

CHAPTER – ONE

INTRODUCTION

1.1 General Background of the Study

Education is the systematic instruction to gain knowledge. Education is one of the fundamental means for all for alleviating poverty and bringing improvement in the Standard of living through different socio economic activities. Literacy and education are similar and both are complementary to each other. Literacy enhances access to information that may be necessary to conduct various essential activities to daily life and work.

Quality education produces knowledgeable or qualified manpower which is the pillar of the nation for development. Without the progress of education it is difficult for the Development of the nation.

Education develops the personality and rationality of individuals, qualifies them to fulfill certain economic, political and cultural functions and thereby improves their Socio-economic status. It has been recognized as a major instrument which societies can Use to direct the process of change and development towards desired goals. Education is the key for development.

Nepal is a diverse country, with a vast geographical variety, and thus varied community perceptions on education, which is why research locations were selected in three different areas: the Terai, the Hills and the Mountains. The villages in the Hills were more difficult to reach than in the Terai; the most remote research location was a village in Jumla district in the Mountains where people are largely dependent on cattle, horses, goats, and sheep, which has highly affected schooling.

According to government statistics almost 14% of children of primary-school-age are not enrolled (Government of Nepal 2006). Moreover, a major problem at primary school level is retention. Enrolment figures in class I are high, but a large number of these once-enrolled children drop out of school before completing primary level. Furthermore, despite primary school figures

showing a positive trend in enrolment, at lower secondary level the number of enrolled children drops significantly, with more than 50% out of school (Government of Nepal 2006).

Enrolment levels of particular groups, such as lower-caste and Muslim communities, are still below those of others. Although the gender gap in school enrolment in Nepal has declined, it still exists, and increases as children get older. Besides a gender gap, literacy rates provided by Nepal's Ministry of Education and Sports (2001)¹ show variations among regions and districts across Nepal. Interestingly, literacy rates are not per definition lowest in remote areas. The dramatically low enrolment rates in the Terai are caused especially by low enrolment of girls in these areas. Children who are out of school are often engaged in work. It is important to find out why these children are working before we want to conclude that it is work that keeps the children out of school. Interestingly, while for some households work can be combined with schooling, for others work is the crucial impeding factor that prevents children from being enrolled. (www.moe.gov.np)

It has been the social norm for generations in rural communities in Nepal for children to help out in the household. Girls, for example, help out with cleaning, cooking, caring for siblings, and cutting grass for the animals. To send these children to school requires an alteration of the traditional division of labor within the household. The work that is no longer done by the children has to be taken care of by someone else: "Who will take care of the cows and goats if I send my child to school!" is an often heard grievance. Nowadays, some households manage the tasks in such a way that at least some children are able to go to school.

Within these households it is often the workload of the mother that will increase; the older children will be required to help her so that their younger siblings can go to school. After school hours, however, these school-going children are still expected to help out. It is considered profitable to send these younger children to school so they can acquire some basic knowledge. At this age, primary schooling is not costly and the young kids are not yet able to do much work at home anyway. Besides giving priority to younger siblings, households often send their sons to school, before considering sending their daughters as well. In other households it is possible for all children to go to school by hiring children of poor and often lower caste households to

help out with chores. These children are often sent to work because of their severely poor living situations. Severe poverty, and the requirement of additional labour, is thus an important factor that keeps children out of school and pushes them into work. That connection manifests itself clearly in those cases where a dropout occurs after a change in circumstances at home.

Especially in the Hills and Mountains, children are forced to work after the divorce of their parents or remarriage of one or both of their parents. Alternatively, the fallout of an earning member due to illness or death, causing the workload at home to increase, has a major impact on children's lives. In addition, financial loss due to other causes – such as a robbery - can have a severe impact on a family already living in poverty, and inevitably entails consequences for children, especially the eldest ones. There are many cases where the work that children are asked to do leads to absence from the village and thus to non-enrolment, irregular attendance, or dropout. In the Mountains, children join older family members when they take their cattle outside the village in search of food, thereby leaving the village for a few months.

Perceived quality and accessibility Work should not be viewed as the sole factor keeping children out of school; it always appears in combination with other issues. One of the main factors that, in combination with work, lead to non-enrolment is the perceived quality of schooling. Once people feel that the school does not live up to their expectations, they are likely to keep their children at home, in which case it is expected that they are asked to do some work. Working in this case is perceived as a better alternative to malfunctioning education.

With regard to quality, parents complained about the insufficient number of teachers, who are not able to maintain discipline among the large number of pupils. Secondly, they criticized the lack of commitment of the teachers. Other complaints mainly dealt with the location of the school. The location of school is in itself never a reason for children to be out of school, although many households mention it as being so. However, in combination with the workload required from children at home, even if that workload is not excessive, it becomes impossible for some children to continue their schooling.

In the Hills for example, where primary schools are available within reasonable distance, continuing school after class V requires, for some, at least a one-hour-walk to reach the nearest available lower-secondary school, resulting in children being away from home throughout the day. In combination with the household chores that need to be done at home this distance leads to regular absences and even dropout. In the Terai, the distance to school was often given as a reason for keeping children out of school. However, the actual distance from communities to the nearest primary school is never really far, especially in comparison with distances that have to be covered by children in the Hills and the Mountains. At the most, the school is located on the other side of the village from the respondent's house. The issue here, rather than the physical distance to the schools, is the social distance to the school, and what keeps children out of school is really a matter of social exclusion. The school in one of the villages in the Terai is located in the Hindu area, far away from where the Muslim community resides. In addition to the questionable relevance of the curriculum of the government schools, this leads many children. This is considered more relevant than the government school, especially for girls.

Some boys from this community are sent to the government school, because of the job potential. These boys, however, tend to drop out of school once they are in their early teens, when they are able to go to India in search of work. Thus, while the accessibility to the schools is largely determined by physical factors, other variables such as caste- and religion based discrimination also play a role. In addition, the frequent closures of school as a result of the ongoing political instability, or festivals and days leading up to these celebrations, affect the quality of the school and discourage many from attending school regularly.

The perception of some communities that schools are not available or accessible is an important aspect not to be overlooked. Historically, education in Nepal was reserved for only the highest levels of society, and until the 1990s, many remote and sparsely populated areas remained deprived of educational facilities. The notion of universal primary education had not yet trickled down to each community and region in the same fashion. In order to establish primary school attendance as a social norm for everyone, additional efforts are required to include the marginalized communities, as these are most difficult to reach. In a village in Terai, a growing number of children

from the local Dalit-community are enrolled in and attending a school that was facilitated by an NGO operational in the area. In a village in the Mountains where such programmes do not exist, but where NGOs are taking a holistic approach to include all children in school, many children from the Dalit-households are still out of school and, in some cases, working.

In many villages, where usually only one school is available and expected to provide education to all children from all layers of society, traditional social rules need to be broken in order to reach education for all. A special focus on creating awareness that all communities within the village have an equal right to education is needed to include the most marginalized groups. It seems that some

Marginalized communities hang on to their traditions more fervently than others, and are still disinclined to send their children to school. The reasons behind this can be found in processes of social exclusion and poverty, which together add up to vulnerability and the reticence to rush towards new opportunities. It would be helpful here to increase the involvement of the entire community. This would also improve the quality of education, and would lead to high enrolment and good attendance. Rather than feeling alienated, it is crucial that households are involved with the processes going on in school. Presently, however, parents often have little idea about what happens in the school. Despite current government policies aimed at increasing parental involvement to improve the current education system, centralized management combined with poor accessibility limits such involvement; and so in most villages, decision-making is controlled by the powerful few. Despite the factors outlined above, an increasing number of households have found their way into the educational system, including those communities previously alienated from school. Nowadays people have certain ideas about why and how education is relevant for their children's daily lives.

