

# Chapter: 1

## Introduction

### 1.1 Background of the Study

Nepal is a beautiful country located in the lap of the Himalaya. Nepal is geographically divided into three horizontal belts. It has diverse biodiversity with diverse culture, caste and creeds-the distinction in the land structure and so in the culture. Nepal is multilingual, multicultural and multiethnic country. Nepal is a garden of all castes and ethnic groups. Nepal is divided into three ecological regions: The Mountain region, the hilly region and the Terai Region. The mountain Region is dominantly inhabited by the people of different caste group like the Sherpa, the Bhotiyas, the Thakalis, and the Dolpalies etc. The Hill region is inhabited by the people of different ethnic groups and castes i.e Brahmin,kshetris, Gurung, Magar,Rais,Limbu,Chepang,Tamang,Newars,others occupational castes viz, *Blacksmith (Bishowkarma)*, Damai, sharkis etc. Similarly, the Terai is inhabited by Tharus, Dhimals, Danuwars, Satars, Blacksmith (Bishowkarma) etc.

Dalits have been the prominent of our social setting. They constitute 13.8 percent of the population of the country. Hill and Terai Dalits comprise 8.87 percent and 4.93 percent of the population respectively(CBS,2001). Historically, Nepali society holds deep roots in the Hindu caste system, with hierarchy of different groups of people within the system. Dalits or oppressed are one of the groups of the people with in this Hindu caste system that's social, economic and many other conditions by which they are poor. In Nepal three major occupational castes the Bishowkarma (Blacksmith), the Damai(Tailor),and the Sarki (leatherworker) are traditionally artisans. Of all the oppressed castes, the Blacksmith occupy high position within the traditional caste hierarchy. The Blacksmith (*Bishowkarma*) and the tailor (*Damai*) for example regard bodily contact with each other polluting. A Blacksmith

*(Bishowkarma)* doesnot allow a Tailor (*Damai*) to enter his house and never accept water and food from him.

The Blacksmith is the largest Dalit group in Nepal in terms of population size. The Blacksmith who are along with their traditional caste occupation making and preparing iron tools also practice agriculture. Traditionally Blacksmith were economically dependent on their clients (*Bista*) for livelihood. The Blacksmith are the members of the occupational and oppressed caste group locally called by different names such as Bishowkarmas, Sunars, Lohars etc.

The dissertation focuses on the educational aspect of the Blacksmith. Multi-dimensional development and progress of the country depends on the educational policy adopted by the government and the country. Education is the true essence of human development. The development of human resource is the main function of education. Education in a broad sense becomes a catalyst for all the closely interrelated economic, social, cultural, demographic changes which is defined as the various aspects of national development. That means without education, development can be neither broad based nor sustained. Education plays the vital and decisive role in the socio-economic progress of a country. Educated manpower is precious assets as well as agents for the all round development of a nation. So, the more educated manpower means the more developed or advanced is a country. However, the limelight of education has not covered all the people of the society. Though the government of Nepal has tried to provide the education for all by 2015, the people especially Dalits and poor are out of the access of education. The society cannot move well until we include everybody in it. Several research findings show that most of the people out of the school are from the disadvantaged and back warded groups. Disadvantaged groups are those groups who are in general economically weak, socially backward and so are deprived of other opportunities. Poverty, lack of awareness and social domination are some of the factors which are reported to be the causes of the discouragement to those disadvantaged groups from

attending school. When one group of the society is weak, the whole system, society and eventually the country becomes imbalanced owing to the retardation in the development process of a country.

Since the purpose of the study is for the fulfillment of the partial requirement of the completion of the Master's Degree course, the macro level study is not sought here. Therefore, this study is concentrated in only in ward no 1 of Manapang VDC of Tanahun district to find out the educational status of the Blacksmith.

## **1.2 Statement of the research problem**

For the all round development of a person, involvement in education is essential due to which the existing resources can be exploited in a sustainable way and develop the society. Through the education process we can create the skilled and capable manpower, which we can achieve desired goals in different sectors of life.

Blacksmith (Sudra) have very poor educational status. They are denied the education and rights from the early time. According to Manusmriti Blacksmith (Sudra) are not allowed to listen, read and memorize the Veds. Since that time on Blacksmith are shadowed in education. Blacksmith are socially, economically and educationally back warded. Blacksmith contain 3.94 percent population according to the 2058 census, however, their condition is pathetic. They are characterized as being illiterate, unemployed, landless, poor, ignorant, exploited, unhygienic and dirty. They have lost their dignity, self respect and confidence as result of century's social discrimination, oppression, exploitation, domination and torture. They do not have enough food to have, lacking health care, housing and most importantly education. Blacksmith are treated as low caste people by so called upper castes

Blacksmith make the equipments like sickle, axe, spade etc. in return they will be paid by their clients in cash or kind; they have their own priest to perform religious rites and rituals. Dalits are dominated exploited and tortured by the so called upper class people and denied by the opportunities and facilities. The upper caste people are enjoying the social, economic political cultural and many other privileges but the lower caste people are deprived of it due to which a kind of revolt and conflict can be seen in lower caste people. Those who gain the resources are dominating to those who lack which is called the struggle between haves and have not. In this context education to them remains the matter out of their reach. The education of Nepal was very traditional which would teach to perform the caste based occupation. Modern education in Nepal began with the establishment of first school in 1853. This was only for the ruling class people and courtiers. Schooling for the general people began in Bir Shumsher's time. However, the development of education started only after when the popular movement ended the autocratic Rana rule and initiated a democratic system. In the past 60 years, there have been dramatic changes in education and educational sector. However education for those who are backward and oppressed is far way. On the other hand, discrimination in the school is practiced. Dalits children cannot sit beside the so called upper caste children and share the tiffin. Likewise, so called high caste teachers do not want the Dalits to become teachers because they do not want to give the traditional gesture of giving respect to them. In case if Dalits are teachers, so called high caste people do not send their children to school. Competent Dalits teachers are discouraged from occupying higher position. For the balanced development of the nation all the facilities should be equally distributed but the condition of Dalits is quite different. They are not in the condition to achieve the facilities provided by the country. The Interim constitution of Nepal has guaranteed all Dalits access to education of primary and secondary school by government. But most have still been unable to afford for adequate education to their children because of the lack of money and socioeconomically discriminated behavior by high caste people. In such a situation, it is important

to know the socio-economic and educational status of Blacksmith. This research addresses the following research problems.

1. What is the socio economic condition of the Blacksmith of the study area?
2. How is the educational status of the Blacksmith of the study area?
3. What are the existing problems of Blacksmith in order to achieve the educational service in the study area?
4. What is the attitude of the guardian about the education of their children?
5. What is motivation of Blacksmith children towards education?
6. How is the enrollment, and dropout condition of Blacksmith children in the school of study area?
7. What are the constraints to achieve better educational status for Blacksmith students?

### **1.3 Objectives of the study.**

The broad objective of the study is to explore the educational status of the Blacksmith community of ward no 1 Manapang VDC Tanahun. The specific objectives are.

1. To appraise the educational status of the Blacksmith people.
2. To find out the school enrollment and dropout rate in the Blacksmith community.

### **1.4 Rationale of the study**

Nepal is the common living place of different castes and sub castes. All the castes are not in equal positions. Some are exploited and dominated where as some are in the center of social life. Blacksmith since ages they have been exploited and treated as the untouchable group. Blacksmith are back warded socially, economically and educationally. Blacksmith is neglected and discriminated caste in Nepalese society. Education is key to success and it is the basic fundamental element for development. If the people are educated,

they can understand the advantage of development program so that they can actively participate and contribute to national development. The causes of the backwardness of the blacksmith may be various but the study has focused only to the socio-economic characteristics and educational status in general. Even there is very less research carried out regarding the Blacksmith and almost no study on the educational status. In this context, study will provide some key information, to the government, NGO/INGO which are involved in the development of the Dalit community and lunch initiative effective planning and bring out some policies for the betterment of the Dalits. It will be Significant for providing the information to uplift the socio and economic status of the concerned caste. It shows the proper way to lunch the different programs for NGO/INGOS. This research will be informative to policy makers, politicians, social workers and many common people who desire to know about the Blacksmith.

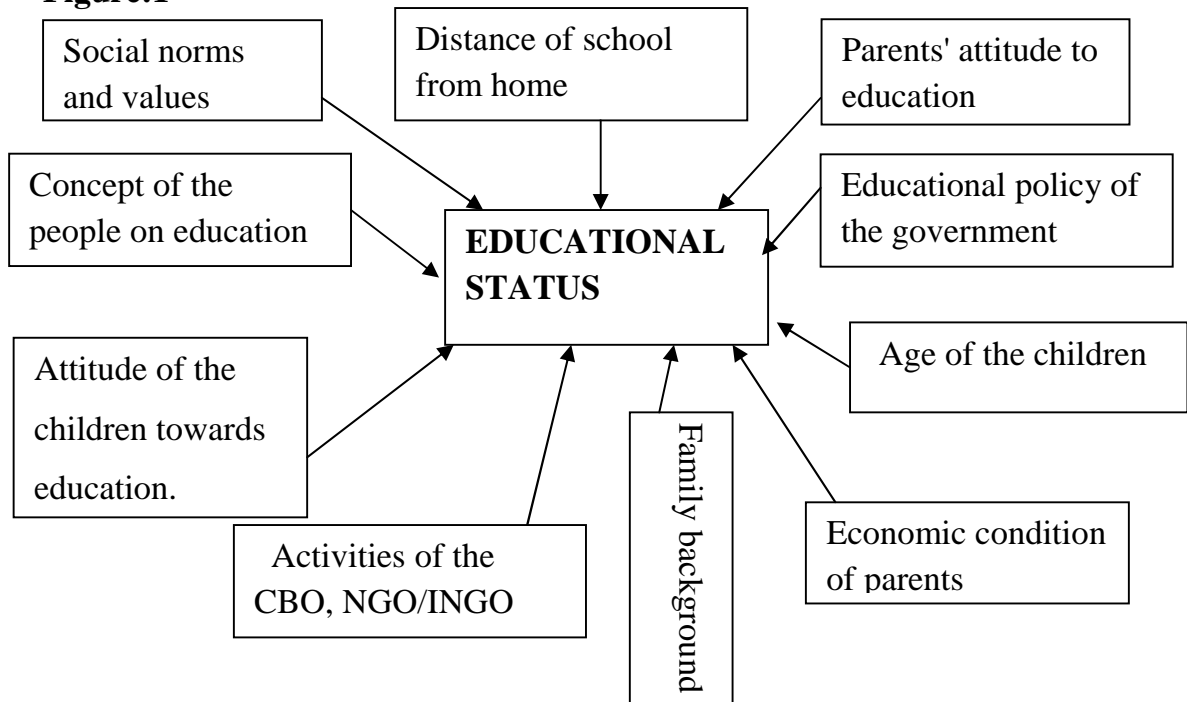
### **1.5 Limitations of the study.**

Basically, this is an academic study. It has been undertaken within the boundaries of limited time, budget and other resources. The research has the following limitations.

- The main purpose of the research is to fulfill the partial requirements of master degree. It will cover only the requirements of master degree.
- It may not be applicable to the Blacksmith nationwide because it is the study made in small area.
- It is limited limited with in ward no,1,Manapang VDC
- It is limited with selected variables. For example school enrollment, dropout of the students are taken as the dependent variables and socio-economic variables, family background as independent variables.

## 1.6 Conceptual framework on the educational status.

**Figure:1**



There may be various variables to affect the educational status of the Blacksmith. This study takes family and its background, socio-economic condition of the family, culture, educational status of the parents and their attitude to education of their children as some independent variables which affect the education of their children. Likewise, National policy of the government, peoples` awareness to education, children attitude to education, distance of the school from home, activities of NGO/INGO, age of the school going children play prominent role in determining the educational status of the Blacksmith.

