unidentified Dalits, Thakuris etc. Historical and religious places around Dhangadhi municipality are Jakhaur Baba, Naina Devi, Navadurga temple, Rajyog Sewa Kendra Pashupati Temple, Krishna Mandir, Ban Devi and Laxmi Narayan (Dhangadhi Municipality Profile, 2058).

## 4.2 Land Use

Land of this area is useful for different purposes. Table 1. shows the clear feature of land use system of the area. Maximum (58.53%) land is using for agricultural purposes. In other land 22.45% for forest 14.2% for bushes and grass land and 0.11% is unused.

**Table 1: Land Use**

Types	Area (In Hector)	Percentage(%)
Agriculture	4343.86	58.53
Forest	1666.14	22.45
Bush and Grass land	1053.64	14.20
Unused	8.67	0.11
Others	349.99	4.71
Total	7422.3	100

Source: GIS, Spatial Data base, map of Dhangadhi municipality, cartography and survey engineering consultant Kathmandu, 2010.

## 4.3 Infrastructure Development

### Road and Transport

Road transport is the main backbone of development. It makes easy to conduct different kinds of development programme. Quality life, social mobilization access of urban area etc. depend on road transport. In the case of Dhangadhi municipality some roads are pitch, most are gravel and others are muddy. The quality of pitch road is low. Total length of road is 313.37km. The following table shows the type of road, its length and percentage. There are three types of roads where the gravel road length is largest comparatively to two other roads. The others road is the second largest and pitch in minimum in length.

**Table 2: Types of Road**

Types of road	Length (km)	Percentage
Pitch	18.60	5.93
Gravel	207.45	66.21
Others	87.32	27.86
Total	313.37	100

Source: GIS, Spatial data base, map of Dhangadhi municipality, cartography and survey engineering consultant, Kathmandu, 2010.

### **Drinking Water**

Drinking water is being one of the challenging problem because of the increasing population in urban area. According to the district drinking water office there are 2309 personal taps and 61 public taps for drinking water in Dhangadhi municipality. Among 8945 households 25.81% are using personal taps. In wards 4,5, and 8 app. 52 taps are made by ex-India army union and drinking water committee distributed 456 taps in wards 11 and 2. There are app 120 wells on springs in the municipality (Dhangadhi Municipality Report, 2066/67).

### **Communication**

Today era is the era of communication and information. There are 3 F.M. Radio station, 3 daily and 3 weekly magazines, Nepal Telecom distributed landline, CDMA and mobile phone make easy access in communication. There are 1200 landline and some CDMA phones in the municipality (Dhangadhi Municipality Report, 2066/67).

### **Electricity Supply**

App. 3700 households (40.42%) are using electricity facility in the municipality (Dhangadhi Municipality Report, 2066/67).



## **Health Service**

There is a Governmental sub-regional hospital in municipality. It is providing general emergency and indoor services. Now, its capacity is 50 beds. It can't servicing the people properly because of the lack of quality-able manpower and other essential equipments. Because of the lack of quality able service people are going in Kathmandu, Nepalgunj and India for treatment. There are some private clinic and medical centers (Dhangadhi Municipality Report, 2066/67).

## **Educational Organizations**

Dhangadhi municipality is the oldest educational center of Seti Zone. Many private and public campuses located at Dhangadhi municipality are providing education in different faculties and levels. It is the only one governmental campus of Seti Zone. There are other 3 private campus in different faculties. There are some governmental and private schools in the municipality. Among them 7 higher secondary school, 14 secondary school, 14 lower secondary and 20 private schools.

Though there is high flow of students the schools are not able to give quality and similar education because of their differences in policy (Dhangadhi Municipality Report, 2066/67).

## **Religious and Tourism Area**

Dhangadhi municipality is an important place for religious and touristial perspectives. There is an easy access of transport for both religious and touristial purposes. Buses and minibuses are serving the people both day and night (Dhangadhi Municipality Report, 2066/67).