This is reflected in the trend that most households enroll at least one or two of their children. When explaining the importance and relevance of education, people often referred to education as a means to improve their current lifestyle. It would enable them to learn and understand new techniques in order to improve or maximize, for example, their agricultural output. More importantly, the basic skills learnt in school would make them more independent in various perspectives. This would benefit them,

for example, while travelling or at work, where they can manage their money themselves. Moreover, being educated would broaden their knowledge of the world around them and by doing so, would open up more opportunities. While people generally realised how education benefits them in this way, and stated that education is indispensable in modern times, most people expressed the hope that these new opportunities would include a way for the children to be able to escape from the current cycle of poverty by finding a good job. Finding a different source of livelihood is in some cases necessary due to the disappearance of traditional vocations as a result of the modern lifestyle adopted by the community.

Children as well expressed the wish to find different work from what their parents do. Boys complained that their father's work is heavy and that they would like to do something else in the future, regardless of whether their father works as a farmer, in construction or in a brick kiln. Education is a means by which they might be able to achieve this.

The reason that, despite this awareness, many of the children are still kept out of school lies in the fact that when there is no existing trend within a community to send children to school, habits, and even traditions within communities need to change. It would be helpful, for example, if there were more examples of educated girls. It was expressed that qualified and committed female teachers in the schools would have a positive effect on the enrolment and retention of girls in school. With only first-generation-learners in school, the trend of sending children to school is still weak at present, and it is important that these children are retained in school by keeping them interested and motivated to attend daily.

1.2 Statement of the Problem

Children's education is very important for the development of the society. Without raising the educational status of children it is impossible for the overall development of the nation.

Educational level of children is low. So, the less number of children are involved in good income generating activities after their completion of education helps the children to empower. After educating children equally or raising the level of

education of children, the nation can progress. It is the thinking of the various people that women's are only able to do household activities and can care children only. But it is the great mistake. By such type of thinking our nation is in backward condition. Men and women should be equally highly educated which helps to progress the nation.

Education is one of the fundamental means for alleviating poverty and bringing improvement in the standard of living through different socio-economic activities. In developing countries children are still found on the bottom rungs of society those with the least esteem and the greatest exploitation. The literacy rate of developing

Country is very much low. Among this literacy rate of female is lower than male. In case of Nepal the census 2001 shows that the literacy rate of male in Nepal is 65.5 and the literacy rate of female is 42.8 where as an average literacy rate 54.1. Similarly in 1991 and 1981 census shows that the male literacy status was 54.5 and 34.0 and female was 25.0 and 12.0 respectively in all 6⁺ aged populations (Manandhar and Shrestha, 2003).

The dropout rate and repetition rate of children is high in remote rural areas. This is due to negative attitude of parents towards daughter should go to others house and they cannot help the parents. The investment of money in daughter's education is wastage of money.

1.3 Objectives of the Study

The general objective of this study is to study the educational status of British Gurkhas' children of Lalitpur Sub Metropolitan-14 Nakhipot, Lalitpur district. The specific objectives are as follows:

1. To identify the educational status of British Gurkhas' children of Lalitpur Sub Metropolitan -14 Nakhipot.
2. To find out the problems of children in having education in school.
3. To find out the causes of dropout of British Gurkhas' children from the School/campus.

1.4 Importance of the Study

After improving the educational status of children they know the advantages of development and they can actively participate and contribute to the national development. Without the contribution of children in the national development it is not sufficient the men's contribution and nation cannot progress. It is important to investigate the causes of dropout of the children from the school education and higher education and cause of non participation or illiteracy of children in education. Illiteracy and dropout rate are the hindering factors for the development of nation. After finding the cases we know that what the hindering factors for the education are. Then it is easy to remove the hindering factors by bringing different programs for awareness or by different suitable method which helps to remove the hindering factors for the education.

This study analyzes the educational status of British Gurkhas' children of Lalitpur Sub Metropolitan-14 Nakhipot. Hence, this study will provide information of educational Status of British Gurkhas children of Lalitpur Sub Metropolitan-14 Naakhipot. This study helps to make plan and policies to improve the educational and socio-economic status of British Gurkhas' children of Lalitpur Sub Metropolitan-14 Nakhipot.

Education is the key factors for the improvement of status of women. So, this study helps to make plan and policies for the improvement of educational status of women and to bring different programs.

1.5 Limitations of the Study

Due to the lack of knowledge and awareness as well as hesitation of respondents as well as technical problem this study will be condensed somehow. While conducting this survey, some technical as well as operational difficulties will be faced. Some limitations of this study are as follows:

1. This survey covers only one ward of Lalitpur Sub Metropolitan-14 Nakhipot, Lalitpur district, which may not nationally representative.

2. British Gurkhas' children respondents will be selected, so it may not cover the overall status of children education.
3. Due to the lack of financial support and time this study has condensed.
4. Some technical errors while preparing questionnaire as well as conducting survey may affect the quality of this study.

CHAPTER – TWO

LITERATURE REVIEW

2.1 Theoretical Review

During the period in which Nepal was under Rana-rule (1847-1950), in addition to English Schools, Bhasa Pathsalas ('language schools') were established, which were funded by the state and which offered education in the Nepali language. Enrolment at these schools, however, was a privilege for the highest classes and castes only. This did not change until the 1970s (CERID 1997) Educational expansion was only designed for those at the highest level of society. (Bista2001).

In 1951 the monarchy was restored, which brought an end to Rana rule. A government was formed by the Nepalese Congress Party, and ministries were established, including the Ministry of Education and Sports (MOES). The first educational development plan in Nepal was in March 1954, when the National Educational Planning Commission (NEPC) was installed with support from the USA. The number of schools in Nepal increased, but remained out of reach for the lower castes and classes, and education was still associated with preparing for a government job. (Bista 2001) argues that "many people realized that the educational system was meaningless, and not geared to the special needs of the country." Getting an education meant acquiring new skills and a higher status, but it was more important to have the right.

In 1962 a new non-party system known as the "Panchayat" system was introduced. In 1969, under the Panchayat government, a New Education System Plan (NESP) was initiated. According to this plan primary schools were established in places that were accessible to many people, and in the following decades Nepal experienced a great increase in its literacy rate. Many remote and sparsely populated areas, however, remained deprived of educational facilities. The next development occurred after the abolishment of the Panchayat-regime and restoration of the parliamentary democracy in 1991. Priority was given to making basic and primary education available for everyone, and incentives were introduced such as scholarships for the lowest castes (Dalits) and girls, literacy programmes for women, recruitment of female teachers,

and so forth (CERID 1997) However, despite the fact that education became more and more available throughout Nepal, enrolment levels remained low. In the 1990s the Nepali government established at least one primary school in each ward to meet the demands of the UN declaration Education for All. In 1992 the World Bank-funded Basic Primary

Education Project (BPEP) was initiated, which aimed to provide primary education and Non-Formal Education to as many people as possible. BPEP-II was launched in 1999. The BPEP programme was implemented in phases, but eventually covered all 75 districts, and was particularly aimed at marginalized and disadvantaged groups. In 1999 the government of Nepal shifted the responsibility of implementing and monitoring educational programmes from MOES to the newly established Department of Education (DOE) under MOES. District Education Offices (DEO) was established in all 75 districts for planning and implementing programmes at district level.