### **1.7 Definition of key words used in the study.**

1. School enrollment Students admitted in the schools (grade 1 to 10)
2. Family environment Educational and socio-cultural environment of the family
3. Economic background relative economic status of the household in the community in terms of the property owned
4. Activities of INGOS and NGOS Educational and economy related awareness programs of NGOS and INGOS
5. Educational background of the parents Literacy and illiteracy of the parents
6. Nuclear family A family that consists of father, mother and children when it is thought of as a unit in society (Oxford Advanced Learner's dictionary,2000)
7. Joint family Father, mother, their married sons and their families.
8. Early marriage Marriage of school going age children (under 15 years)
9. Household activities The regular day to day works in the house which children have to do
10. Age Age of family members in years
11. Dropout The system dropout, a school going children when once stops attending the school s/he will never rejoin the formal school in their life time.
12. Traditional beliefs Parents belief in the traditional customs and practices



## **1.8 Organization of the study**

The thesis has been organized into seven main chapters with many sub topics in order to make the study more precise and impressive. The first of the introductory chapter deals with background, statement of the problem, objective of the study, significance of the study, limitations of the study, organization of the thesis report and conceptual framework .The second chapter describes the theoretical overview and the review of the related literature. The third chapter includes the method adopted in this study. The fourth chapter is about the general introduction of the study area which is based on the VDC record. The fifth chapter presents the socio-economic status of the study area. The chapter six reflects the educational status of the study area. It also presents the enrollment and dropout rate along with its causes. The last or chapter seven includes summary, conclusion and recommendation of the study. At last schedule used in this study and photos have been presented.

## **Chapter: 2**

### **Review of literature**

The chapter deals with the theoretical review along with some relevant literature to make study more scientific and systematic

#### **2.1. Social Inequality and sociological Theories**

Almost all societies change through the process of forming oppositional classes and in the evolution of capitalism. These classes are based on property ownership of power with in society (Calvert, 1982). Thus Marx established the view that a relation nature of interaction and non material realm of human activity work as forces to promote social inequality (Grabb, 1984).The two major classes with in capitalism, the bourgeoisie or owner and proletariat or worker classes have the confiscatory relation. Capitalism, may be an example of social inequality with the latter forming the lower stratum of the society in social classes.

Max Webber is another sociological thinker. His principle is the distribution of power with in a society somewhat different link and the economic standing of person of a community is associated with status of social prestige for him or her, and solely a result of the economic relationship. This status along with religious beliefs produces power and differential power results in an unequal society. His view is pluralistic. He incorporates in to his explanation of social inequality non economic forces such as ideas and interests, the emerged from politics, religion and institutional structure (Grabb, IBID)

Emile Durkheim held a functional view of social inequity. Rulf Dahrendorf said that the social inequality is the consequences of the authority relation with in social and organizational settings. Gerhard Lenskil (1960), argued that differential access to power produces social inequality. Took the position that a worker class as Dalit in Nepal is polarized into a specific social position due to

their function or work activity. Nicos Poulantzas introduces an intersection in class relations in order to examine social inequality. In his view, dominant functionaries have power to their subordinates and hence create social inequality.

Anthony Giddens established the structural theory in a hermeneutic perspective. He holds the view that social inequality is fostered by three factors, viz. functional, authority and cultural. These factors build an unequal society.

## **2.2 Theoretical review on Sociology of Education**

Education is a major social institution for transmitting knowledge and skills as well as passing on norms and values. In pre industrial societies, education occurs within the family; industrial societies develop more formal system of schooling. The word education is derived from the Latin word 'Educare' which means bring up or bring forth. Education does not mean only imparting the knowledge to students but also developing the knowledge and attitude to them so that they can face the future. A large part of social and technical skills are achieved through the instruction which we call education. Sociologists are becoming more and more aware of the importance of education and therefore established the branch in sociology which we call as the sociology of education (Rao, 2001)

The Sociology of education is the study of the institution of education. Sociologists examine the function of education which fits for a society and explores the role of education in preparing citizens for adult life. School life is a central focus; sociologists study how schools function as organizations. They also study the role of education in stratification (Magil, 2003).

Durkheim conceives education as the socialization of younger generation. He further states that it is the continuous effort to impose on the child ways of

seeing feeling and acting which he could not have arrived at spontaneously. It is in the school that child first learns to take part in collective activities outside the family. It is the function of the family not just to transmit knowledge, but to inculcate in the child a spirit of team work and collective purpose

### **Conflict perspective on Education**

Conflict perspective on education is based upon the view that groups within societies have fundamentally different interests. However, education is organized in contemporary societies, some people will benefit more than others. Conflict theorists believe that education prepares the classes through which there will be different education system for elite and common people which creates social conflict and inequalities.

### **Liberal perspective on Education**

The liberal perspective on education focuses on the individual education rather than in the society; directly promotion of individual and indirectly the society. American philosopher, John Dewey (1953) believes that education encourages individuals to develop their full potential as human beings. Schooling for all would help to foster the physical, emotional and spiritual talents of everyone as well as their intellectual abilities. Dewey was critical of rote learning of facts in school and argued for progressive teaching methods. He opines that one should learn by experience; by doing things rather than being told.

### **Functional perspective on Education**

The function of education according to the functional perspective is to transform the norms and values and keep the social system in solidarity. According to Emile Durkheim society can survive only if there exists among its members a sufficient degree of homogeneity. Education perpetuates and reinforces homogeneity by fixing in child with essential similarities and collective life demands. Education unites all individuals into social system. It teaches the children sense of belonging and a feeling that social unit is more

important than individual. Durkheim argues that education teaches individual specific skills necessary for their future occupations. Talcot Parsons opines that education system is an important mechanism for the selection of individuals for the future role in the society. It allocates human resources within the role structure of adult society. Schools by testing and evaluating students match their talents, skills and capacities to the jobs for which they are best suited (Haralambos and Holiborn, 2000)

Dr. Radha Krishanan had said that the main objective of education is to give training to students to undertake occupations effectively and become proper leaders in various sociological fields in which they happen to work (Rao, 2001)

### **2.3 Concept on School Dropout**

The term dropout means the system dropout that is a school going children when once stops attending the school; he/she will never rejoin the formal school in his/her lifetime, hence is out of system.

The distance of the school from home direct influences in the case of dropout. Each day millions of the children in the developing world embark on the long journey to their school. (Watkins,2000)

#### **Dropout in developing countries**

School dropout is a serious problem in most of the developing countries, where the dropout phenomenon starts in the primary school grades. The world development indicators have revealed that about 130 million primary school age children in the developing countries are out of school (World Bank,2000) Out of school status is a function both dropping out and of having never enrolled or attended school. The out of school population (ages 5 to 14 years) in the least developed countries averages about 40 percent (World Bank, 2000)

South Asia is the home to almost 30 percent of the world's population. Providing primary education to its 6-10 years old, who make up 20 percent of national populations, is difficult given the large numbers living in poverty and the tradition of spending too little on primary education. (ADB, 1999)

In the world's poorest countries, particularly in rural areas, the rates of non-enrollment and school dropout are higher for girls than boys. Approximately 10 percent of boys and 40 percent of girls never enroll in school. In India, which adjoins Nepal, no more than one third of the girls complete primary school education, and in Pakistan, not far from Nepal, only 17 percent of rural girls (population Council, 1999)

The gross enrollment rates for students entering grade one is 99 percent, although the figure is deceptive because it includes many overage children. India, for example, appears to have attained near universal primary education. But when the figure is adjusted for overage students, net enrollment is about 85 percent. About 10 percent drop out by grade two and another 15 percent drop out by grade five, These averages are lower than for other regions in Asia and suggests that improvements are needed.

### **Dropout in Nepal**

Approximately 80 percent of all Nepalese children enroll in school, but it is widely recognized that there is higher rate of dropout especially in primary schools. Dropout in grade one is about 14 percent (DOE, 2002). The average cycle completion rate is estimated to be 50 percent-meaning that only 50 percent of those enrolled in grade one will eventually complete the five year primary school cycle (DOE, 2001)

The school dropout phenomenon did not get much attention in Nepal until the late 1980s. The first comprehensive assessment of education and human resources in Nepal was conducted through the USAID support received under

the Improving Efficiency in Educational Systems (IEES) project. The report indicated a dropout rate of almost 22 percent in grade one alone (IEES, 1988). Other studies-such as the National Multiple Indicators Surveillance Second Cycle (NMIS-II Cycle) conducted in 1995(CBS, 1996) and the School Effectiveness Research conducted in 2002(CERID, 2002)-have indicated rather low dropout rates: about 2 percent to 7 percent in grade one. Nepal's Department of Education (DOE) recently reported 14 percent dropout rates from grade one (DOE, IBID).

### **The Antecedents of School Dropout**

There may be many reasons behind the dropout of the students. Some of them are described below under the heading family background, school factor, and student's characteristics.

In developing countries, family background factors-such as level of income, parents' education and ethnicity-have been found as important factors in determining school drop out. Parents' decision making is often based upon economic conditions. In a study in Guatemala, Halpern and Myers(1985) found that parents select particular role to their children, such as school or work or both, in an attempt to optimize inadequate household resources and that this sometimes disrupts children's schooling.

Carlos and Pastors(2000)study, done in Spain, found that almost two thirds of dropout came from low income families and only 1.5 percent came from high-income families .Similarly,30 percent came from low social class families, while only 1.1 percent came from middle class or higher families. The same study identified that 23 percent had at least two elder siblings; where as 40 percent had at least two younger siblings at home, indicating that elder siblings with younger ones at home are most inclined to dropout. Most of the dropout tended to come from large families.

### **School Factor Antecedents**

While early U.S. research- the 1966 Coleman Report- found that teachers, schools and fiscal resources have minimal effect on students' achievement, subsequent studies in developing countries have found school factors to be more predominant in students' achievement. Heyneman and Loxley (1986) concluded that quality of school and teachers does affect student outcomes in developing countries. Fuller(1986) argued that, within industrialized countries, the effect of school quality is eclipsed by the child's family background but that in developing countries, school quality can be major determinant of educational achievement because the majority of families are below the poverty line and are mostly illiterate. Hence, their family support for children's learning at home is minimal, which forces student to rely on school factors- classrooms, teachers and text books- for learning achievements.

### **Student Characteristics Antecedents**

The educational system in developing countries rarely diagnose and accommodate characteristics such as cognitive ability, motivation, learning difficulty and behavioral problems. Fobih (1987), in a study in Ghana, found that peer group exerts considerable influence on the adolescent by setting a pattern of values and behavior for the individual. In the Greater Accra Region of Ghana, peer group was found to have influenced members to drop out of school to join in such activities as going to the beach and lorry parks (i.e. bus or train station) to work as carriers of baggage or package during school hours. Fobih (1987) also found that having early sexual relationship is a vital factor associated with dropout among adolescent students. In particular, he observed that 20 percent of all dropouts in the Volta Region of Ghana were attributable to early pregnancy.

The joint effort of USAID and MOE entitled **Primary school repetition and Dropout in Nepal: a search for solution (1993)** has found that the circumstances of subsistence living often make it difficult for children to attend



school regularly. Children are not only needed to assist with household chores, they are also often wage earners. The illiteracy problem does not become important when the fundamental needs of survival are present. The reason of repetition in grade one is that parents use primary schools as a form of day care center for their children. Overage children sometimes dropout because they feel embarrassed in front of their classmates because of their overage.

#### **2.4 Review of the related studies**

The developing countries have succeeded in sharply increasing the percentage of children .Developing countries are working hard that all the children get basic education. But enrollment rate is only one indication of a country's school system. They cannot measure the quality of education a student receives, the amount of time he/she spends in classrooms.(world bank,1995)

According to Haskin (1983), schooling enlarges children' social world to include people from diverse social background. Such experiences heighten children's awareness of their own social identities; as researchers have observed, school children soon being to form play groups made up of one sex and race.