## **4.4 Population Distribution**

According to the census 2001, 43126 (49.96% female and 50.04% male) is the population of the municipality. There are 8945 total

households and average family size is 4.82. There is heterogeneous culture and religion in the municipality.

Dagaura Tharu are the main inhabitants and ancient races of here. They are 22.55% of total population. Similarly, 18.86% Chhetri, 15.85% Brahmin, 15.46% Magar, 4.4% Dalits and 3.55% are Newar. 20.47 speak Tharu language, 6.44% Magar and 3.01% speak Hindi. In the municipality 86.84% Hindus 9.9% Buddha and 2.4% Islam.

## CHAPTER FIVE

### PARTICIPATION OF THARU GIRLS IN HIGHER SECONDARY SCHOOL IN DHANGADHI MUNICIPALITY

This chapter has elaborated the status of higher secondary schools, teachers, students distribution in HSS, rate of admission in HSS, admission situation, faculty-wise enrollment of Tharu girls, achievement situation of Tharu girls in Dhangadhi municipality has been presented.

#### 5.1 Teacher's Distribution Caste/Ethnicity

Teachers are the role model for students. They are the person who shows the light in darkness. Teacher distribution in higher secondary school is also a major part from the view point of caste/ethnicity. Here the table has been given for analyzing the proper distribution of teachers in terms of caste/ethnicity. The two categories in the teachers are Tharus and non-Tharus.

**Table 3: Distribution of Teacher by Caste/ethnicity**

Caste	Male	Female	Total
Tharu	2	0	2
Non-Tharu	102	3	105
Total	104	3	107

Source: Field Survey, 2068

Above depicted table 3 shows that the number of Tharu teacher is low in comparison to non-Tharu. Involvement of Tharu teacher is very less than non-Tharu. Tharu are dominated by non-Tharu in the sector of teaching. Among Tharu teacher, the involvement of female is countless. Total involvement of female is also poor. So this table shows the poor situation of female education in the survey of school.

## 5.2 Student Distribution in HSS

Student distribution must be equal in number among the different caste/ethnicity. But in this research, there are two caste: Tharu and Non-Tharu. Where the non-Tharu are in dominating number in school. Tharu's participation in school are less than non-Tharu.

### 5.2.1 Admission rate of students in HSS

In the HSS of the study area students are taking admission in different year in different faculties. The admission number of students of the less frequency HSS is shown in table 4.

**Table No. 4: Racial and Faculty wise Admission of Students in HSS (2063-2067 B.S)**

Year B.S.	Education				Science				Management				Humanities and social sciences				Total			
	Non-Tharu		Tharu		Non-Tharu		Tharu		Non-Tharu		Tharu		Non-Tharu		Tharu		Non-Tharu		Tharu	
	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls
2063	73	25	10	3	49	7	5	1	71	18	6	3	70	30	4	30	263	80	25	8
2064	86	36	14	4	72	16	3	2	38	9	7	3	35	15	4	15	231	76	28	11
2065	143	50	19	5	66	21	5	3	96	30	6	2	45	10	3	10	350	111	33	11
2066	211	95	43	13	126	28	6	1	111	42	10	4	24	4	2	4	472	169	61	18
2067	285	142	69	21	170	34	6	4	176	32	10	6	0	0	0	0	631	208	85	31

Source: School Record, 2068.

Table 4 shows the figure of students in different years in different higher secondary schools. Before 2062 B.S. there is no accurate and systematic data of students in schools. Above table 4 shows the number of students is low in 2064 B.S. in comparison to 2063 B.S. Though there are some positive practices in education, teachers experience, belief of guardians, managerial weakness, unclear governmental policy and the political situation of that period are responsible for the decrease of students.