The Millennium Development Goals progress report 2005 for Nepal reported three trends related to achieving universal primary education (MDG-2). First, enrolment rates had increased: the NER in primary education had risen from 64 in 1990 to 81 in 2000, and shown a modest increase ever since. Second, the gender gap had decreased, and third, there had been a steady increase in the literacy rate, from 49.6% in 1990 to 70% in 2000 government of Nepal. (National Planning Commission & UNDP 2005).

However, attendance had remained irregular, and many children were still dropping-out before completing primary education, especially during their first year [Government of Nepal. National Planning Commission & UNDP 2005:22]. Furthermore, increasing enrolment rates occurred unevenly across the country (disadvantaged and marginalized groups fell below the national average) and the enrolment of girls correlated inversely with their age.

The government of Nepal clearly commits itself to Education for All in its National Plan of Action. In the Education For All 2004-2009 Core Document the Ministry of Education and Sports outlines three main objectives: (1) ensuring access and equity in

primary education, (2) enhancing quality and relevance of primary education, and (3) improving efficiency and institutional capacity of schools and institutions at all levels.

The government has developed a series of policies and strategies in order to achieve these objectives, including (a) expanding early childhood development through ECD (early childhood development) and PPC (pre-primary classes) programmes, (b) ensuring access to education for all children by providing free primary education and through incentive and scholarship schemes. meeting the learning needs of all children, including indigenous peoples and linguistic minorities, by making primary schooling relevant to children of these groups, (d) reducing adult illiteracy through Non Formal Education (NFE) programmes, (e) eliminating gender disparity through recruitment of female teachers, teacher trainings, sensitizing the curriculum, and community imitation campaigns, and improving all aspects of quality education including teachers, instructional materials, learning environment, improvement of school facilities, and management and capacity building ([Government of Nepal 2003). Central to the government's strategies to improve the current education system and increase school enrolment is decentralization in educational planning and implementation, including transfer of school management to communities, providing grants to schools, empowering SMCs, increasing direct parental involvement in SMCs through election, discouraging teacher's direct involvement in politics, and establishing Village Education Committees to ensure access to education and regular monitoring (Government of Nepal NPC & UNDP 2005).

These days all wards in Nepal have access to at least one primary school and, with education high on the developmental agenda of both the government and numerous civil society organizations, most people have grown aware of the value of sending their children, including their girls, to school. The government now realizes that while the focus of the (NPA 2001-2015) is on ensuring universal participation in basic education of school age children, policy should be aimed at improving the quality of existing schools, as well as expanding easy access to lower secondary education as well Nepal faces a number of challenges to meet its goals.

Entering school late, repeating grade and withdrawing at puberty contribute to low levels of attainment, suggest compulsory enrollment at the prescribed age to

More years of schooling forced withdrawal of girls from school by their parents may become more difficult the longer the student has been in school. (Khan, 1993)

2.2 Empirical Review

Development of literacy follow-up materials for women and other disadvantaged population explains that Nepal has one of the lowest literacy rates. Further alarming, women represent 82 per cent of the total illiterate populations. The rate of literacy in 1950 was only 2 per cent and now it has increased to 36 per cent so during the last 40 years the increment has only been 34 per cent of the children young enough to go to schools are outside the primary schools. More than 70 per cent of them are in primary schools dropout before completing the five years primary cycle. Due lack of awareness about education or uneducated parents, looking after younger children, collecting firewood's and grass, fetching water and feeding cattle, helping in farming and making dung cakes and collecting dry leaves.

K.C. (2001), has been analyzed street people education and their learning process in life. They learn from natural process because they do not have any process. They just naturalize the learning process. They learn from situation and circumstance because no one has guided them. They experimented the learning process. K. C (2001)

Koirala and Acharya (2061), claim that to have education is fundamental right of children. In this present context poor, marginalized, indigenous and disabled children have been deprived from fundamental education. They have been exploited from domestic labor. At present context, different national and international institution and organization have been investing huge amount into the field of education however these groups of people have deprived from basic educational rights. (Koirala and Acharya 2061)

Joshi (2057) says that state has promised at the children education however they have not been got education. There are so many reasons. Mainly our country is full of village, so almost village area people do not have consciousness for education. They engage housework and do not show any interest into study. Rich and high class people send their children into urban area. The main problem is children do not get

good environment. They join school but they fail, repeat and leave from going school. Even their parents discourage to go school, when failed (Joshi 2057).

Dahal (2061) according to him Dalit and Janatati children leave their school when they fail in class. They have family problems because; they don't get proper support and encouragement from family. So many case economic conditions caused for stoppage of school. (2061)

With certain ethnic communities in rural Nepal, the social custom prohibits free association of girls with male members of community. When the girl reaches a certain age she is not supposed to appear before outsider. This social custom is indicative of a prevailing negative attitude towards the education of girls. The traditional social bias against girl's education and the low education and economic status of the rural people are all adversely affecting the rural children's participation in education. Therefore, making people literate is an immense and challenging task for the government. (ACCU, 1991)

Out of every 1000 children born each year in Nepal, on an average 700 enter in class one, 70 reach class ten, 14 pass the school leaving certificate (S.L.C) and among them only two graduates with a first division. A majority of Nepal's children about 80 percent of them are "fated" to study in government run schools, but over the years only 20% of those who get through the S.LC are from these public institutions. The S.L.C examination result of the past two years have become even more dismal, with less than 10% passing from government run schools. (Dixit, 2002)

According to the scientific education of girl's education there were considerable differences between the right to education enjoyed by girls and boys.

Far fewer girls attended school than boys and they had to drop their studies before the end of primary school far more often. As adults, they were often denied additional schooling and consequently and possibility of overcoming their handicap.

Excluded from intellection institution for economic and often cultural reasons, and being especially vulnerable to the hazards of life family break up, economic privation,

political upheaval, they usually ended up the poorest of the poor, with no hope for change. The persistence of a huge number of inequities between men and women, especially in the fields of education and training, led UNESCO to undertake specific actions in favor of women, taking into consideration their special needs and the many obstacles they had to overcome to enjoy the same rights and possibilities as men's

Many such obstacles still exist and considerable work remains to be done. Today one out of three women is illiterate. Women are still often found on the bottom rungs of society, those with the least esteem and the greatest exploitation. (UNESCO, 1995) An inquiry into the causes of primary school drop-outs in rural Nepal explains the situation and dominant factors of dropout from the primary school in rural area of Nepal. The main causes of dropout from the primary school and the guardian's lack of awareness about the importance of education for children, a compulsion under which primary school age children have to be engaged on household work, general feeling among the rural communities that girls do not need to be literate poor economic condition of the family (Mainali, 1987)

Shrestha on his research "Determinants of Educational participation in Rural Nepal" explains the economic status of household, Educational status of the adults in the family and attitude of household head towards education, gender, language spoken at home, income of the family, distance to school, teachers characteristics, physical as well as instructional facilities, modernity, size of family are factors affecting the rural children's participation in education.