In industrial societies some schooling is mandatory for everyone, but all young people in the United States do not have an equal opportunity. Dimensions of inequality are interconnected. Schooling affects both occupation and income, since most of the better paying, white collar degree or other advanced study. Similarly most blue collar jobs that less income demand less schooling (Macionis,1996)

The family life is based on personal relationship. School presents the new experience of impersonal evaluation of skills such as reading based on standardized tests. Of course, the confidence or anxiety that children develop at home can have significant impact on how well they perform in school. The

education has meant the conscious training of the young for the later adoption of adult roles. By modern convention however, education has come to mean formal training by specialist within the formal organization of the school. Education as a social institution has a great social importance especially in modern, complex industrialized societies. Philosophers of all the periods beginning with ancient sages devoted to it a great deal of attention. Education is also understood as a continuous effort on the part of the individuals to acquire more and more knowledge.(Spainer,1984)

To raise the economic standard and increase access of poor Dalits in education, reservation and financial assistance should be granted in the form of scholarship and free ship in school, colleges and universities by the government.(Kumar,2000)

The community participation in education like in Nepal encourages parents to understand about the benefits of their children's schooling. Community involvement helps to collect resources and develops the physical infrastructure of the school. It reduces the dropout and repetition rate of the students in schools. On the other hand, the involvement of the local people in the school encourages the students' enrollment in school. It also enhances the girl's participation in education.(EPMAN,2008)

Three years Interim Plan 2064/65-2066/67 describes that overall situation of the Dalits in educational sector, economic sector and political sector is poor. The national poverty is 31% whereas the poverty rate of Dalits is 47%. Due to the lack of access of the Dalits in the resources they are deprived of the mainstream of the economic, political and educational sectors. Even within the Dalits, the condition of Hill Dalits in educational status is better than that of Terai Dalits. The literacy rate of Hill Dalits is 46% whereas the literacy rate of Terai Dalits is only 25%.

The educational planning of the past decades were not so successful because they could not include the people especially disadvantaged people like Dalits, people in minorities, Indigenous nationalities, Karnali people etc. Tenth five year planning, National educational plan and the three years interim plan have focused to cover all the underprivileged people in the mainstream education with the slogan Education for All (EFA).(Kafle,2067)

Despite the hardships and uncertainties faced over a period of time. Nepal has succeeded in setting a national agenda for the attainment of the Education for All (EFA) goals by 2015.Nepal has manifested its top priority to EFA in Jomtien, Thailand in 1990. And the EFA has been one of the single most and unopposed agenda items; attributed to a board based national consensus .The EFA program draws on the following six goals.

- Extending and improving early childhood education and development.
- Ensuring access to education for all children.
- Meeting the learning needs of all children including indigenous people and linguistic minorities.
- Reducing adult illiteracy.
- Eliminating gender disparity.
- Improving all aspects of quality education.

(Awasthy, 2066)

The school education suffers from two misconceptions; firstly, it is unnecessarily fragmented into different levels-primary, lower secondary and secondary and higher secondary and secondly, it fails to emerge as a self fulfilling, terminal and autonomous system of education. School education is generally found to be guided by the idea that it is for the preparation of higher education rather than guided by the idea of making an individual competent enough to do things independently on his/her own. To put it another way, we tend to accept school education as a preparation for college education instead of making independent and self completing. This could be one of the reasons for why even people like us learnt many things which could have been much

helpful for our present life. The implication is that school education should be reformed in order to make it serve the needs of the learners for world of work and day to day life. It should also enable the learners to cope with higher education.(Khaniya,2007)

The various factors influence the participation of children in education. These factors are gender, family education, and economic status of family, school facilities, modernity, and topography, size of the family, language and teachers' characteristics. These are the factors which determine the children's participation in education.(Shrestha,1998)

The research conducted by the center for educational research, innovation and development on parent's attitude towards and expectation from education focuses upon the positive attitude towards the education with the prosperity of their children in future. A majority of the parents felt that the education could provide an opportunity to acquire expertise in various areas necessary to secure prestigious position in the government agencies and elsewhere. For most of the wealthy parents education means a source of income. Even those parents are underprivileged to attend the school felt that education opens up the gates to prestige and increases the probability of improving their living condition. There are many other related factors which prevented parents from sending their children to school the expectation of parents towards their children varied according to the level of education, occupation and household income. (CERID, 1982)

The report describes about the factors responsible in girls dropout and non participation in education. Some of the causes for it are: Illiteracy of the parents, early marriage, lack of community awareness on the importance of education, involvement of the girls in household chores. (CERID, 1994)

The educational level of the adults of the household is a significant factor for the children's participation in education. The attitude of the head of the family towards modernity is positive due to the educational awareness; occupation of the family members determines the degree of the children's participation in education. Less participation of the children in education is seen from the family which is engaged in agriculture than other official jobs. (CERID, 1984)

Bista (1967) has provided the basic conceptual information of various ethnic/castes people and their general promotion towards the single national mainstream "The Hinduization process "in which Hinduization in various Tribal groups(i.e Thakali, Tamang, Magar)is also highlighted.

Sharma (2039) has made analytical study of old legal code and has highlighted caste history and caste hierarchy system of Nepal. He notes about social mobility among various caste/ethnic group.

Barali (1983) presents the autobiography of some freedom fighters against untouchability existing among the caste group of Nepal. He also states that Bishowkarma and other untouchables are mostly inhabited in western Nepal, where they have been dominated by the high caste people especially Brahmins/Pandits.

Caplan (1972) Patricia Caplan has showed the realities of interrelationship of the priests and cobblers in the Hindu society of western Nepal. Caplan also states how social life changes due to conflict between them.

Y.Yaar (1979) ethnic inequality existed in educational attainment between European African and Asian African people. He states their poorer academic performance and higher dropout rates. Their deficiencies are attributed mainly to the socio-economic background of the family and their traditional values.

Studying about the Nepalese code of 1945 in which caste hierarchy system was imposed by Jung Bahadur Rana, better institutionalized in strict manner to which even untouchable people's shadow remained polluted and impure so that upper caste people lived far from the body and shadow contact with untouchable people. The untouchable castes Blacksmith remains high caste so that hierarchy system exists among the untouchable groups too. Sexual intercourse, marriage, eating food entering the home of Blacksmith is prohibited to each other of untouchable caste groups.(Horfer,1976)

UNDP, (2000) addresses some of the challenges seen in the educational sectors of primary education. The challenges are:

- More children are involved in the house hold chores.
- Poor children are not able to bear some additional expense like copies, pens, uniform and some other extra charges charged by school though the education is free of cost.
- Text books are not relevant to local subject matter; they more reflect the city environment.
- Decentralization in school management i.e. the school is to be managed by the community people.
- To empower the school mechanism to impart the quality education.

Sharma Shivakoti, (1998) writes about the causes of dropout among Dalits children. Lack of awareness of parents on the importance of education; poor economic status; more focus on the education of the son than daughter; schools to be far from the living place; parents to be conservative are some to name. Education has an important role in the empowerment of disadvantaged groups both women and men. An educated person is more able to understand and invoke his /her own legal rights. People who are deprived of education because of any possible reasons or illiterate person may not even be able to have the access over the public support and services that are available to them or they may not even be aware of those opportunities.

Karki, (2047) has written about the causative factors responsible for the low status of education of the Blacksmith in the district. Due to the poverty, lack of the social organization and lack of the awareness of the parents to the importance of the education, there is the low educational status of the children of the Blacksmith.

In relation to the study to the Dalit society, research had started in the recent decade. Writing about them started only after 1950s in south Asia. In relation to the study to the Dalits, a number of foreign scholars including anthropologists and sociologists came to Nepal to undertake various studies about Dalits of Nepal.

Hamindrof and F.E Okada were the initial prominent scholars to carryout anthropological study here. Then gradually number of native and foreign anthropologist carried out large scale and systematic study of Nepalese society and culture based on various anthropological and sociological models. This has been continuing till now some of the native and foreign anthropologists and sociologists have written about the low caste people and their exploitation by the high caste people (Bhandari, 2005)

Dalits people are suffering from the identification by the state .Census report 2001 shows that around 3 million populations is Dalits while the estimation from the Non Governmental organizations is different. They say 4.5 million people are Dalits throughout the nations. Dalits people who designate more than 15 percent of the total population are not only socially and economically exploited but discriminated by the inequality status of occupation too. The INSEC report (2053) states that Dalit is different caste group which is economically exploited, socially disadvantaged, politically marginalized and away from education and kept back in religious and untouchable ethnic group.(Bhattachan,2001)

Though the study has been made regarding the Blacksmith people, it seems incomplete. Most of the study focuses on socio-economic and cultural aspect only but very rare or there is hardly any study made on focusing socio-economic factor and its affect on educational status. Therefore researcher has tried to explore the educational status of the Blacksmith people.



## **Chapter: 3**

### **Research Methodology**

A brief discussion of methodology to obtain relevant quantitative and qualitative data has been presented in this chapter. The methods, tools and techniques used during collection, formulation and analysis of various data are described below. It explores existing underlying problems, constraints, consequences and behaviors, which affect education of Blacksmith in the studied area. It also deals with the short discussion of the rationale for the selection of the study site and the research design (data collection technique, data processing and analysis). This section discusses research methods employed to accomplish the study objectives.

#### **3:1 Rationale of the selection of the study area**

The study area of this research is located in Tanahun District. It is 25 km west from the headquarter of Tanahun district. The present study of Blacksmith people was conducted at Manapang VDC of ward no1; the reasons behind the purposive selection of this site are as follows.

1. Researcher is familiar to this site.
2. Maximum number of Blacksmith people live in this ward where study was carried out.
3. In this region one can find the heterogeneous composition of caste groups like Brahmin, kshetry, Magars, Blacksmith and many more. Blacksmith people are socially discriminated who are very poor and uneducated. Blacksmith and their interaction with upper caste people and their domination and exploitation in different sectors can easily be found.
4. No study has been found carrying out in Blacksmith community regarding the educational status in this site.
5. The Blacksmith people follow different occupations like working in iron ore (Aaran), working as laborer, or engaged in other services.

Hence, it was interesting to find out the effects of different variables. I.e. socio-economic variables on educational status.

### **3.2 Research Design**

Research design is a framework to carry out the whole research; it guides on how to carry out and complete research. This study was mainly based on two types of research design. i.e. descriptive and analytic. Descriptive research design has described the general pattern of Blacksmith's life their socio-economic condition, educational status and changes taking around them .It also analyzed the interrelationship of the Blacksmith with the upper caste people in the same community. Analytical or explorative research design analyzed the gathered facts and information and made the critical evaluation of the matter. In this research both deductive and inductive approaches have been used to analyze and generalize the findings.

### **3.3 Nature and sources of Data**

The data for the study were both primary and secondary. However priority was given to the collection of the primary data. The primary data were collected through the personal contact with the respondents (Blacksmith), questionnaire, observation and key informants interview from the study area. The secondary data were collected from central bureau of statistics, Village development committee, district Development committee, NGO/INGO, Human Development report, ADB Report, Internet, library studies as well as many other relevant literatures such as books, report, journals articles, magazines/district education office, previous dissertations etc.

### **3.4 Universe of the study**

There were 35 households in the study area. This was the universe of the present study. A census method had been applied for the house hold survey.

### **3.5 Primary Data collection Techniques**

As per the research objectives, different tools were used to collect the data for the study. The following tools were used to gather the required information.

#### **3.5.1 Household Interview**

A well structured questionnaire was prepared to collect the data. For it both the open ended and close ended questionnaires were used. Through household interview was conducted to obtain quantitative data such as population, age, sex composition, economic status; educational status etc. The respondents for this were the household heads.