After the improvement in political situation by the movement of 2064/065 B.S. the educational sector is also improving. Because of the improving environment S.L.C. result is going to be better and managerial and educational policy is also improving which is helpful to increase the number of student in HSS. The poor people can't go outside the district after S.L.C. for higher education. Parent's belief to the higher secondary school is increasing day by day.

The faculty wise analysis shows the pressure of student is high in education. After education science and management are in second position. The number of student is poor in humanities. Because of the high flow of student new higher secondary school are adding and early schools are adding classes.

Nowadays students and guardians are keen for technical education and it is being incentive for the schools.

### **5.2.2 Admission Situation of Student HSS (Educational Session 2067/068)**

Admission situation of student has become the main part of HSS in the beginning of academic session. Education doesn't see the gulf between and among students. It is the system that has created a vast gulf in and this can be seen in terms of caste: Tharu and Non-Tharu has taken as the sample and has conducted the research in different school in various faculties.

**Table 5: Distribution of Tharu Girl Students in Higher Secondary Level**

<b>Castes</b>	<b>Total</b>	<b>Girls</b>	<b>Percentage</b>
Tharu	93	30	32.25
Non-thru	2324	832	35.80
<b>Total</b>	<b>2417</b>	<b>862</b>	<b>35.66</b>

Source: Dhangadhi Municipality Report, 2067/68.

**Figure 1: Admission Situation in 2067/068**

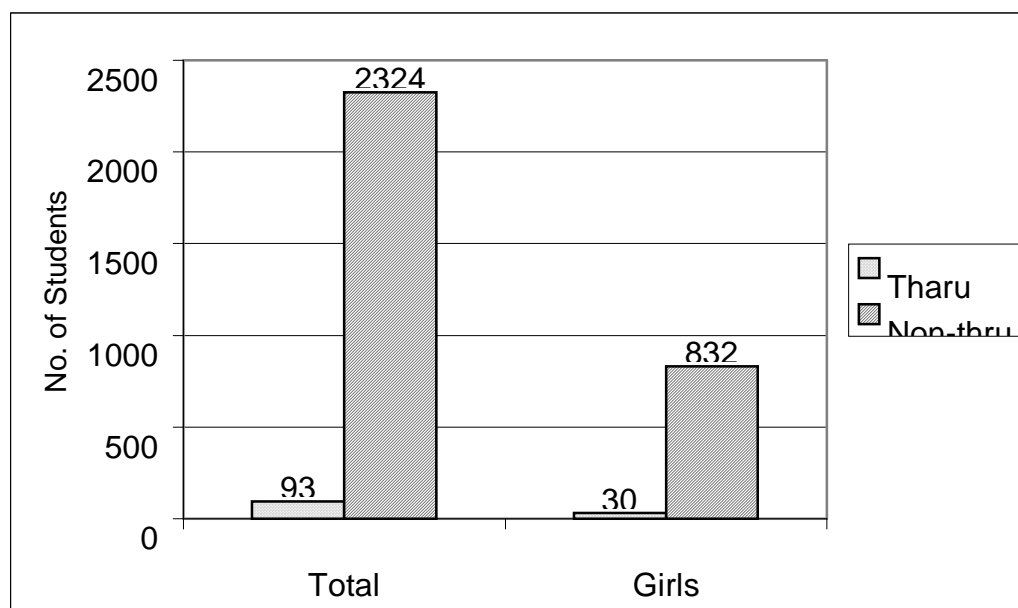


Figure 5 shows the number of girls is 862 (35.66%) in total and 2417 students in different schools in 2067/068. The number of non Tharu girl is 832 (35.80%) whereas 30 are Tharu. The percentage of Tharu girls is 32.25%. This statistics shows the poor access of girls in education.

### 5.2.3 Faculty-wise enrollment of Tharu Girls

Education faculty is a most popular among girls because this faculty ensures the teaching job. Girls are too interested in teaching jobs. Teaching is a respectful position in the society and in this job, the teacher doesn't need to go here and there. They want to remain at home. Another reason behind choosing the faculty of education is that, the first focus of HSS is in this faculty. Table 6 shows the faculty-wise enrollment distribution of Tharu girls in 2068 B.S.