This finding suggests that efforts directed towards increasing the awareness level of the adult members of the family, particularly the head of the household, would have a desired effect on increasing rural children's participation on education.

This study has emphasized on to teachers training and particularly to the provision of female teacher in rural schools appears to be in the right direction. This study emphasis on gender which is the more important factors influencing the participation of people in education. (Shrestha, 1984)

Equality of access of women to education in Pokhara Prepared by CERID explains that. Social status of an ethnic or caste group has tended to show a remarkable degree of congruence with its economic status, with the result that the lower the social status of an individual, household, the greater is the chance of belonging to a lower economic stratum. This has very adversely affected the prospects of education for boys as well as for girls among the so-called untouchable caste groups. This is still another form of manifestation of the structural problems inherent in the society.

The educational or literacy status of the head of the households too has made a difference in the importance attached to the education of female children. However this is not a factor that can be immediately manipulated to increase the number of female children going to school (Shrestha, 1973).

Status of Female education in Nepal, a study report (CERID, 1994) focus on participation, repetition, dropout, socio economic condition, female teacher availability, family education background, government's support system and so on. The report explains in terms of educational attainment, girls or females are far behind males. Their participation rate in 2049 B.S. at the school level was 36.87 and at the tertiary level 24.28 (private campus excluded).

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

This report says dropout is comparatively higher in grade 1, and dropout rate is higher among girls than among boys. Dropout increases as the level of education among the parents decreases. Drop-out rate is high in ascending order in the Terai, the hills and the mountains. The dropout rate is highest in grade 5 in comparison to other grades in primary schools. The reasons for higher dropout in grade 5 are failure in the terminal examination and the non-enrollment of grade 5 completers in grade 6 presumably

because of the lack of secondary education facility in the same locality and also of their trying to take a job (CERID, 1991).

High repetition and dropout rates can be attributed to a number of causes. The more significant among them as pointed out by the Nepal Human Development Report, 1998 (Adhikari, 2001) are household work, burden of children, imaginarily of school operation, income, poverty, physical distance, low perceived relevance of education, caste and ethnic discrimination, neglect of mother tongue in school. There has been a steady increase in the participation of girls in primary education. Girl students as proportion of total primary enrollment increased from 38.7 per cent in 1993 to 44.08 percent in 2001. Special measures such as provision of scholarships for girl students in specified districts and appointment of female teachers have contributed towards this increase in girl participation. The Education for All- plan Action 2003 aims at attaining complete gender parity in school enrollment by 2015. Primary enrollment ratios are used to measure progress in access to and participation in primary education. Gross enrollments have exceeded 100 per cent because of presence of “underage” and “Overage” children in primary classes. Currently, Net Enrollment Ratio is 81.1 percent; This implies that about 19 per cent of children in 6-10 years ago group are still out of school (Primary Level). It is observed that most of the unschooled children belong to the disadvantaged groups, communities in remote areas and families in extreme poverty. The percentage of girls at the enrolment of lower secondary level was 42.2 per cent and at the secondary level 41.4 per cent in 2001. Over from 1993 to 2001, some increment in the percentage of girl students at the secondary level has occurred. A large number of lower secondary and secondary schools have been approved with a view to increase, for the boys as well as the girl, the access to secondary education.

According to Nepal Population Report 2004, Education is one of the most important means of empowering women with the knowledge, skills and self-confidence necessary to participate fully in the development process. The overall literacy rate has increased substantially in the last 40 years.

Literacy among girls and women in terms of percentage points grew much faster than for men during these years even them still only two fifths of female population is literate. The 2001 census indicated that literacy rate among men 6 years or older was

65 per cent, while the corresponding figure for women was 42.5 per cent. In other Words, female literacy rate is about two- third of the male literacy rate.

In a likewise manner, if one looks at the net enrolment rate for boys and girls at the primary school s/he will find that while 86 per cent of the boys of primary school age are enrolled in school, the corresponding figure for girls is about 75 per cent. These differentials increase further at higher level of schooling. This indicates that although improvement in girl's education is taking place, there is still quite a lot to be done in the area of education. (MOPE, 2004)

CHAPTER – THREE

RESEARCH METHODS

3.1 Selection of Study Area

Lalitpur Sub Metropolitan-14 Nakhipot is situated in the eastern part of the Kathmandu district. It is situated in ten kilometer far the center of the Kathmandu district. Nakhipot is situated on the South of Lalitpur Sub-Metropolitan Office. This place is famous for British Gurkhas' in ward no. 14. It has covered 0.52km² areas in total. The total population of this ward is 3136. Out of them 1623 are male and 1513 are female. In this ward majority of people are from British Gurkhas' and Rai i.e. 57.37 percent followed by Magar 12.96 percent 11.64 percent, Brahmin 11.44 percent, Sunwar 3.04, Newar 1.99 and other caste 1.55 percent respectively. Majority of the people follow Hinduism i.e. 91.97 percent and Buddhist 560 percent and others 2.43 percent. The study will be conducted in British Gurkhas' children of Lalitpur Sub Metropolitan-14 Nakhipot, where most of the British Gurkhas' are residing there.

3.2 Research Design

Basically the study is based on descriptive as well as exploratory research design. This study has been descriptive because it attempts to provide proper knowledge of the British Gurkhas' children of Lalitpur Sub Metropolitan-14 Nakhipot. This study has been exploratory because it attempts to explore the study of British Gurkhas' children of Nakhipot and their educational status.

3.3 Population and Sampling Technique

British Gurkhas' children of Lalitpur Sub Metropolitan-14 Nakhipot are selected for the study area. The total population of this place is 3136 and the numbers of household is 574 (CBS, 2001). For the sample respondents, only ward no. 14 will be selected on the basis of systematic random sampling among the total population, 3136. From 3136 populations of this ward about 100 British Gurkhas' children of Lalitpur Sub Metropolitan 14 Nakhipot will be taken by random sampling by using lottery method. The household is selected and from the selected household British

Gurkhas' representatives (that may consist Household head or other female member of that Household) below age 60 will be taken for sample. For the household survey actual number of household in the British Gurkhas' children of Nakhipot will e taken from the sub-Metropolitan Office 80 percent of household will be selected with the help of simple random sampling.

3.4 Interview Schedule Design

The semi-structured interview schedule will be designed for the quantitative data collection. Most of the questions will be pre-coded and some open questions will also be included in the questionnaire. The Study interview schedule will include the socio-economic and demographic characteristics of the respondents as well as household population. The interview schedule is prepared as simple as possible so that all respondents can understand and answer the question easily. The whole set of questionnaire are divided into following aspects:

1. Individual and Household characteristics of respondents.
2. Literacy status and educational level of the respondents and household members.
3. Drop out pattern and level of respondents as well as household member.
4. Causes of drop out of respondent as well British Gurkhas' members.
5. Problems in having education.

3.5 Nature and Method of Data Collection

This study will be based on primary data as the main source of information to fulfill the objectives of the study, whereas literature review is done under secondary data and information. The primary data will be collected using interview schedule method by the researcher herself. This study will be focused on the British Gurkhas' members between age 5-25 ages. The age and marital status of the respondent will be asked while taking interview, if the respondent is out of this age range (5-25), she/ he will be skipped.