#### **3.5.2 Questionnaire schedule**

Questionnaire schedule was adopted to collect the data from the other respondents besides key informants. A list of structured questions was prepared to know the view and attitude of the respondents' socio-economic factors and its impact on education.

#### **3.5.3 Observation**

Observation is one of the effective tools to achieve information. This tool avoids the possibility of hiding information by respondents. It may verify the data collected from other tools. Researcher had observed entire socio-economic, educational and other aspects of Blacksmith in the study area during field visit right from the beginning of the field visit. Researcher had invested much more time on the observation of various activities such as food habits, living style, interaction with upper castes people. Personal informal interview also was taken in the required case.

#### **3.5.4 Key Informants Interview.**

Interview schedule was prepared for the key informant's interview. It aims to know the socio-economic factor and its effect on education. Moreover, it helps to get the information on school enrollment of children, causes of dropouts and

the changing pattern of the educational status of the community, the role of the NGO/INGO in the education of the Blacksmith people in the community and attitude of the children and parents towards the education were the main focus in interview. Six members such as chairperson of the VDC, headmaster of the school, Village member of the Blacksmith in the VDC, youth, secretary of the VDC, priest (Brahmin) were selected for this purpose.

### **. 3.6 Method of data Analysis and Presentation**

Data were analyzed qualitatively as well as quantitatively. The raw data achieved from field were coded, condensed, given descriptive and numerical characters. Cross tabulation, percentage distribution and frequency tables are the main tools to analyze the data. To make the research work more precise, graphs, diagrams figures, tabulation are presented. To avoid the data error, the data collected from different source were cross compared. After the edition of the data, finally the data were interpreted and concluded.

## **Chapter: 4**

### **The general introduction of the study area**

This chapter gives brief introduction of the study area i.e Manapang VDC. It describes about the physical setting, population, natural resources, infrastructural development, and socio-economic condition of the study area.

#### **4.1 Physical setting**

The Manapang VDC is situated in Tanahun district in the western Development region of Nepal. This VDC lies between 28<sup>0</sup> to 28<sup>0</sup> 06' N latitude and 84<sup>0</sup>12' to 84<sup>0</sup>22' E longitude. This VDC has bordered with Vyas municipality and Shymgha VDC in the east, Khairenitar VDC in the west, Chhang and Jamune VDC in the south, Thaprek and Shyamgha VDC in the north. Manapang VDC has mostly steep land structure with an altitude of 353.74 meter at its minimum level and 1047.99 meter at its maximum level from sea level. Out of total land, 45.85 percent goes under agricultural land, forest 50.82 percent, pasture land, 2.58 percent, and other 0.75 percent.

#### **4.2 Population**

According to the Manapang VDC office record (2066/2067), the total population of the VDC is 8952 with 4559 males and 4393 females. There are total 1626 households.

#### **Caste wise population composition of Manapang VDC**

People of different caste and ethnic group live in Manapang VDC. Among them Magar have the highest number and Gaine have the lowest. The following table shows the caste wise population composition of Manapang VDC.

Table: 1

**Caste wise population composition of Manapang VDC**

<b>Caste</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Percent</b>
Brahmin	321	317	638	7.13
Kshetry	543	591	1134	12.67
Magar	1204	1142	2346	26.21
Newar	382	351	733	8.19
Gurung	196	206	402	4.49
Blacksmith	505	451	956	10.68
Damai	311	263	574	6.41
Sarki	514	496	1010	11.28
kumal	108	93	201	2.25
Gharty	38	38	76	0.85
Thakury	375	377	752	8.40
Jogi	32	38	70	0.78
Gaine	30	30	60	0.67
<b>Total</b>	<b>4559</b>	<b>4393</b>	<b>8952</b>	<b>100</b>

*Source:-VDC, 2066/67*

**Table: 2****Ward wise population distribution of Manapang VDC**

<b>Ward</b>	<b>Households</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
1	278	744	676	1420
2	155	435	377	812
3	97	270	251	521
4	133	396	431	827
5	93	298	299	597
6	327	871	907	1778
7	116	312	279	591
8	277	778	736	1514
9	150	455	437	892
<b>Total</b>	<b>1626</b>	<b>4559</b>	<b>4393</b>	<b>8952</b>
<b>%</b>		<b>50.93</b>	<b>49.07</b>	<b>100</b>

*Source:-VDC , 2066/67.*

**4.3 Natural Resources**

Most of the land of the VDC has been used for agriculture. Beside it ,the VDC is surrounded by forests. Different community forests can be found in the study area which includes the trees like *sal, sisau, katush, chilaune, khyar* etc. The

major agricultural products of the study area are maize, wheat, millet, buckwheat, rice etc.

#### **4.4 Facilities**

The VDC has some modern physical facilities like transportation, electricity, education, communication and health services.

##### **4.4.1 Transportation**

Transportation is the backbone of the development process. It helps the people in different sectors as business, agriculture, education, communication etc. The *Kachchi road* has been dug in different places of VDC which has comforted the people to a great extent. It has made people easier in bringing their daily needed items from the near market in Prithvi Highway and taking the agricultural goods to the market.

##### **4.4.2 Communication**

Due to the invention of modern means of science and technology, it has made the world smaller. Village people are benefited by the modern means of communication. There is the facility of telephone in VDC. The number of the people using mobile are increasing day by day. People have radios, wireless, television, computer etc. The following table shows the ward wise means of communication in the family.

**Table: 3**  
**Ward wise means of communication**

Ward	Family with radio/cassette	Family with TV	family with Telephone	family with Computer
1	174	168	233	9
2	30	83	130	5
3	59	37	74	2
4	107	29	70	0
5	71	31	62	0
6	223	165	243	3
7	84	29	96	0
8	214	120	215	0
9	115	53	105	0
Total	1077	715	1228	19

*Source:-VDC ,66/67*

#### **4.4.3 Health facility**

A health post has been established in VDC which provides preventive and basic curative health services to the people of VDC. The people of VDC are conscious about their health. Mothers carry their children for vaccination and primary health care. People also visit the health posts of Tharpu, Jamune, and Khaireni Tar which are near to them. People often go to the hospitals and other health facilities in Damauli, Pokhara and Kathmandu if they have some major problems regarding health.



#### 4.4.4 Education

Education is the backbone of the development. It is most important for the basic development of the individual, community and the nation in whole. Thus for social, political and economic development, education plays vital role. Education can change the life of the people .The people of Manapang VDC are conscious about the importance of education. To prepare the capable human resource needed for the development of the country, education should be easily accessible to every people. There are many schools established to provide education to the people of this VDC.

##### a. Literacy

Literacy means the ability to read and write and able to do simple calculations. According to the VDC Record 2066/67, 80 percent people are literate and 20% are illiterate. The following table shows the caste wise data of literate and illiterate people of Manapang VDC.

**Table: 4**

**Caste wise Literacy status of Manapang VDC**

caste	Literate			Illiterate		
	f	m	Total	f	m	total
Brahmin	102	97	199	57	24	81
Kshetry	306	340	646	106	36	142
Thakury	227	255	482	53	31	84
Magar	616	793	1409	250	104	354
Gurung	125	130	255	41	19	60
Newar	192	233	425	49	20	69
Kumal	59	67	126	25	19	44
Gharty	11	15	26	12	8	20
Jogy	22	21	43	7	4	11
Damai	121	178	299	63	42	105
Bishowkarma	246	287	533	89	39	128
Sarki	231	317	548	134	54	188
Total	2258	2733	4991	886	400	1286

*Source: VDC, 66/67*

#### **4.4.5 Occupation**

According to the VDC Record, large part of the land is used for agricultural purpose. The major food productions of this region are rice, corn and wheat. During the off season of the main food production, they use their land for vegetables growing. According to the VDC Record 96% people are engaged in agriculture, 2% in government service, 1% in business and 1% in foreign employment.

#### **4.5 Introduction of the Blacksmith and their social life**

The total Blacksmith household of Manapang VDC is 137. The majority of the Blacksmith live in ward no 1, 6, 8 and 9. The present research was carried out in ward no 1 (Gufa Danada village, Belaute Danda village and Thanthok) due to the maximum number of Blacksmith people in this area. There are Kshety, Brahmin, Magar along with Blacksmith people. Most of the Blacksmith in this area are engaged in agriculture. Besides this they engage in ironsmithing, copper smithing, wage labour etc. These people are dominated and discriminated by the upper caste people in every sector of their social life. They are thought as so called untouchable and impure caste. Therefore, they have very low status in the society.

## **Chapter: 5**

### **Socio-economic condition of the Blacksmith**

This unit deals with the socio-economic sector of the Blacksmith of the study area.

#### **5.1. Demographic structure of study site.**

##### **5.1.1 Family size**

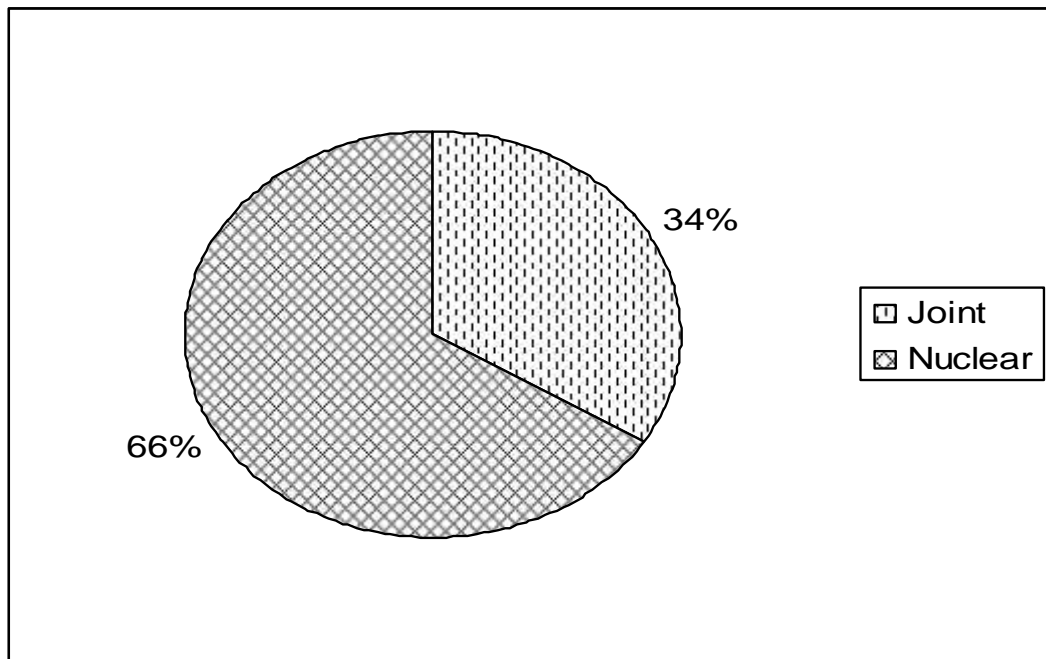
Family is the most important primary group in society. It is the simplest and most elementary form of society. Family structure might be different but it can be noticed in every society. So, it is a universal social institution. It fulfills various needs of human beings. i.e., physical, social, emotional and economic needs. Both nuclear and joint family organizations have prevailed in study site. However, nuclear family system predominates in numerical term than those of the joint family. By the development of different modern value system and unfold of development strategies by government organization and private institution, western effect, obviously lead to exertion of nuclear family system.

**Table 5**  
**Types of family among Blacksmith**

<b>Types of family</b>	<b>Respondents</b>	<b>Percent</b>
Joint	12	34
Nuclear	23	66
Total	35	100

*Source: field survey, 2011*

**Figure 2**  
**Types of family among the Blacksmith**



*(Percentage is shown in nearness)*

The above figure clearly demonstrates that 66 percent respondents belong to the nuclear family and 34 percent only belong to the joint family. Joint family has gradually degraded among Blacksmith.