**Table 6: Faculty-wise Distribution of Tharu Girls in 2068**

Faculty	No. of girls
Education	19
Management	5
Science	6
Humanities	0
Total	30

Source: Dhangadhi Municipality Report, 2067/68.

Most of the Tharu girls are enrolled in education faculty than others. There are very few girls in management and science where humanities is the student-less faculty.

#### 5.2.4 Achievement of Tharu Girls

To enroll in the classroom is not a major thing. How they achieve enrolling is the major thing. The result of Tharu girls in different yearly examination is shown in table 7.

**Table 7: Achievement of Tharu Girls**

Year	Attendance		Pass		Pass Percentage	
	Total	Girls	Total	Girls	Total	Girls
2063	25	8	18	6	72.0	75.0
2064	28	11	24	9	85.71	81.81
2065	33	11	27	9	81.81	81.81
2066	61	18	51	16	83.60	88.88
2067	85	31	78	30	91.76	96.77

Source: Dhangadhi Municipality Report, 2067/68.

**Figure 2: Achievement of Tharu Girls**

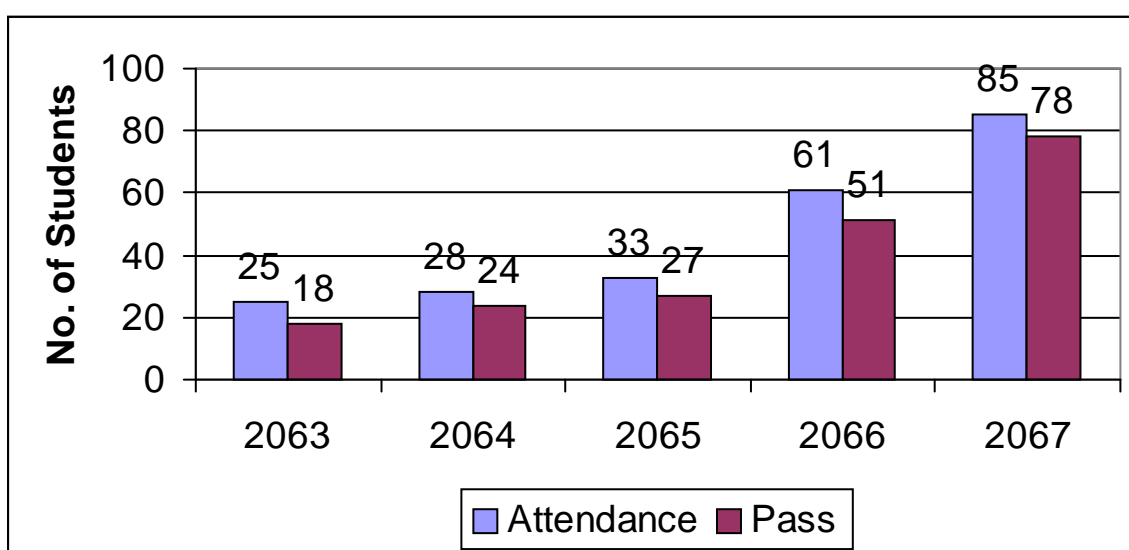


Figure 2 shows the result of girls is improving in the last years. Number of girls submitted in examination is less than the boys. The improving result of girls indicates the attraction of Tharu girls in Higher Secondary School.

### **5.2.5 Attendance of Student**

Attendance of the student is a parameter to evaluate the student and guardians consciousness toward the education. If the students are interested in education, there'll be regularity in attendance. If they are not interested and have to work in the house, there will be decreasing in attendance. The parents also play a vital role to send the children to school regularly or irregularly. So, attendance is also responsible from the parent's side.