3.6 Data Processing Technique

The filled up interview schedule will be done manual editing thoroughly. After all interview schedule will be edited. A code book will be prepared for the opened

questions. The interview schedule will be code according to the code book using alphabets as well as numeric values. The entire interview schedule will be edited to see whether there is mistake in skipping or not as well as to find out the other technical errors. After completing the manual edition the master table in SPSSs will be created in which all the obtained data from interview schedule will be entered. When the data entry is completed then they will be edited to find out the entry errors known as data cleaning in SPSS software.

3.7 Data Analysis and Interpretation

The data analysis is simply based on descriptive type of analysis. The frequency table, cross tabulation and other required information will be retrieved from edited data in SPSS software on the basis of this information; the analysis and interpretation will have been made. The analyzed data will be interpreted using different statistical tools and writings. Some statistical tools like bar diagram, pie charts, and curve lines will be used along with written text.

3.8 Selection of Dependent and Independent Variables

Generally, there are three types of variables in social issues; they are dependent variable, independent variables and intermediate variables. So here in this study only two types of variables are selected i.e. dependent and independent variables. The role of intermediate variables is disregarded.

The Independent Variables are

- Age
- Sex
- Caste/Ethnicity
- Religion
- Language
- Marital Status
- Occupation of parents
- Family Size
- Educational Level of Parents

Dependent Variables

- Literacy Status and Level
- Educational Status
- Drop out level
- Hindering Factors on Female Education
- Causes of Drop out and Illiteracy

CHAPTER – FOUR

DATA PRESENTATION AND ANALYSIS

Education is the basic and valuable foundation of social and national development. It is an important part of our life which helps to develop personality of all individuals. It is one of the important elements to maintain quality of life. An individual can upgrade the living standard by involving in quick and easy income generating activities. It also helps to establish mutual understanding of co-operation, co-ordination, good faith, peace and reconciliation in a family and society. Without education nobody can achieve success. Human life passes in dark in the lack of education, as a result the social and national development cannot go ahead. So, it has vital role for the personal as well as national development. Due to the poor educational status of our country, most of the people are deprived of education particularly the women. Still most people have misconceptions regarding the women education. Education is also the fundamental right of every citizen which is essential for public awareness, changes and overall development. Male and Female education has also brought a lot of changes in several areas. The following table presents the educational status of men and women in the study area. Education plays important role in society. It becomes a fundamental thing which makes effect in each and every factors of society. So education is indicator of social development and civilization. In our country many children are deprived from education so they have to undergo with many problems. There are so many reasons which show the result of children education and these causes in having education for children. It includes distribution of households by caste, religion, occupation and land ownership. Similarly, family structure, education, marital status, position, participation, employment and occupation of the parents are also included and analyzed.

4.1 Distribution of Households by Caste in the Study Area

The caste/ ethnic composition of study area has a wide diversity. Caste plays an important role in every aspects of society. Households of different castes are found in different numbers in the study area.

Table 1: Distribution of Households by Caste in the Study Area

S.N.	Caste	No. of Households	Percentage
1.	Rai	25	25
2.	Gurung	21	21
3.	Brahmin	4	4
4.	Chhetri	5	5
5.	Limbu	30	30
7.	Magar	10	10
8.	Damai	5	5
	Total	100	100.00

Source: Field Survey, 2012

The total sample households are 100 in this study. Limbu families constitute more i.e. 30 percent households. Out of the total households 25 percent households are Rai, 21 percent households are Gurung and 10 percent households are Magar. Similarly, 5 percent, 5 percent, and 4 percent households are Chhettri, Brahmin and Damai respectively. In this study area Rai, Limbu, Gurung and Magar caste have majority and Chhettri Brahmin and Damai have very few numbers of households.

4.2 Distribution of Households by Religion in the Study Area

The following table shows the distribution of households on the basis of religion.

Table 2: Distribution of Households by Religion in the Study Area

S.N.	Religion	No. of Households	Percentage
1.	Hindu	25	25.00
2.	Buddhist	21	21.00
3.	Kirat	40	40.00
4	Others	10	10.00
5	Total	100	100.00

Source: Field Survey 2012

4.3 Distribution of Respondents by Language

The following table shows the households in terms of Language. Household population is divided by Language

Table 3: Distribution of Respondents by Language

S.N	Language	Number	Percent
1.	Nepali	92	92.00
2	Janajati	8	8.00
3	Other	0	0.00
4	Total	100	100

Source: Field Survey, 2012

The above table shows that maximum numbers of households speak Nepali language rather than other language. The study shows that 92 percent households speak Nepali language and only 8 percent households speak Janajati language. Except these two languages no any other language is spoken in the study area.

4.4 Distribution of Households Member with Sampled Respondents by Age

The information regarding the age distribution of the population has been collected from the respondent's response. According to data following table shows;

Table 4: Distribution of Respondents by Age

S.N.	Age	Number	Percent
1	0-4	32	7.08
2	5-9	44	10.73
3	10-14	48	11.70
4	15-19	35	8.53
5	20-24	40	9.75
6	25-29	30	7.31
7	30-34	36	8.78
8	35-39	34	8.29
9	40-44	31	7.56
10	45-49	24	5.85
11	50-54	21	5.12
12	55-59	20	4.87
13	60+	15	3.65
	Total	410	100.00

Source: Field Survey, 2012

From the table 4.2, it can be seen that out of total 410 population 7.08 percent population is found in age group 0-4 and followed by age group 5-9, 10-14 and 15-19 as 10.73 percent, 11.70 percent and 8.53 percent respectively. Similarly, 20-24 has 9.75 percent population and followed by age group 25-29, 30-34, 35-39 and 40-44 as 7.31 percent, 8.78percent, 8.29 and 7.56 percent. 10-14 age groups includes highest percent of population as the same way it is followed by age group 5-9 and 20-24 have maximum percent of population. Unlike that lowest population is in +60 this age group has only 3.65 populations. It shows that old age population is very few rather than young populations because of them are gone to United Kingdom. It follows by age group 55-59, 50-54, and 45-49 have lower percent as 4.87, 5.12 and 5.85. This is age group distribution of sampling population. It includes almost information of population in selected households.

4.5 Distribution of Households Member Population by Marital Status

In this study, the sampled population is studied on the basis of their marital status. Generally three marital events are considered namely married, unmarried and widow for male and female respectively. The marital status is presented in following table.

Table 5: Distribution of Household Member Population by Marital Status

S.N	Marital Status	Male		Female		Total	
		Number	Percent	Number	Percent	Number	Percent
	Married	100	45.45	120	63.15	220	53.65
	Unmarried	110	50.00	50	26.31	160	39.04
	Widow	10	4.54	20	10.52	30	7.31
	Total	220	100.00	190	100	410	100

Source: Field Survey, 2012

From the study it is found that out of total (410) studied population majority of people 53.65 percent are married followed by unmarried population 39.04 percent and significant proportion of widow population i.e. 7.31 percent only. Similarly in sex wise marital status female population is found more than male as 63.15 percent female are married where as 45.45 percent male are married. But the more male are remained unmarried than female or male unmarried percent (50.00%) is more than

female (26.31%). The variation in percent indicates that female get engaged in marital relation earlier than male. From the study significant number of population was found as widow i.e. 7.31 in percent.