### 5.1.2 Age and sex composition of Blacksmith community

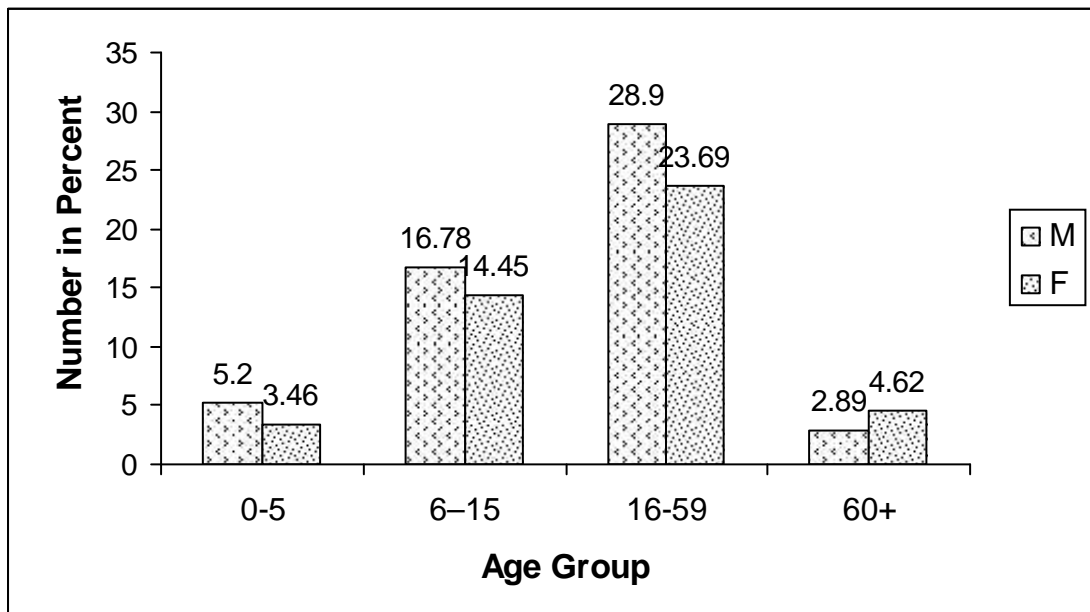
It refers to the arrangement of the population on the basis the age and sex.

**Table 6**  
**Age and sex composition**

Age group	M	Percent	F	Percent	Total	Percent
0-5	9	5.20	6	3.46	15	8.67
6-15	29	16.78	25	14.45	54	31.21
16-59	50	28.90	41	23.69	91	52.60
60 <sup>+</sup>	5	2.89	8	4.62	13	7.51
Total	93	53.75	80	46.24	173	100

*Source: field survey, 2011*

**Figure 3**  
**Age and sex composition of the Blacksmith**



According to the above diagram, the total population of Blacksmith under the study area is 173. Out of them, 93 are males and 80 are females. The maximum number of population falls under the age group 16-59 and minimum under the age group 60 above.

**Table 7**  
**Age and sex composition of respondent**

Age	M	Percent	F	Percent	Total	Percent
20- 30	5	14.28	3	8.57	8	22.85
31- 41	9	25.71	4	11.42	13	37.14
42-52	4	11.42	1	2.85	5	14.28
54-64	3	8.57	3	8.57	6	17.14
64 <sup>+</sup>	2	5.71	1	2.85	3	8.57
Total	23	65.71	12	34.28	35	100

*Source: Field survey, 2011*

The table above clearly shows that 37.14 percent respondents belong to the age group 31-41. Likewise only 8.57 percent respondents belong from the 60 above.

About the sex composition, the male respondents composite 65.71 percent and remaining 34.28 is of the female respondents.

## 5.2 Settlement and housing patterns

Blacksmith people normally prefer to live in groups. There are pocket areas of Blacksmith where houses are scattered. However, they have their own settlement; they cannot mix with the other group especially the elite: *Brahmins*, *Kshetrys*. Thus, Blacksmith have to meet all their social needs within their community. Owing to their region also, Blacksmith like to sit in the group. The total households of Blacksmith in ward no one where the study was carried was 35 .The Blacksmith in ward no one belong from three villages- Gufa Danda, Belaute Danda and Thanthok.

The Blacksmith residential pattern and types of house are traditional type. Houses are made of mud and stone. Most of the houses have roofs of dry grass (*khar*). They are not able to spend money to buy tin and slate. The house has no separate rooms. The houses are rarely ventilated. They do not allocate special rooms for bed rooms and kitchen. The same place is used for kitchen, dining and sleeping purpose.

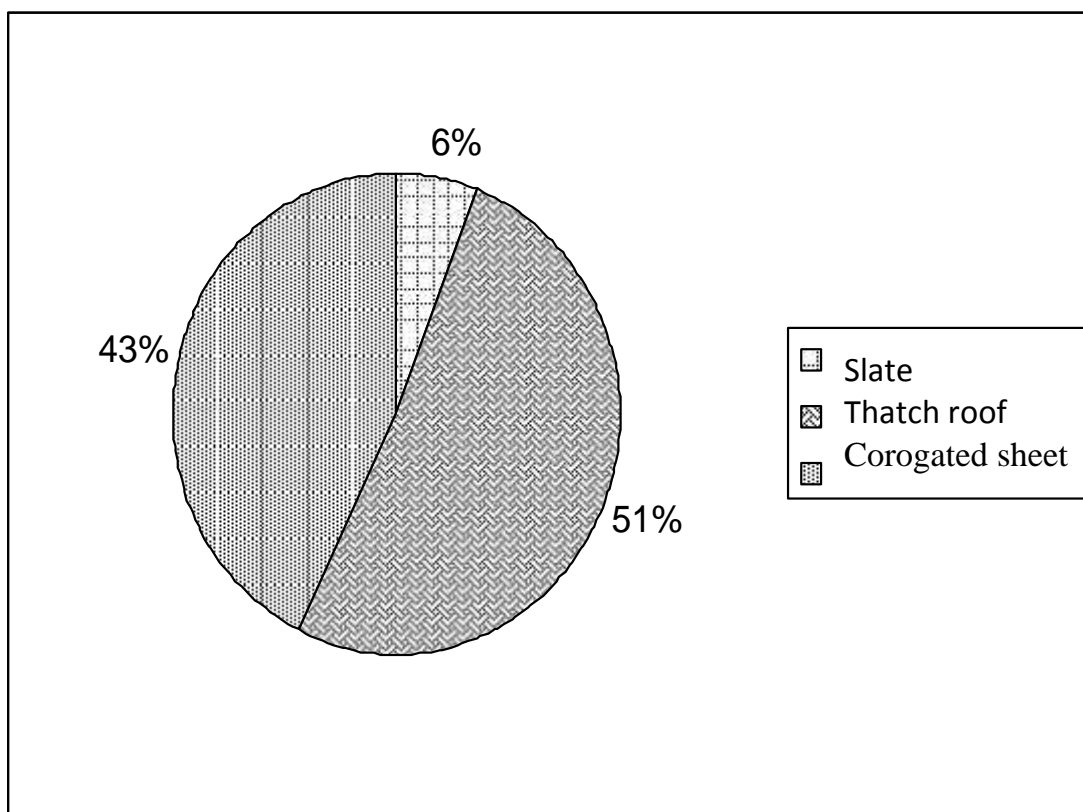
**Table 8**

**Types of houses of respondents/Roofing patterns of respondents**

S.N	Roofs	Frequency	percent
1	slate	2	6
2	Thatch roof	18	51
3	Corogated sheet	15	43
Total		35	100

*Source: field survey, 2011*

**Figure 4**  
**Types of houses of respondents**



*(Percentage is shown in nearness)*

The above table shows that 51 percent houses have roofs of khar, 43 percent have roofs of tin and only 6 percent have slate roofs.

**Table 9**  
**Toilets**

S.N	Toilets	Frequency	Percent
1	Yes	13	37
2	No	22	63
Total		35	100

*Source: field survey, 2011*

The Blacksmith are not seen conscious to their health and hygiene. The above table reflects that out of total household only 37 percent households have toilets whereas majority of the households lacks toilet facility. Out of 35 households, 22 households (63 percent) do not have toilet facility.

### 5.3 Occupation

Occupation in general raises the level of living standard through the increased production. The Blacksmith are found neither educated nor economically in good condition. Due to illiteracy, they are unable to get better jobs and due to poverty. They are unable to run the domestic and cottage industries. They have left their traditional occupation-working in *Aaran* due to the access of the factory made utensils in their community. They are mostly agricultural workers. In off season, they are seen involving in wage labor, carrying loads, constructing houses etc. Blacksmith have very less land of their own. Therefore they do share cropping (*adhiya*). However, the production cannot be enough throughout the year.

**Table 10**  
**Occupation wise population composition of Blacksmith**

S.N	occupation	frequency	percent
1	Farming	75	47.46
2	foreign employment	22	13.92
3	government job	1	0.63
4	student	60	37.97
Total		158	100

*Source: field survey, 2011*

*Note: Out of 173 persons 15 are under aged (below 5 years age) which cannot involve in any occupation mentioned.*



The above table shows that 47.46 Percent people are engaged in agriculture, 13.92 percent in foreign employment, and 0.63 Percent in government job. On the other hand 37.97 percent are students.

**Table 11**  
**Main occupation adopted by the Household respondents**

S.N	Occupation	Household respondent	Percent
1	Agriculture	31	88.57
2	Foreign employment	4	11.42
3	Government job	0	-
Total		35	100

*Source: field survey, 2011*

The table above reflects that out of total 35 households 88.57% people are seen engaging in agriculture and only 11.42% are seen in foreign employment.

#### **5.4 Land ownership**

In the study area, Blacksmith have very less plot of land which is not sufficient to produce the grains that is enough all the year round. They have unirrigable plot of land (*pakhobari*). Most of the respondents of the community grow crops in others' land in share cropping (*Adhiya*) basis. Each family on an average possesses to small size of unirrigated and arable types of land. Even some of the respondents do not have their own land. They take care the land of landlord. They have made house in their land-lord's field. They are living since generations.