Regarding the question asked for the attendance of student shows 90 to 95% present attendance of students in class in all the schools. The attendance of Tharu girls is also same as others. Though some Tharu girls who were engaged in farm and other household works are absent in class, the overall presentness of them shows the improvement of their guardians conscious to the education.

## **5.3 Factors Affecting Education of Tharu Women**

### **5.3.1 Opinions of Guardians**

At the time of field survey, researcher tried to get the opinion from the parents of Tharu girls student of higher secondary school. Among those parents around 20 households (66.66%) sent their children to government school and rest 10 households (33.33%) sent their children to boarding school. The reason beyond this may their poor economic condition. Those 20 people told them as lower class and rest 10 people



told them as middle class but no one were upper class. Only the parents with job send their children to boarding school. All the parents got the same voice of any kind of discrimination between son and daughter in the present situation.

But in practical there is not similarity between son and daughters. In comparison to son, daughters, have to do more household work. Parents not-shown any motto beyond teaching their children. Parents thought that their responsibility is perfect after admitting their children to school. Such concept of guardian is being obstacle beyond further progress of the children. Parents thought that their children are a bit more educated than them, so they need no suggestions and control from them. This sense led children over freedom are seen more corrupted.

### **5.3.2 Opinions of Teachers and Intellectuals**

By the change of time, there has been increment in going school, the children of Tharu community take same opportunity as other communities children. The rate of children of this community going governmental school is higher. Parents poor economic condition is responsible for this. Though out the past culture and custom, the people of this community prefer large joint family and are agro based which aspect more labour force. So, at the time of agro work children leave their school at high rate. Tharu children's education is also affecting from the increasing urbanization and communicative developments. These children's have no favorable environment in home to read. They have no separate reading room, light-able and lack of other materials. Though they have lack of educative knowledge, they are discipline and hard working.

## **5.4 Subsistence Farming**

Main occupation of Tharu community is agriculture and agriculture is traditional. Total family members are involving in agriculture. Students of the community mostly have to do daily 2-8 hrs household work along with agriculture. Thus, 40% girls students have to do daily 4-6 hrs and 33% have to do 6-8 hrs household works in addition to their school. Tharu girls are involving in household works as cooking, sanitation, grass; cutting and guest respect. Some girls recognized them as the non payable labours.

## **5.5 Social Factors**

The fulfillment of family need is affecting by family structure. Among the selected girls for the study, 22 households live in small family and 8 are in joint family. For the fulfillment of needs in small family is easier than joint family. Though the small family are more, the children are in compulsion to leave school because of their traditional agro-based occupation.

In Tharu family all the members are directed by their male family head because the family is male dominated, so the qualification and conception of family head indirectly affecting their children's education. Among the selected parents. There is no parents with graduation qualification, 13% have certificate level qualification, 40% have S.L.C and 10% have lower secondary and primary level qualification.

Because of low educational qualification of parents their children can not get favourable facilities for their education. The educational status of the study area is shown in table 8.

**Table 8: Educational Status of the Study Area**

Group	Only literate	Primary	Lower secondary	Secondary S.L.C.	Certificate	Bachelor	Total
Male	24	5	12	24	7	3	75
Female	22	18	9	17	20	0	86
Total	46	23	21	41	27	3	161
Percentage	28.5	14.28	13.04	25.46	16.77	1.86	100

Source: Field Survey, 2068.

Above table shows the educational status of the family involved for study. In the community total one third of the population are only literate. Most of them can't read and write their name. In primary level female are more than male. But in lower secondary level male are more than female. About one fourth of the population have S.L.C. level qualification and few of them have certificate level qualification among whom 20 are female and 7 male bachelor qualification is limited only in male and above this they have no qualification.

## **5.6 Linguistic and Cultural Factors**

### **5.6.1 Linguistic Status**

Language is the mean for socialization for everyone. The children born in Tharu community are in compulsion to learn other languages except their own. The status of mother tongue of the Tharu girls in this level is shown in table 9.