4.6 Distribution of Households Member Population by Literacy Status

The main objective of this study is to find out the educational status of children of sampled area (Nakhipot- 14 Lalitpur Municipality, Lalitpur district). The literacy status is observed for overall 100 household populations from 574 sampled households. The literacy status and educational level of the overall household population is presented in table 4.5 according to their sex.

Table 6: Distribution of Households Member Population by Literacy Status

Literacy Status	Sex				Total	
	Male		Female		Number	Percent
	Number	Percent	Number	Percent		
Literate	195	88.63	150	78.94	345	84.14
Illiterate	25	11.36	40	21.05	65	15.85
Total	220	100.00	190	100.00	410	100.00

Source: Field Survey, 2012

From the table 4.7, it is found that out of total households' member population literacy status is recorded. Out of this 410 population 320 or 78.08 percent people are literate whereas 21.95 percent are illiterate. From this table overall proportion of literate population is high; however the sex wise scenario is a bit different. According to this table 88.63 percent male are literate where as only 84.14 percent female are found literate. This data indicates those still females are back warded in education field. Furthermore, the educational level of the household population is presented in table 4.8. From the study it is found that majority of the household members are educated. It is due to higher number of educated people residing in study area.

4.7 Distribution of Population by Sex

The information regarding the age and sex distribution of the population has been collected from the respondent's response. Respondents were asked about the information of their household members. The obtained information regarding the Sex distribution is presented below.

Table7: Distribution of Respondents by Sex

S.N	Age	Number	Percent
1.	Male	220	53.65
2	Female	190	46.34
3	Total	410	100

Source: Field Survey 2012

Table: 3 shows that male population is dominant in sample households. Male population is 53.65 percent where as 46.34 percent is female population. It shows that male population is higher nearly 4 percent and 30 in number.

4.8 Distribution of Population by Family Types

At this present context family types also play role in having education because in joint family number of family member causes heavy expenditure so parents have to manage everything. So they show unwillingness for education. But single family few numbers of children, they can afford for education.

Table 8: Distribution of Population by Family Types

Family types	Number of Household	Percentage
Single	79	79.00
Joint	21	21.00
Total	100	100.00

Source: Field Survey 2012

Table 8: shows that almost family type is single, 79 percent households are single family where as only 21 percent has joint family. Urban lifestyle makes effect to have

single family. Mostly urban people like to live separately. Single family percent is the highest.

4.9 Distribution of Household by Land Ownership

People in the study area are not strong from land ownership. All households have few land ownership.

Table 9: Distribution of Household by Land Ownership

S.N	Land size (ropani)	No. of HHs	Percent
1	Landless	7	7.00
2	Below 1 ropani	28	28.00
3	1 to 3 Ropani	40	40.00
4	4 to 9 Ropani	17	17.00
5	10 to 19 Ropani	6	6.00
6	Above 20 Ropani	2	2.00
	Total	100	100.00

Source: Field Survey, 2012

The above data shows that as many as respondents have lacked from land access. Most households depend on except farming because they have not enough land. 7.00 percent respondents do not have any own land. They live in rented house. They are engaged in different service and business as well as foreign employment. Similarly, 28 percent respondents do not have more than 1 ropani, they can't product anything, where they have made house. 17 percent households have maximum 9 ropani. The study area shows 6.00 percent respondents have 10 ropani up to 19 ropani having land. Similarly, 2.00 percent respondents have above 20 ropani land. Most households who have more than 3 ropani, they have land out of valley.

4.10 Distribution of Households by Family Income

The following table shows that family income is influencing factor for children education. Their monthly income has been shown in the following table.

Table 10: Distribution of Respondents by Family Income

Family Income	Number of Households	Percent
Less than Rs. 10000	9	9.00
Rs. 10000-20000	19	19.00
Rs. 20000-30000	32	32.00
Rs. 30000-50000	25	25.00
More than Rs. 50000	15	15.00
Total	100	100.00

Source: Field Survey, 2012

The above data shows that as many as respondents have not poor economic background. 9.00 percent respondents have 10000 monthly incomes. They do simple business. Similarly, 19 percent respondents have 10-20 thousand income. They also do similar business. 32 percent households is maximum number who has 20 to 30 thousand monthly incomes. They have business and family members are engaged in private sector job. Similarly, 25 households have 30 o 50 thousand incomes that have pension as family income. Finally 15 percent household have 50 to 100 thousand income who have pension as well as business but they don't have own house they live in rented house. This study has shown that different households have not poor condition economically and they can contribute to their children education.

4.9 Distribution of Household by Facility

These things are very essential as well as indicators of social development. The following table shows available of infrastructure of households. Almost household are consuming these basic infrastructure.

Table 11: Distribution of Households by Available Facilities at Home

Facilities	Yes		No		Total	
	Number	Percent	Number	Percent	Number	Percent
Electricity	100	100.00	0	0.00	100	100.00
Television	100	100.00	0	0.00	100	100.00
Telephone	95	95.00	5	5.00	100	100.00
Drinking Water	100	100.00	100	100.00	100	100.00

Source: Field Survey, 2012

From Table 4.9 shows that 100percent of respondents have electricity at their household. Similarly, more than 100 percent households have television at their home and only 95 percents households have landline phone and 5 percent are deprived from these facility. It is miserable to say that even being areas under municipality 5 percent respondents have telephone facility. From the study it is found that almost percent household's have facility like electricity, telephone, television etc. It is due to selection of study area in urban area.

4.11 Occupation of the Respondents

Occupation is living base of family. They certainly depend on any kind of occupation. Their occupational status has been shown in the following table.

Table 12: Occupation of the Respondents

Types of Occupation	No. Households	Percentage
Agriculture	13	13.00
Business	42	42.00
service	17	17.00
Others	28	28.00
Total	100	100.00

Source: Field Survey, 2012

The data presented in the table above shows occupation of households. The lowest percent of households depend on agriculture; only 13 percent households depended on Agriculture. But it is not main source of income but they only follow this occupation. 13 percent represents agriculture. Business is main occupation, which has 42 percent and it is highest percent among occupational percent of households. Similarly, some households depend on service and it includes both private and government service. 17 percent households show their profession as service and 28 percent is categorized as other, it includes foreign employment, and other.

CHAPTER – FIVE

EDUCATIONAL STATUS OF BRITISH GURKHAS' CHILDREN AND ACHIEVEMENT

The main concern of this study is to found out educational status of British Gurkhas' children status. It shows that British Gurkhas' children are having education but some children are depriving from education and they haven't got highest education. These data shows that almost children have got admit in educational status but it shows that they are few numbers of children have completed higher education. All children seemed that they have joined into educational institution but they couldn't continue up to higher level, it is the aim of study.

5.1 Educational Condition of Households

The following table shows educational conditions of households which is the main concern of the study.

