

EDUCATIONAL STATUS OF SATAR COMMUNITY:

(A CASE STUDY OF DANGIBARI VDC, JHAPA)

A Thesis Submitted to

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By

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RECOMMENDATION LETTER

This thesis entitled **Educational Status of Satar Community (A Case Study of Dangibari VDC, Jhapa)** has been prepared by **Bhawana Ghimire** under my guidance. I hereby forward this thesis to the evaluation committee for final evaluation and approval.

Date: 29 March, 2015
(15 Chaitra, 2071)

Prajwal Man Pradhan
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APPROVAL LETTER

This thesis work entitled **Educational Status of Satar Community (A Case Study of Dangibari VDC, Jhapa)** submitted by **Bhawana Ghimire** in partial fulfilment of the requirements for the Master's Degree (MA) in Rural Development has been evaluated and approved by the evaluation committee.

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DECLARATION

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

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ABSTRACT

*Nepal is the poorest country in the world. It is also agricultural country. It is small in size but it is multi-ethnic, multi-religious, multi-lingual country. It has a heterogeneous society. In Nepal there are more than 60 ethnic groups with their own culture and language. Among them Satar is one of the most backward ethnic group. Satar are also Known as 'Shantha'. They are live in eastern part of Nepal. Education is main part for the development of Nation. It helps the people to increase their living standard and health. In education sector the condition of Nepal is not good. Satar are least studied ethnic group of Nepal. They are facing poverty due to their traditional job and lack of education. Satar have neglected in all aspects of the development activities and policy making. The educational status of the Satars is backward. It is due to the poor economy, lack of awareness and their social customs. This topic **Educational Status of Satar Community** has been selected to find the actual socio-economic condition, educational condition and causes of dropout of satar student from the school.*

This research has been basically designed as an explorative, descriptive and analytical in its nature. This study has focused on the educational condition of Satar of Jhapa districts. This research has tried to find out the educational status and socio-economic status of Satar community. This study is based on both qualitative and quantitative data. There are two types of data. They are primary sources and secondary sources of data, from which data can be collected. In order to accomplish the intended objectives has been used both primary and secondary sources of data. This study has been done in 50 respondents, the respondents among them 30 students, 5 school teachers and 15 households are selected through random sampling procedure. This study has depended on both primary and secondary data. both open ended and closed ended questionnaire has been used to collect data for the study. The primary data has been collected from the field work conducted during household survey, key informant interview and observation.

Socio-economic condition of Satar community is very weak. The role and participation of the Satar community in local decision-making is very poor. They are hardly sustaining their life and their per capita income seems to be very low than the average per capita income of Nepalese

people. Satar community does not have the significant role and participation in local decision making. Lack of education, income, cultural and social structure is major hindering factors for their participation in development activities. The educational status of the Satars is backward. Satar children cannot complete their education because of poverty and early aged marriage. They will not know about the importance of education for human life. The general status at education of Satar in the study area was found to be very much below the National average. The illiteracy rate is found different in male and female members. All female and male members are illiterate while some male members are literate.

The Satar community is one of the ancient ethnic groups of the Tarai. But they are becoming helpless and down trodden day by day. Education is main part for the development of Nation. It helps the people to increase their living standard and health. In education sector the condition of Nepal is not good. Satar are least studied ethnic group of Nepal. They are facing poverty due to their traditional job and lack of education. Satar have neglected in all aspects of the development activities and policy making. They have been given less chances in the field of development and decision making.

Educational status plays a vital role to change the society in all aspects. In this context, literacy and awareness programs should be launched especially for them. Government should provide necessary materials needed for the education to such disadvantaged group through the proper implementation of free education for their upliftment. Education level at Satar people was found in very low profile so, intervention should be done in the education literacy and empowerment so that they could get job in modern productive sector. Most of Satar people are landless. So, to provide them land the government should implement Land Reform Program. Short term training programmers should be launched to generate skill and increase income level. Social awareness programs should be conducted to discourage early age marriage and some target programs should be handled for the reduction of poverty as early age marriage and poverty have become barriers for the completion of their study.

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ABBREVIATIONS

ASP	-	Alternative Schooling Program
CBS	-	Central Bureau Statistics
CBO	-	Community Based Organization
CERID	-	Central for Educational Research Innovation and Development
CRC	-	Central Research for Curriculum
ECD	-	Early Childhood Development
HHs	-	Households
INGOs	-	International Non Governmental Organization
MOE	-	Ministry of Education
MA	-	Master in Arts
NESP	-	National Education System Plan
NFE	-	Non-Formal Education
NNEPC	-	Nepal National Education Planning Commission
NPC	-	National Planning Commission
No.	-	Number
PPC	-	Pre-Primary Classes
SLC	-	School Living Certificate
TU	-	Tribhuvan University
UNESCO	-	United Nations Educational Scientific and Cultural Organization
UN	-	United Nation
VDC	-	Village Development Committee