**Table 9: Status of Mother Tongue**

Mother Tongue	Tharu	Maithali	Nepali	Total
Number of speakers	28	1	1	30
Percentage	93.33	3.33	3.33	100

Source: Field Survey, 2068.

Though the main focus of the study are Tharu girls all Tharu girls have not Tharu language as mother tongue. Above table shows majority of girls have Tharu language as mother tongue.

### 5.6.2 Marital Status

The Tharu culture marriage becomes in early age. Marriage in small age is encouraging by old traditional peoples. It is directly affecting in education of girls. In survey period parents told that the marriage age of their daughter is 18 to 20 years. This makes girls difficulty for further education. Most of the parents like to marriage their daughter than their education. After marriage parents feel relief from their load.

### 5.6.3 Effects of Festivals

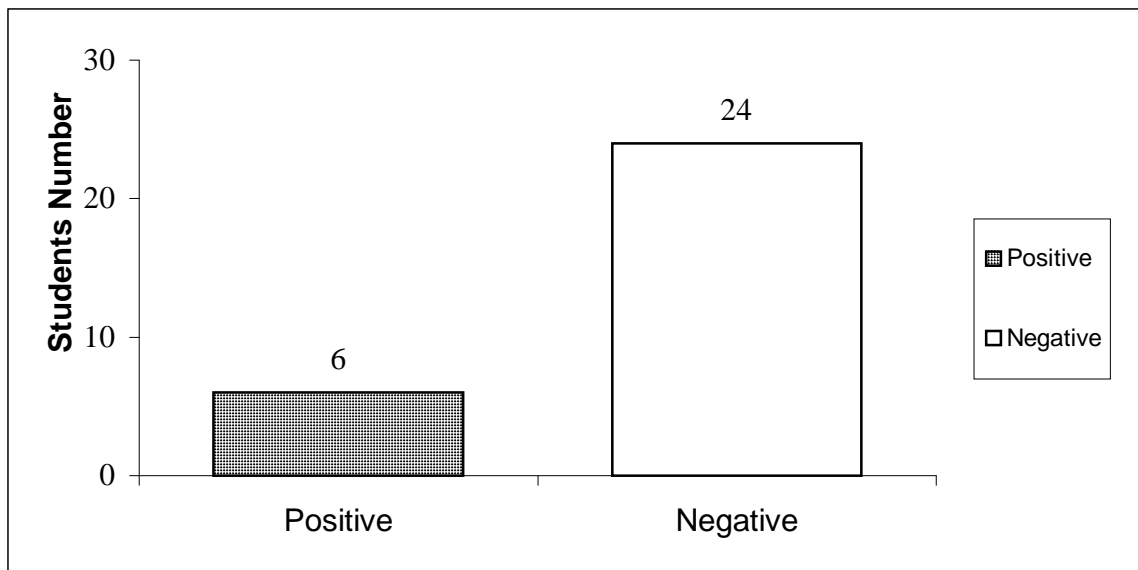
Festival is an important part for every community. Every festival have their socio-economic and cultural values. Culture is the identity of every community .The society without culture is impossible. Therefore festival should be celebrated with own efforts. During survey period, it was asked to stated Tharu girls "What are the Tharu festivals and their effect in your education"? In their answer most of them write Dashain, Astami, Maghi, Shrawan Shakranti, Attwari and Tihar. The effects of the festival is shown in table 10.

**Table 10: Effects of Festival in Education**

Effects	Positive	Negative	Total
Student number	6	24	30

Source: Field Survey, 2068.