Table 13: Distribution of Households Population by Educational Attainment

Educational Level	Sex				Total	
	Male		Female			
	Number	Percent	Number	Percent	Number	Percent
Pre-Primary	29	18.12	27	22.5	56	31.11
Primary	25	15.62	21	17.5	46	25.55
L. Secondary	28	17.50	24	20.00	52	28.88
Secondary	22	13.75	16	13.33	38	21.11
S.L.C. Passed	20	12.5	13	10.83	33	18.33
I.A. Passed	14	8.75	11	9.16	25	13.88
B.A. Passed	14	8.75	6	5.00	20	11.11
M.A. Passed	8	5.00	2	1.66	10	5.55
Total	160	100.00	120	100.00	180	100.00

Source: Field Survey, 2012

The population shows the educational status of children's. 31.11 percent have joined pre-primary education. 25.55 In primary education and 28.88 percent lower secondary

school. Similarly 21.11 in secondary and only 18.33 percent have passed SLC. 13.88 Intermediate level and 11.11 percent have passed bachelor level. The percent of population having Master's Degree is insignificant i.e. 5.05 in percent.

5.2 Type of Educational Institution

This educational status also makes difference at having education because private is supposed to be better than government school.

Table 14: Type of Educational Institution

Type of Institution	Sex				Total	
	Male		Female			
	Number	Percent	Number	Percent	Number	Percent
Government	50	31.25	70	58.33	120	66.66
Private	110	68.75	50	41.66	160	88.88
Total	160	100.00	120	100.00	280	100.00

Source: Field Survey, 2012

5.3 Factors that hindering into children education

As we know that there may be different factors that are leading or hindering into children education. Hence 55 children guardians were asked about their children education. They were asked about causes of dropout; means why didn't they continue to school? Regarding this question different causes or factors came as hindering factors of dropout of their children. These different factors or causes about why did they become illiterate is presented in table 15 in detail.

Table 15: Distribution of Respondents by Causes of Literacy

Particular/Factors	No. of Respondent	Percent
Lack of awareness	110	52.38
Economic Problem	14.28	6.00
Household work	70	33.33
Total	210	100.00

Source: Field Survey, 2012

From this table 5.4 it is found that majority of respondent 52.32% pointed out that the main cause of their illiteracy is lack of awareness. This means they were unknown or they did not know about the need and importance of education and did not take formal classes. Similarly, 14.28 % respondent out of 210 illiterate said that they could not go to school and became illiterate due to economic condition. Hence from this table it can be concluding that most of the female in our society are illiterate because they don't know importance of education. So they do not know value of education to their children. From the study it is found that because of hardly economic condition, lack of awareness and household work some respondents were illiterate and most of the illiterate were due to lack of awareness. Similarly, 33.33% could not go school because of housework.

5.4 Parents Encouragement for Education

The following table shows the respondents and their causes of illiteracy

Table 16: Distribution of Respondents by Causes of Illiteracy

Parents Encouragement	No. of Respondent	Percent
Yes	92	43.80
No	48	22.85
Neutrals	70	33.33
Total	210	100.00

Source: Field Survey, 2012

From this table 5.4 it is found that majority of respondent 43.80% pointed out that the lack of encouragement for their children. This means they were unknown or they did not know about the need and importance of education and did not take formal classes. Similarly 22.85% respondent said that they wanted to employ their children into work rather send school. Likewise, 33.33 percent respondents said they stayed neutrals for their children education. Hence from this table it can be concluding that most of the children haven't been having education.

5.5 Caste/Ethnicity and Drop out

As we know that Nepal is rich in her culture and there are found different caste and ethnic groups here. There is diversity in their life style and other social activities according to caste and ethnicity. Hence regarding the drop out status and its causes, the caste of respondent may play an important role. So in this study the relation of caste and ethnicity and drop out level has done, which is presented in table 5.19.

Table 17: Distribution of Respondents by Caste/Ethnicity and Drop-out Status

Caste/Ethnicity	Drop Out	Percent
Rai	42	11.42
Brahmin	10	4.76
Chhetri	26	12.38
Gurung	28	13.33
Magar	29	13.80
Damai	23	10.95
Limbu	31	14.76
Tamang	27	12.85
Total	210	100.00

Source: Field Survey, 2012

While relating the drop out status with caste/ethnicity it is seen in table 5.19 that, Rai has maximum number that follows 32.65 percent. Chhetri and Gurung have similar contribution. Both follow 16.32 percent. Similarly, from Magar 10.20 percent have dropped out. So on, Damai and Tamang have also same percentage in drop out contribution i.e. 6.12 percent respectively. The least population is dropped out from Brahmin.

5.6 Causes of Drop Out

Why do students leave school or campus? There may be various causes. There is no doubt that with out any cause no one leaves their school or college. Here in this study also the sampled females are asked why they left school. Why did they drop out from their academic institutions? The detail causes and figure is presented in table 5.17

Table 18: Distribution of Respondents by Causes of Drop Out

Causes of Drop Out	Frequency	Percent
Marriage	30	14.29
Failed in Exam	56	18.37
Household work	45	40.82
Lack of awareness	22	8.16
Low Accessibility	6	8.16
Economic causes	6	6.12
Others	12	4.08
Total	210	100.00

Source: Field Survey, 2012

Table 5.17 shows the various causes about why they left their academic institutions. Majority of respondents have drop out their classes due to household work, which covers 40.82 percent followed by 18.37 percent who dropped out because they failed in exam. Similarly, 14.29 percent women have dropped out due to their marital status i.e. when they married; they compelled to leave school/campus. And some women 8.16 percent have dropped out due to lack of knowledge about the importance of education or it can be said due to less priority in education and same (8.16%) percent of women have dropped out due to large distance means not availability of school in reachable distance. So there are various causes that are leading drop out and hindering female education.

5.7 Drop Out and it's Relation with Other Variables

Different social variables may affect one another. There is link or relationship between these variables. Different social variables have chain effect on each other. For example; Occupation may affect education; Family status may affect education etc. Hence here in this study also it is tried to show the relation of one variable with other separately.

5.8 Occupation and Drop-out Status

Occupation means a way of income generating source which helps an individual or family to run their livelihood. As from previous table it is found that majority of population of this study area is depended on agriculture followed by business and service. Here in table 5.18 the relation between occupation and drop out is presented.

Table 19: Distribution of Respondent's by Occupation and Drop-out Status

Occupation	Drop Out	Percent
Agriculture	85	40.47
Business	80	38.09
Service	20	9.52
Others	25	11.90
Total	210	100.00

Source: Field Survey, 2012

Table 5.18 shows that majority of drop outer are from agriculture field or 40.47 percent children who are involved in agriculture are dropped out their classes. Secondly 38.09 percent who are involved in business are dropped out. Whereas, other occupations have less contribution in drop out. From this scenario it can be concluded that most of the people who are involved in agriculture as well as in business do drop out because they have to give lot of time in this field. So there is close relation between occupation and drop out level.