**Table 12**

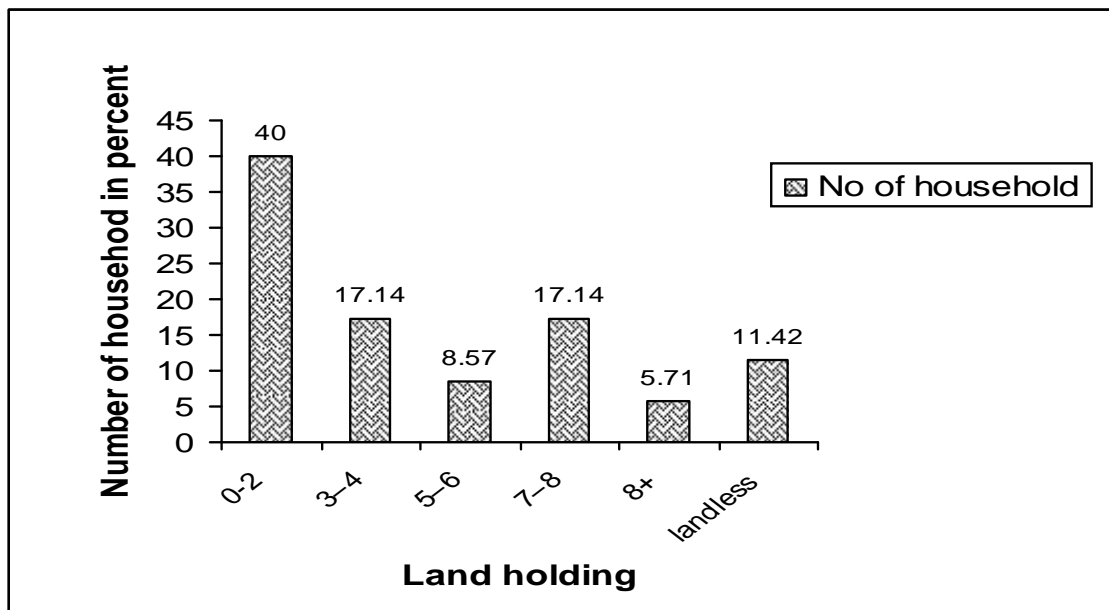
**Landholding by household respondents**

S.N	Land in ropani ( <i>pakho bari</i> )	No of household	Percent
1	0-2	14	40
2	0-4	6	17.14
3	0-6	3	8.57
4	0-8	6	17.14
5	8 <sup>+</sup>	2	5.71
6	landless	4	11.42
Total		35	100

*Source: field survey, 2011*

**Figure 5**

**Landholding by household respondents**



The above table and diagram show the measurable condition of Blacksmith. Out of 35 household 40, percent have small size of farming land between 0-2 ropani. 17.14 Percent have the land between 0-4 ropani. Likewise, 8.57 Percent have the land between 0-6 ropani. Similarly, 17.14 percent have the land between 0-8 ropani. Only 5.71 have the land more than 8 ropani. Whereas,

11.42 percent are landless. It shows that there is not satisfactory land holding in blacksmith community. Majority of the people have very small size of infertile land. Land reform act 1964 fixed the maximum limitation of landownership 25 bigha in Terai, 85 ropani in Hills. Meanwhile, in the premiership of Deuba, unique declaration took place on the fixation of landownership per households 11 bigha in Terai and 25 Bigha in hill. Actually it does not reconsolidate the large number of landless people.

### 5.5 Food sufficiency

Food is the basic needs of the people for acquiring proper nutrients diets. The Blacksmith people have very less plot of land due to which they cannot produce enough food to fulfill their needs .More than this; they have unirrigable land which yields less output. The farming land is divided into small pieces where as the population is growing rapidly.

**Table 13**

**Food sufficiency level among the households in the study area**

<b>S.N</b>	<b>Food sufficiency</b>	<b>No of households</b>	<b>Percent</b>
1	3 months	17	48.57
2	6 months	15	42.85
3	9 months	3	8.57
4	12 months	0	-
Total		35	100

*Source: field survey*

The table number 9 shows that 48.57 percent households produce the food which suffices them only 3 months. 42.85 percent households have for 6 months. Only 8.57 percent have food sufficient for 9 months. There is no household which has the food sufficiency for 12 months.

## 5.6 Source of loan

To fulfill the in-sufficiency of food grains, The Blacksmith people take loans from different source. Mostly the Blacksmith take loan from village creditors which are informal and easy to take as they do not need to show the collateral (mortgage) for it. Very less house hold takes loan from the bank and co-operative because the process is difficult and requires some property as a security.

**Table14**

### Sources of loan of the Blacksmith people

S.N	Source of loan	frequency	Percent
1	village creditors	24	68.57
2	Aama Samuha	7	20
3	Bank	2	5.71
4	Co-operatives	2	5.71
Total		35	100

*Source: field survey ,2011*

The table above demonstrates that out of the total households 68.57 percent take loan from village creditors and 20 percent from *aama samuha*. Bank and Co-operatives constitutes 5.71 percent and 5.71 percent respectively.

## 5.7 Distribution of household by annual income level

**Table 15**

### Distribution of household by annual income level

S.N	Income level	No of household	Percent
1	Up to 12000	8	22.85
2	13000-24000	11	31.42
3	25000-40000	10	28.57
4	41000-60000	4	11.42
5	60000 above	2	5.71
<i>Total</i>		<i>35</i>	<i>100</i>

*Source: field survey, 2011*

The above table shows that 31.42 percent of the households have the income level from 13000-24000. Like wise, 22.85 percent household people earn up to 12000 yearly. Only 5.71 percent people earn above 60 thousand annually. The data show the poor economic condition of Blacksmith. The average income of Blacksmith is less than 2000 per month which is just like the drop in ocean. The price of the daily consuming goods is soaring overnight but their income level is not satisfactory. This results the very miserable condition of the Blacksmith. The main occupation of the Blacksmith is agriculture. The situation of agriculture is not good because they have very less unirrigable land which doesn't yield much output. Most of the blacksmith people in this community are agricultural labours. They work in the land of landlord as the paid workers. More over than this, agriculture is seasonal and the people of this community remain workless during offseason. As a result, people have very less level of income.

## Chapter: 6

### Educational Status of Blacksmith

Education has the great role in the development of the society. The society can progress when the people of the society are educated. If the people are educated, they can understand the advantages of the development and actively participate in the development programs. Education plays vital role in developing knowledge and skills of people. Education is an important infrastructure which changes attitudes, provides new vision, skill and improves ones' social status. It is one of the characteristics of the society. The low caste and poor people have very less access in education .Though the government is implementing different program to cover the people of poor and low caste community under the education, the low caste and poor people have very less access in education.

#### 6.1 The literacy status of respondents

The National census report of Nepal defines Literacy as:

*Ability to read and write with understanding of a simple statement related to ones' daily life. It involves continuum of reading and writing skills and often includes basic arithmetic skills*

**Table 16**  
**Literacy of the respondents**

	Grading	frequency	percent
1	literate	17	48.57
2	Illiterate	18	51.42
Total		35	100

*Source: field survey*

Out of the total households, the data collected show that 48.57% respondents are literate and remaining 51.42% are illiterate.

**Table 17****Educational status of Blacksmith population**

Grading	M	Percent	F	Percent	Total	percent
Just literate	3	1.89	-	-	3	1.89
Illiterate	10	6.32	30	18.98	40	25.31
Primary	34	21.51	25	15.82	59	37.33
L/secondary	28	17.72	10	6.32	38	24.04
Secondary	5	3.16	4	2.53	9	5.69
SLC	2	1.26	2	1.26	4	2.52
I.A and above	4	2.53	1	0.63	5	3.16
Total	86	54.43	72	45.56	158	100

*Source: field survey, 2011*

(Note: 15 are below school going age)

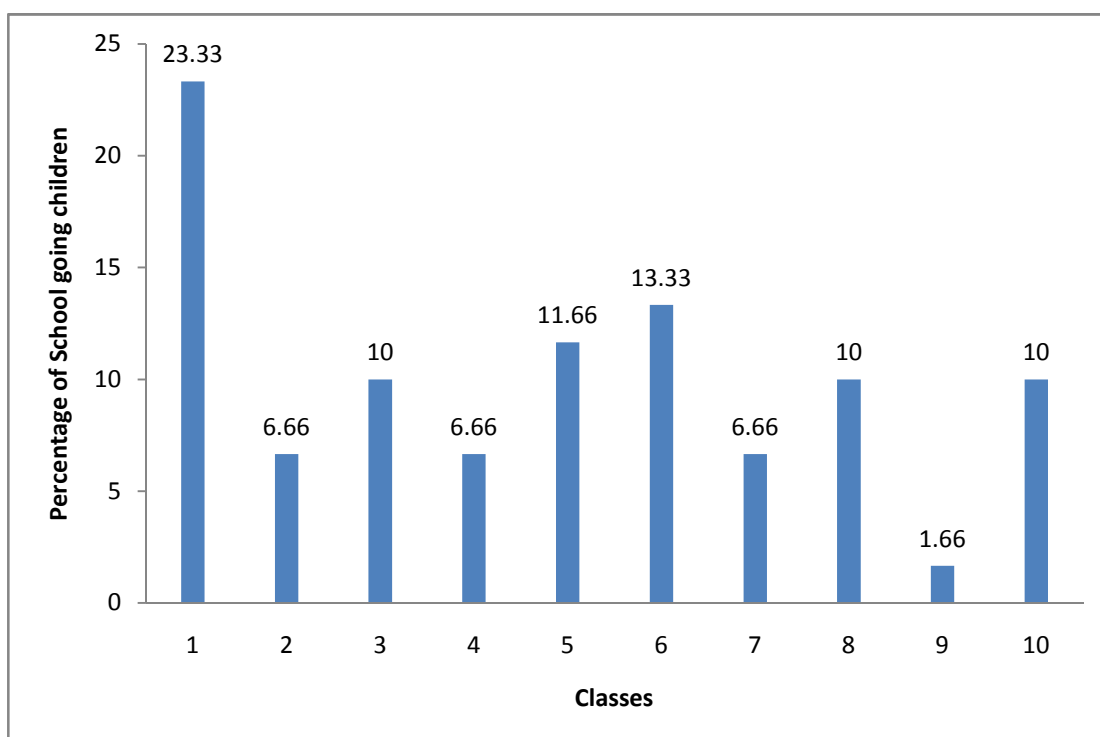
The table shows that out of total population (158) of the Blacksmith 25.31 percent are illiterate, among them most are female. 1.89 percent are represented by the just literate section. It represents those who can read, write and have simple arithmetic sum but have never gone through formal education. The blacksmith people are seen more in the primary and lower secondary level. In the secondary level number is seen less. It is because they have to support their parents involving in agricultural activities or going abroad when they grow up. The data collected show that very less educated number is there in higher studies above SLC.

**Table 18**  
**Class-wise School Going Population**

Classes	Boys	Percent	Girls	Percent	Total	Percent
1	8	13.33	6	10	14	23.33
2	2	3.33	2	3.33	4	6.66
3	4	6.66	2	3.33	6	10
4	2	3.33	2	3.33	4	6.66
5	2	3.33	5	8.33	7	11.66
6	5	8.33	3	5	8	13.33
7	2	3.33	2	3.33	4	6.66
8	4	6.66	2	3.33	6	10
9	1	1.66	-	-	1	1.66
10	2	3.33	4	6.66	6	10
Total	32	53.75	28	46.66	60	100

*Source: field survey, 2011*

**Figure 6**  
**Class wise school going population**





The data above show that the enrollment of the blacksmith children is much in the primary level than in lower secondary and secondary level. Out of 60 students enrolled in different classes, 23.33 percent are in the grade one alone. However, the enrollment rate of the children is less in the lower secondary and secondary level. It has two reasons with it. Normally both father and mother go to work and during that period they wish to keep away their children from home. They are small and they cannot support much in their work. However, when the children reach in upper classes, as they are economically poor they do not have money to pay fees and buy stationary materials. More than this they have to support their children. Other fact behind it is that they want to provide the free basic education to their children. Comparatively enrollment of the boys is more than that of the girls in total.

## 6.2 Dropout of the school going children.

Dropout of the students from the school is thought to be one of the factors which reduces the efficiency of the education system and is a great wastage of the human resources. As this study is concentrated on primary to secondary level, the dropout is analyzed from grade one to ten. Here the term dropout means system dropout that is the school going children when once stops attending the school; he /she will never rejoin the formal school in his/her life time. Hence it is out of the system.

**Table 19**  
**Children Dropout from the school**

Total enrollment	Boys	percent	Girls	Percent	Total	Percent
60	8	13.33	4	6.66	12	20

*Source: Field survey, 2011*

Out of the total 60 students, 12 students were found dropped from school. 20 percent students were dropped in total students in which 13.33 percent were boys and 6.66 percent were girls.

### 6.2.1 Children's Dropout by grade

This study shows that Blacksmith children experience the dropout from school. There are many factors for the dropout of the children. Poor economic conditions, failure of the examination, social discrimination, over age of the children, ignorance of the parents, early marriage are some to name.