**Figure 3: Effects of Festival in Education**



From above table it is seen that 80% is negative effect of festival in education and only 20% seen positive. In the opinion of the girls who says negative effects told that: The alcohol drinker make noises during festival and dancing-singing party also disturb them. In Tharu culture Dashin is celebrating during one months and it was uneasy environment for education. During festival period Tharu girls becomes always in dilemma. If they go with friends for celebration it disturbs their education and if they do not go with them they becomes alone from friends and it brings social hazards. On the other hands during festival relatives comes in their homes and girls duty is to welcome them to cook food, clean pots and serve them. It also hampers their education. On the other hand during festival they waste lots of money and it makes weak economic background for education.

The girls who give positive attitude of festivals told that festival comes not always. So it don't disturb for education but it gives entertainment, saves our culture and makes strong social relation.

## **5.7 Facilities for Education**

### **5.7.1 Facility of School/Location of School**

All the higher secondary schools of the municipality are centralized in the headquarter Dhangadhi area. Students come from the wards to headquarter and its near villages. Survey data shows 36.66% girls come from along 6-9 Km by foot due to the lack of schools in their villages. Other 33.33% comes from 4-6 Km far. Among total students only about 16.66 % uses bus facilities. Difficult geographical location and lack of schools in village areas is affecting the education of Tharu girls.

### **5.7.2 Selected Subject and School**

During survey period the respondents told that 76.66% are studying the subject according to their choice and 23.34% do not. Economic problem, subjects available in school, distance location of the school's are affecting the education of girls.

### **5.7.3 Trained and Non-Trained Teachers**

Trained teachers can teach their students effectively according to the choice and psychology of the students. They can follow different teaching methods and it helps to complete teaching objectives. During survey it is found that the trained teachers are not more. About 50% girls feel problem due to non Tharu and male teachers. They are also feeling uneasy due to language problem. The teacher student ratio is 1:23. Due to language problem some Tharu girls are demanding separate classes but no school provides.

#### **5.7.4 Advisory Facilities**

Students can learn easily if the teacher can develop their innate power. By identifying students innate knowledge they learn according to their choice subject. For this students need advice from teachers and guardians. Students can not separate good and bad due to their age and experience. Proper advice is necessary for this 73.33% take inspiration from parents, 13.33% from teacher, 10.0% from relatives and 1.22% from friends.

Due to lack of knowledge all Tharu parents can not give proper advice to their daughter and Tharu students can't ask freely with teachers also so they are deprived from proper inspiration and subject.

### **5.8 Other Factors**

#### **5.8.1 Pre-Knowledge**

Some basic knowledge and skill is necessary for higher education. Pre-knowledge is different in some students who have some urban facilities, literate guardians, and higher family. Otherwise they have lack of knowledge.

In higher secondary school 86.66% Tharu girls come from government school and 13.33% from boarding school after their S.L.C. Among them, 16.66% passed in 1<sup>st</sup>, 23.33% in 2<sup>nd</sup> and 60% in 3<sup>rd</sup> division. It shows about 83.33% students need hard labour to improve their education whose effect seems in further education.

### **5.8.2 Numerical Status**

In total students 3.8% are Tharu students and only 3.4% Tharu girls in total girls (table 5). It shows that Tharu girls are minority in number. Due to unclearness in language and minority number they can't ask their problem to teachers. It also affects for review in subjects and makes Tharu girls weak in education.



## CHAPTER SIX

### FINDINGS, CONCLUSION AND RECOMMENDATIONS

#### 6.1 Findings

Different seven schools are providing education in different facilities (Humanities, Science, Commerce and Education) in Dhangadhi municipality area. All higher secondary schools are in Dhangadhi area.

There are 97.2% male and 2.8% are female teachers in all schools. There is no female Tharu teacher and only 1.86% male Tharu teacher. There is less participation of girls than boys. Participation of Tharu boys and girls is more less. Teacher-student ratio is 1:23. The admission rate is increasing per year.

Students flow is in Education, Science, Commerce and Humanities respectively. The annual result of Tharu student is improving. Student attendance seems go to 95%.

Physical infrastructure of higher secondary schools is satisfactory. There is not proper economic and educational scholarships to the students of lower classes.