CHAPTER – SIX

FINDINGS CONCLUSION AND RECOMMENDATIONS

6.1 Findings

Whenever we conduct a kind of research or study we get some findings or we do research or studies to know or find something. Hence, this study has also some findings. Though it is based on small scale survey of Nakhipot of Lalitpur district from the 410 selected sample population and their household members, the major findings are mentioned below. The findings are separately mentioned on household, individual and their subject matter. Here, in this study household characteristic consist the education as well as demographic characteristics of the respondent's household members while conducting field operation 410 sampled respondents were asked along with their households members. The major findings are presented below:

- Out of 410 household member populations 220 are male and 190 are female. There is no significant difference between male and female in number. Similarly majority of population 11.70 percent is in active age group i.e. 10-14 followed by 10.73 from age group 5-9 and 9.75 from the age 20-24
- Out of total 410 population majority of people or 220 (53.65%) are married and 160 (39.04%) are unmarried and insignificant population (7.31%) are widowed.
- Majority of population is dependent on business i.e. 42.00 percent followed by service 17 percent and agriculture 13 percent and other 28 percent. All households have not own land, so they have to take any alternative for sustaining life. But in all houses have facilities, like electricity radios television and toilet etc. are available but only few households do not have telephone only (95%) facilities.
- It is found that 84.14 percent people are literate where as 15.85 percent are illiterate. In sex wise scenario 88.63, percent male are literate where as only 78.94 per cent female are found literate.
- Out of literates 31.11 per cent have achieved primary education followed by lower secondary and secondary level 28.88 and 21.11 percent respectively.

Only 18.33 percent has passed the S.L.C. level and 13.88 percent Intermediate level. Only 5.55 percent has passed Master's Degree level.

- According to caste/ethnicity, Limbu are (30%), followed by Rai (25%), Gurung (21%), Magar (10%), Damai, Chhtri, and followed by Brahmin 4%.
- While relating the literacy status by other different variables like type of family, occupation, family income, age at marriage, caste/ethnicity, parents' literacy status etc. it is found that respondents who are from nuclear family are more literate than joint family.
- Similarly, respondents having high family income are more literate than those from having low family income. Likewise majority of respondents (84.14%) are literate, whose parents are literate and few (15.85%) respondents are literate whose parents are illiterate. Hence the literacy status of parents directly affects to their family members.
- Regarding the hindering factors of children education majority of respondents (52.38%) told, because of lack of awareness and they told 33.33 percent respondents because of household work. Similarly, due to their economy only (6%) respondents.

6.2 Conclusion

Majority of respondents pointed out that, the main cause of illiteracy (or why they could not read and write) is lack of awareness. So we can launch awareness and intensive programs to make them conscious about the importance of education and demerits of being illiterate.

Regarding the causes of drop out, most of the respondents have dropped out because of different reasons like marriage, failed in exam, lack of encouragement, and their classes due to household work and due to lack of knowledge about the importance of education and migration of parents and So it is necessary to make them conscious about importance of education and find better way to exclude them from household work in school/campus going period. There is no significant difference between male and female in number of majority of population in the active group. Majority of Population is dependent on business that provides their entire income. All sample households have very land and almost households have extra facilities like Telephone, T.V. and drinking water.

Majority of population is literate and Majority of population got literacy from formal education i.e. school education. Majority of population are Brahmin followed by Chhetri. It is found that respondents who are from nuclear family are more literate than joint family.

In most of the joint family literacy rate of female is backward the hindering factor of female education is their household work. Their household's lack of awareness, similarly, while studying the educational level by caste/ethnicity, majority of respondents from Brahmin caste have passed intermediate level followed by Chhetri and Newar, respectively. Rest of all caste has no higher education.

In relation with respondents' educational level and family income, there is linear relation between income level and educational level, that means, who have high family income have attained high level of education and vice-versa.

6.3 Recommendations

The educational level as well as literacy rate is not satisfactory. This study is focused on finding out the educational status of children along with causes of illiteracy and drop out level and its causes. From the findings of this study following recommendations are given:

The educational level as well as literacy status of children of sampled area is low hence it is essential to launch different intensive programs to encourage children to learn about the importance of education.

Intensive programs like scholarship, provision of job, opportunities for higher education, education loan, household economic support or other types of subsidies can be provided to reduce the drop out level and help to continue their school/campus.

Premature marriage, parents careless and excessive household work are the hindering factors for children education. So, if we can uphold their problems the illiteracy rate may reduce and more and more children will be benefited from education.

National policies and programs are not being able to cover various aspects of children especially in the field of education. So special concentration should be given from the

policy making level. Especially Nepal government, NGOs, INGOs, CBOs that are working on various social issues, should concentrate to increase female literacy and improve the education.

The main tool is awareness, so awareness in family, community, society and in national level should be increased regarding the importance of education and shortcomings of absence in education. For this purpose we all are equally responsible and we must take an action in this path.

The overall literacy rate should be increased with special emphasis upon promoting higher literacy rate among the children. This could be achieved by providing incentives to encourage going to schools.

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QUESTIONNAIRE

Code:

Name of the Respondent

i) Age (completed year)

ii) Caste/ethnicity:

Rai.....1

Limbu.....2

Newar3

Other.....4

iii) Mother Tongue:

Nepali.....1

Newari.....2

Tamang.....3

Other.....4

v) Religion:

Hindu.....1

Buddhist.....2

Muslim.....3

Other4

vi) Occupation:

Agriculture.....1

Business.....2

Service.....3

Other.....4

vii) Marital Status:

Married1

Unmarried2

Widowed.....3

Others.....4

viii) Age at marriage: yrs.

vii) Family Type:

Nuclear.....1

Joint2

Interview Schedule

Q.No.	Question	Coding	
1	How many family members do you have in your family	<input type="text"/>	
2.	Can your Children read and write?	Yes1 No2	
3	Which level do they study?	Non- formal education.....1 Primary2 Lower secondary3 Secondary.....4 S.L.C. Passed.....5 I.A. passed6 B.A. Passed7 M.A. Passed8	
4.	Can parents read and write?	Yes 1 No 2	
5.	If yes, Please mention the level of her education.	Non- formal education.....1 Primary2 Lower secondary3 Secondary.....4 S.L.C. Passed.....5 I.A. passed6 B.A. Passed7 M.A. and above.....8	
6	What is the occupation of childrens' guardians?	Agriculture1 Service2 Business.....3 Wedge base4 Don't know.....5 Others (specify).....6	
8.	What types of facilities are available at your home?	Yes No	

		Electricity 1 2 Radio 1 2 T.V. 1 2 Phone 1 2 Toilet 1 2 Pipe water 1 2 Other (specify)	
10.	Does family have own land?	Yes.....1 No2	
12.	What is the monthly income of family?	Less than 1000.....1 1000–2000.....2 2000-3000.....3 3000-5000.....4 More than 5000.....5	

Guardian Characteristics

Q.No.	Question	Coding	
17.	Are the children of this family going to school/campus?	Yes.....1 No.....2	
18	Who inspire you to send them to school?	Self awareness.....1 Friends2 Relative3 Local community.....4 Others (specify).....5	
19.	Do you help them in their study?	Yes.....1 No.....2	
20.	If yes, How do you help them?	Encouragement.....1 Financial support.....2 Teaching.....3 Daily supervision.....4 Others (specify).....5	

21.	If no, why don't you help them?	Lack of time1 Self illiterate2 Negligence3 Other.....4	
22.	Why are you not sending them to school/campus?	Poor economy1 Household work.....2 Lack of awareness.....3 inaccessibility of school.....4 Others (specify)5	
23.	In your view, what are merits of sending them to school/campus?	
24.	What is your personal opinion about children's education?	
25.	What are the factors hindering in gaining education for children?	
26.	What do you suggest to improve the educational status of children?	

Thanks for your kind participation