**Table 20**

**Class wise dropout of the school going children**

Classes	Boys	percent	Girls	Percent	Total	Percent
1						
2						
3						
4						
5	1	8.33			1	8.33
6	1	8.33			1	8.33
7	-	-	1	8.33	1	8.33
8	3	25	1	8.33	4	33.33
9	1	8.33	-		1	8.33
10	2	16.66	2	16.66	4	33.33
Total	8	66.66	4	33.33	12	100

*Source: field survey, 2011*

Data collected show that out of total dropout, 66.66 percent are males drop outs and 33.33 percent are females. In class 10 and 8 there is more dropout than in the other classes. In the junior classes the dropout is not seen. It is mainly due to the fact that the children will have less contribution to the domestic works as they are not grown up to help their parents. Another reason is that they want to

provide the basic level education to the children and the expense to the fees and other stationery materials is less than in the senior level which it is difficult to afford for them due to the poor economic condition. Therefore the number of dropout is seen above primary level.

### **6.3 The reasons for poor educational status of the Blacksmith**

There may be various reasons for the poor educational status of Blacksmith. It is the real fact that the Blacksmith are socially, politically and economically exploited. They have low status in Hindu Verna system and it has directly and indirectly affected the life style of Blacksmith. Hindu Verna system has confined the blacksmith to the low status occupation which has resulted to the low income. They cannot grab the opportunity provided to them because of the low social status. They are brought up in a discriminating way; they are exploited in the society. They have less or no access to the resources in the community. They feel inferior and downtrodden due to which they are back in every social aspects.

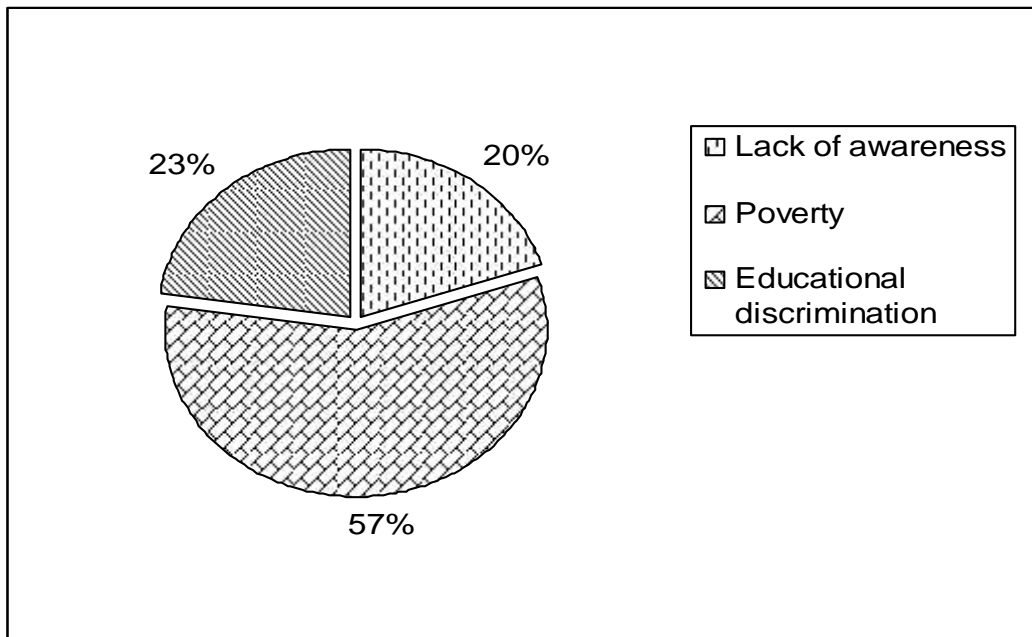
**Table 21**  
**The reasons for poor educational status**

<b>Factors</b>	<b>Respondents</b>	<b>Percent</b>
Lack of awareness	7	20
Poverty	20	57
Educational discrimination	8	23
Total	35	100

*Source: field survey, 2011*

**Figure 7**

**The reasons for poor educational status**



The research shows that due to the lack of awareness of the Blacksmith to the importance of education in human life, their educational status is poor. The people are indifferent to the value of it. 20 percent respondents believe in the lack of awareness which is responsible to the poor educational status of the Blacksmith. Likewise, 57 percent people believe that it is the poverty which is the key determinant of the poor educational condition of the Blacksmith. As the economic soundness is the main factor to bring the changes in human life, the blacksmith are in low status occupation through the introduction of the Varna system and the community too expects the same; it doesn't want to see them in high-level than other high castes people. They are dominated and humiliated in every place and thought to be inferior. In such situation, they cannot speed their economic level. The last key factor of the educational status of the blacksmith is educational discrimination. The education is basic human need. The caste discrimination was seen even in the educational sector. 23 percent respondents report the fact that some of the children of Blacksmith feel humiliation in schools; they are called untouchables by their classmates and even some times by their teachers; Blacksmith children often sit in the back row and in the corner of the room.

## **Chapter: 7**

### **Summary, Conclusions and Recommendation**

#### **7.1 Summary**

The Blacksmith are dominated and exploited since the beginning of the Nepalese society under caste system. They do not have the proper position in the society with respect to the access in resources, social facilities and in many sectors. They are doomed to live the discriminatory life. They live in the community with humiliation and discrimination. Due to this, psychologically they feel that they are inferior. They cannot open themselves and grab the opportunity of the society. Therefore, their status is affected; they are socially discriminated and economically exploited. The present study is concentrated on the educational status of the Blacksmith of ward no 1 of Manapang VDC of Tanahun district. This study focuses to find out the current educational status and it's affecting socio-economic factors. It is found from the study that the Blacksmith have very poor socio-economic and educational status. They are untouchable groups. Being discriminated and exploited they have very low self-esteem. They have very low educational status.

Researcher has applied various data techniques-interviews, observation, key informants interview, census household survey etc. to explore the objective of the study. The following are the specific objectives of the study.

- To find out the socio-economic status of the Blacksmith of the study area.
- To overview the overall educational status of the blacksmith of the study area.
- To find out the school enrollment and dropout rate of the Blacksmith children in the study area.

The present dissertation is primarily an academic study which provides some important information related to the education. The study is explorative and descriptive in the nature. The study covered 35 Blacksmith households of the

study area. The data for this study were gathered from both primary and secondary sources. Household survey, observation, questionnaire schedule, key informants interview were the data collection technique used for the study. Result of the data has been shown through tables, charts, diagrams to make the readers easily comprehend the situation.

At ward no ,1 total household settlements of Blacksmith reveals 35. The total population is 173. Out of it ,the population of male is 93 and female is 80. The Blacksmith people are in favor of nuclear family. 34 percent respondents represent the Joint family and 66 percent respondents represent the Nuclear family.

#### **7.1.1 The economy**

The economic condition of Blacksmith at ward no 1 is poor. The main occupation of the Blacksmith in study area is agriculture. 88.57 percent people are engaged in agriculture. They have very small unirrigable piece of land due to which most of the people in the study area work in others' field as share croppers. However, their output is not sufficient to feed them all the year round. It is found that there is no such a household that produces the food which suffices whole year. 48.57 percent people produce the food which feeds up to three months. The majority of the people (40 percent) have the land less than three *ropani* and 11.42 percent people are landless. The researcher has found that the Blacksmith are living under food insufficiency and lack of the access of landholding size. So they have the obligation to take loan to solve their problem. While studying over the source of loan, it is found that majority of the people (68.57percent) take loan from the village creditors in high interest rate which exploits the Blacksmith and very less people take loan from the formal institution like bank and co-operatives. Researcher has found that the Blacksmith has conflict with high caste people in holding the community resources. They do not have any decision making roles in the community resources. One conflict regarding the communal use of the community forest

could be seen between the Blacksmith and high caste people by stopping their easy access to the forest. High caste people have other alternative sources of fuel but the Blacksmith would mainly depend on forest as a fuel.

### **7.1.2 Education**

Education is one of the important factors of human development. A person who is deprived of education is unable to use the facilities and opportunities to them. Education constitutes the main basis for all kinds of progress whether of an individual or a society. Educated persons are the agents of change in the society. Therefore, education must be provided to all people of a country for the betterment as well as for the development of the personality of the individual in a society. The overall development of a nation is impossible without the equal participation of all its communities and classes. Therefore, equality in the access to education must be made without any any discrimination to entire population of the country. Education provides the deprived and discriminated section of the community, tribes, nationalities, ethnic group, etc to make them aware of their rights and duties to participate in the main stream of political, social and economic development of their own communities and the country. Such participation ensures harmonious relation among the diverse communities within the country. Lack of the education leads to the exploitation of the people.

The present study focuses on the educational status of the Blacksmith at ward no 1 of Manapang VDC in Tanahun district. According to the VDC report, 80 percent people of VDC are literate and 20 percent are illiterate. The researcher in the study area has found that 25.31 percent people are illiterate. Regarding the educational enrollment of school going children, the data show that 58.31 percent children have enrolled in the primary level and 30 percent have enrolled in the lower secondary and 11.66 in secondary level.

Dropout of the students from school is considered as one of the factors which reduce the efficiency in the education system and is a great wastage of the

resources. Dropout situation in the study area is a problem. The study shows that with the incensement of the level of the study, the drop out of the students is also seen increasing. It is mainly due to the poor economic condition and engagement of the children in the household activities. Apart from this, ignorance of the parents in education, early marriage, self interest of the students is the other contributing factors to the dropout of the children. Out of the total dropout students, more dropouts are seen in grade eight (33.33) and ten (33.33). There is not any dropout below class five. The reasons behind it are: parents should engage in the agricultural work and they want to be free from the children and another reason is that they really want to provide basic education to their children.

On the question of reasons for poor educational status of the Blacksmith, 57 percent believed that poverty is the main cause to get education. Likewise educational discrimination in school (23 percent) is also another factor responsible for the poor educational status of the blacksmith.

## **7.2 The findings of the study**

Various findings were made during the study related with the objectives of the subject matter. These are listed below.

- ) The Blacksmith community in the study area is in poor economic condition. They don't have much land which is enough for them to sustain all the year round.
- ) To solve their problems of lacking, they take loan from village creditors in high interest rate.
- ) The collected data from the 35 households give the record 60 children enrolled in the school in different levels. That includes 58.31 percent in primary level. Likewise 30 percent in the lower secondary level. Similarly 11.66 percent of children enrolled in the secondary level.
- ) The data collected show that there is not any child dropout up to grade four. The more the level of the classes of the students' increases, the more



dropouts is seen. Out of the total dropout number, more dropout is seen in grade eight (33.33 percent) and ten (33.33).The study has found the economic factor responsible for it.

### **7.3 Conclusion**

From the above summary conclusions can be drawn that the social status of the blacksmith is very poor. Socially, they are considered as untouchables. Their behavior and values are conservatives. Similarly, the educational and literacy status is also poor. Social, economical and educational awareness are also lacking in this society. They have not enough land for them. Even some of the blacksmith are landless. Therefore, they work in other's land as share croppers. Occupational status of the blacksmith is also poor. Majority of the people are engaged in agriculture. The economic condition of the Blacksmith is pathetic.

The traditional attitude of the Blacksmith to education has undergone a change. They have now seriously realized the importance of the education. However, it is the fact that due to the poor economic status they are not able to get their children continue in the study. Along with the poverty, lack of awareness of the parents on the importance of the education and educational discrimination in the school has played significant roles for the poor educational status of the Blacksmith children.

Dropout of the students from school is considered as one of the factors which reduce the efficiency in the education system and is great wastage of resources. Out of the total dropout students more percentages of dropout is seen in grade eight (33.33 percent) and ten (33.33 percent).Poor economic condition and the engagement of the children in the farm are the major responsible causes for dropout. Due to the heavy load of household work, the children do not get enough time to study at home. So they become weak in study and fail in exam. Apart from this, ignorance of parents in education, early marriage and self interest of the students are the other contributing causes of dropouts.