There are about 53.41% female and 46.59% male members in Tharu families. Agriculture is main occupation of most of the families and only negligible number occupies others. The educational status of parents is low. Among Tharu girls most of them read education, after then, Commerce, Science and Humanities respectively.

All Tharu girl students are unmarried. Most of the girl students take inspirations from parents, students come form far to read. Though

there are some facilities for study in schools they are not enough. Traditional festivals affect directly to their education. Most of them accept the improvement in their education due to the hesitation of female and Tharu teacher. Tharu are more students from government schools who passed S.L.C in 2<sup>nd</sup> and 3<sup>rd</sup> division.

## **6.2 Conclusion**

The approach of Tharu is weak in education. The participation of Tharu girls is low than others. Their education is affected by their family status, economic, sociological, language and cultural factors. There is no equal behave in Tharu culture between son and daughter. Due to the lack of experts Tharu girls parents are main advisors for them.

Most of Tharu girls aim is to be teacher. More girls need in education faculty. The girls age was found 17 to 20 in higher secondary school.

Except some general facilities, Tharu girls have no extra facilities from their school and home. Tharu girls have more problems in school and home rather than others. Gender discrimination is main obstacle for education. There is great inequality between traditional and new generation girls. Since, the subjects are focusing only theoretical knowledge it seems to emphasize on the practical and technical knowledge.

### **6.3 Recommendations**

- Further study is necessary for finding the socio-economics, cultural and language problems, which are affecting the education of Tharu girls who read in higher secondary schools.
- Conscious, programmes are necessary to the parents.
- The higher secondary schools centralized in Dhangadhi area should be decentralized.
- Since economical status and education are related closely it seem to uplift the economical status of parents by modernized agriculture and other occupation.
- Tharu teachers should be selected as for as possible.
- The necessary socio-cultural activities, which hamper Tharu girls education should be controlled.
- Appropriate environment should be created in school and home for Tharu girls.
- Tharu related subjects should be submitted in curriculum.
- Education of Tharu girls should be compulsory and free.

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## APPENDIX – II

### QUESTIONNAIRE FOR THE GIRLS

Name of the School: \_\_\_\_\_ Age \_\_\_\_\_  
Name of the Student \_\_\_\_\_ Class \_\_\_\_\_  
Name of Guardians: \_\_\_\_\_  
Mother language: \_\_\_\_\_

1. How far is your school from home (in km).
2. Have you any transport facilities? If yes write name
3. Is there sufficient water facilities in your school?
4. Is there separate female toilet in the school?
5. Have you any problem of language in class?
6. Is there any scholarship facilities for Tharu girls?
7. Is there any female teacher in the school?
8. Is there any Tharu teacher in the school?
9. Do you help in your house? If yes how many hours per day.
10. What type of housework you have to do in your house?
11. How many time do you separate for study in house?
12. What is your parents educational status
  - a. Illiterate
  - b. Literate
  - c. Highly educated
13. Have you any problem due to being Tharu girl in school? If yes write.
14. What recommendation you like to give for improvements of your education?
15. Have you any extra facilities from school or any other organizations?
16. Have you any language problem in class?
17. How long do you help in home?
18. Lastly, what is your future aim?

Thank !

**APPENDIX – III**  
**QUESTIONNAIRE FOR GUARDIANS**

Name of Guardian:

Address:

No. of students in house: Male Female

Your Occupation:

Name of the School

1. Reason for admitting in governmental or private school?
2. To whom you like of educate? Son                      Daughter
3. What do you like to make your children?
4. To whom do you use for housework? Son                      Daughter
5. What is your mother tongue? Tharu                      Others . . . . .
6. Have you any economic problem for you children to study.
7. In your opinion why education is must to daughter?
8. In your opinion what must to do for increasing the participation of Tharu girls in higher education?
9. Your Recommendation:

Thank You !