#### **7.4 Recommendation of the study**

Education is an important social variable which not only increase the opportunities for employment but also changes the individuals' social life styles. Therefore, the status of the children should be given special focus to raise the life standard. It has been found that poor educational status among the Blacksmith community is the result of economic, social and cultural reasons. Early marriage, involvement of their children in agricultural works, lack of awareness and ignorance of parents are the some causes behind this.

The following recommendations have been put forward on the basis of this study:

- ) In view of the low interest of the Blacksmith in education, the need to adopt measures to motivate them towards education is very important. An awareness campaign in the Blacksmith community should be launched through the effective media so that the campaign can help the Blacksmith community to perceive the importance of education in life.
- ) Income generating programs should be conducted by different social organization so that they progress in economy. For this effective poverty alleviation programs are essential.
- ) Special programs and plans are essential to encourage the Blacksmith children to enroll in school.
- ) Books, stationary and dress should also be provided free to the Blacksmith children by the government.
- ) Government should manage at least one Dalit teacher in the school so that the Blacksmith children will be encouraged in learning.
- ) Education is the backbone for all kinds of the development. So, one shouldn't be deprived of from the access of the education. Parents should create the good family environment for learning. Time should be given to the children for better nurturing and socialization of the children.
- ) The teacher should play the vital role to enroll the Blacksmith children in school. They should inspire them to continue the study.

- ) The subject matter related to untouchability and social discrimination should be included in the textbooks so that social discrimination can be minimized.
- ) Even the Blacksmith should try to struggle to get rid of the socio-economic discrimination and inequalities. They have to remove the intra caste discrimination of Dalits to end the inter caste discrimination in the societies.
- ) The government should come up with the plans and policies to end the socio-economic discriminations of Dalits especially of the Blacksmith.
- ) Making parents aware of the importance of the education in the society is needed in the studied area to have children enrolled in school.
- ) Self correction through realization of age long deprivation and discrimination is felt essential for attitudinal change.
- ) Self correction for self discipline is also utmost need for socio-economic upliftment.

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## Appendix-I Questionnaire

### General information

Name of the Respondent \_\_\_\_\_

Age \_\_\_\_\_ sex male /female Education: Literate/Illiterate

Marital status single /married

Types of family:-Nuclear/Joint

### Family Details

S. N	Name	sex(m /f)(A)	age(B)	relation with respondent(C)	Is she /he going college/ school now?(D)	education(E)	occupation(F)

Note:-The A, C, D, E, F above column in the table is to be filled as per under mentioned.

A) Sex:-1) male 2) female

C)Relation with respondent:-1)Household head 2) husband /wife 3)Son/Daughter

4)Daughter in-law 5)Grandson/daughter 6)Father /mother 7)Father mother in-law 8)Brother /sisters 9) Niece/Nephew 10)other

D) Is she/he going to school/college now?

1) Yes 2) No

E) Education: - 1) literate 2) illiterate 3) primary 4) lower secondary 5) secondary 6) slc passed 7) intermediate and above

F) Occupation:-1) Agriculture 2) government job /private job 3) business 4) pensioner 5) Lahure 6) Daily wage labor 7) foreign employment 8) housewife 9) student 10) others

**Socio-economic status**

**1) What is your main occupation?**

- I) Agriculture                                      II) Business                                      III) Government job  
 IV) Wage labor,                                      IV) Black smithing                                      V), Foreign employment

**2) What is your religion?**

- I) Hindu                                      II) Christian                                      III) Bauddha                                      IV) Islam

**3) What types of land do you have?**

S.N	Types of land	Ropani	Bigha	own	rented land	
1	pakho bari					
2	khet					
3						
4						
5						

**4) Do you have sufficient agricultural product to run your family?**    yes, No If No

**5) How long does your agricultural production suffice?**

- I) 0.....3 months    Ii) 6.....9 months  
 II) 3.....6 months    iv) 9.....12 months

**6) Where do you take loan from if you need to take to run your family?**

- I) Bank                                      II) co-operatives                                      III) aama samuha                                      IV) village creditors

**7) Are you being helped by any NGO/INGO or any other organization in any educational or economic sectors?**                                      **Yes / No**

**8) Do you follow your traditional occupation?**

Yes/No .If No

**9) Why do not you follow the traditional occupation?**

- I) less income  
 II) Due to other job opportunity  
 III) People have low respect  
 IV) People use more factory made utensils

**10) Have you gone abroad for work?**                                      Yes, No

**11) What is the type of your house?**    pakki,    kachchi



**12) What type of roof does your house have?**

I) Tin II) Dry grass (Khar) III) stone

**13) Have you made toilet?** Yes/No

**14) How many these animals and birds you have in your house?**

Cow..... Bull..... Buffalo..... Goat.....  
Hens..... Duck..... pigeon..... Pig..... others.....

**15) For what purpose do you keep them?**

I) Income source II) consumption III) both

**16) Do you have following things in your house?**

- Radio
- Color or black & white TV
- Motorcycle or bicycle
- Fridge
- Rice cooker

**17) Do you get following facilities?**

- Electricity/Bio gas
- Drinking water taps
- Modern toilets
- Transportation near your community

**18) How much is your annual income?**

- (i) Up to 12000      (ii) 13000-24000  
(iii) 13000-24000      (iv) 25000-40000  
(v) 41000-60000      (vi) 60000 above

**19) Are you interested in politics?** Yes / No

**20) Have you got the access to village temple to worship?** Yes/No

**21) Are you discriminated by the upper caste people in the source of water?**

Yes/No

**22) Do you find dominating and exploiting behavior by upper caste people?**

Yes/No

**Educational Status**

**1) Up to which class you have got formal education? .....**

**2) In which class have you dropped out? .....**

**3) Do your all children of school going age go to school?**

Yes / No      If No

**4) How many of your children above 6 have never been to school?.....**

**5) What are the reasons behind it?**

I) economic problem II) lack of awareness

III) Upper caste people do not want to see us school going IV) No importance of education

**6) Why do you educate your children?**

I) to make literate, ii) to make their future bright

iii) Because other send their children

**7) Is there a school in your village? If school then which school is there?**

I) Primary II) Lower secondary III) secondary IV) Higher secondary

**8) Are you being helped by any organization in teaching your children? Yes / No**

9) Have your children Dropped out the school?Yes,No.If yes

**10) What is the reason to quit education?**

I) Economic condition

II) Have to involve in the domestic activities rather than going to school

III).untouchability IV) Ignorance

**11) What kind of education do you want your children?**

I) Related to their occupation, I) basic education, III) higher education,IV) there is no meaning of getting education

**12) Are any of your children reading in private school? Yes / No**

**13) How far do you want to provide your children education?**

Primary, Lower secondary, secondary, SLC, above SLC

**14) What are the reasons you think for the poor educational condition of Blacksmith people?**

I) Lack of educational awareness

II) Poverty

III) Educational discrimination

**15) Class wise educational status of respondent's family members**

S.no	Name	age	sex	class	dropped class

**16) Class wise educational status of school going children in respondent's family members**

s.n	Name	age	sex	class	dropped class

The End

## Appendix- II

### Checklist for key informants' interview

#### 1. Profile of informant

Name:                      Age:                      sex (m/f)

Education:              Occupation:

A) How is the involvement of the Blacksmith in community activities?

B) How is the interest of Blacksmith in politics?

C) Are the Blacksmith socially discriminated and exploited?

D) Can you see the changes in the life of Blacksmith in the recent years with respect to socio economic and educational sectors?

E) What reasons would you think for being Blacksmith behind than other ethnic castes?

F) How is the interest of blacksmith parents in the education of their children?

G) Is there any social discrimination you have noticed at school relating to caste?

H) In your opinion, what are the reasons behind the poor educational condition of the blacksmith?

I) As given below, which support would you want from the government, I/NGOS' for social, educational and economic improvements off Blacksmith in this area?

a) Provide training for skill development

b) Conduct special programs in the area for improving educational and economic status.

Thank you!

Appendix-III



Researcher with the respondent



Respondent in his domestic work



A respondent being interviewed



VDC Secretary with the researcher in interview

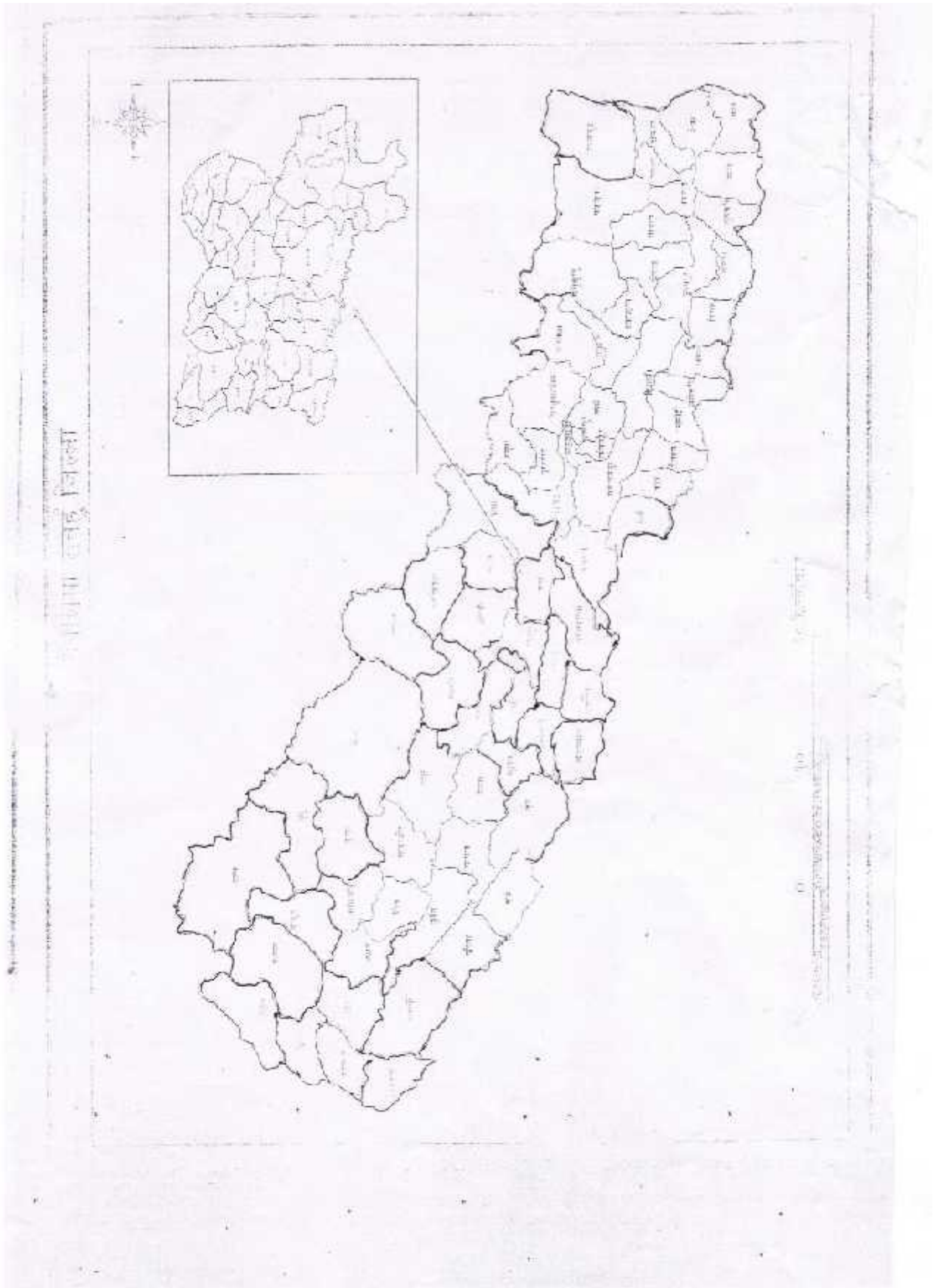




A Blacksmith resting in his home after interview







# Map of Manpang VDC

