

CHAPTER- I

INTRODUCTION

1.1 General Background

Literacy is the ability of reading and writing whereas education is the systematic instruction to gain knowledge. However literacy and education are similar and both are complementary to each other. Quality education is produces knowledgeable persons who are the shining sing of civilization and development of country. Education is the backbone of a national development, which play vital role for progress. Today world has been progressing in every field due to the promotion and expansion of education. Hence, education plays the vital role for the modification of human behavior and social change.

Education is essential for the overall development of a country like Nepal. No account on educational development in ancient period of Nepal is found. The development of education in Nepal also could not progress before Rana period because the rules were busy at war for expanding their states. After, this period (ancient period), Rana regime started from 1846 to 1950. During Rana rule less attention was paid to the development of education in country. But the real progress of educational development in the country began only after down of democracy in 1950. People get chances to interact with the world only after democracy, which played the vital role in the development of education. Government also emphasized on education giving priority to education institutions. Five decades has passed since the installation of democracy in 1951, but Nepal is still for behind in the educational development. Development of education got momentum only during the period 1961-71 when government took different measures to expand educational in Nepal through opening of primary schools along with the collage of education to train teachers required to produce teachers required for different level of school education. According to 2001 population census, out of the total population of Nepal, only 54 percent people were literate.

Among them Dalits are less literate. Specially, Dalit peoples are living in Hill and few are in Tatal. The majority of Dalit is high but literacy rate is low. Due to the lack of education and poor their population is increasing rapidly. Every domestic field and

other such activities Dalits are working. Similarly there is great difference of educational status between male and female in the Dalit community. Various study shows that the very poor status of Dalit community compare to other caste groups community because of lower available of the health and other facilities. In this way, their educational, economic status is also lower. They have been treated as the second class citizen since ancient period. That's why, the number of Dalit senior citizen is very lower comparatively, and proper cared by family, society as well as by nation is also lower.

The participation of Dalit senior citizen in every sector is very low like the national political participation is also reared. Even in the VDC and municipality level participation of Dalit is reared. Educational status, health status, social status, life expectancy, child motility, maternal mortality, political participation, employment status, saving and their occupational status is the key elements of quality of life, which is lower for Dalit community. By and large it is clear that Dalits are very poor than other caste, they have not time to think other thing than only how to survive. So that, they are ready to do every activity in own country or foreign country.

Status of Female in Dalit Community

Women in developing world especially rural women have typically fewer skills to offer in the labor market. Their options for gainful satisfying employment are few; their potential for contributing to the society is limited largely to the domestic sphere. And that contribution is further constrained by ignorance and lack of skills related to health, nutrition and hygiene.

Among them Dalit women's status is weaker than other. In every sector, the participation rate is fewer of Dalit women and the national political participation is also reared, even in the VDC and municipality level participation of Dalit women is reared. Educational status, health status, social status, life expectancy, child mortality, maternal mortality, political participation, employment status saving and their occupational status is the key elements of quality of life, which is lower for female in Dalit community. The reality however, is that fewer and fewer women in the developing world have the luxury of depending entirely on male support. The data and case studies compiled in the course of this project show very clearly that large numbers of women and not just widows and divorces are actively engaged in the work

force not by choice but because they need to work to survive and support their families (M King, 1993).

Dalit women in Nepal are generally less educated than other high caste women. This gap in gender has not narrowed in recent years.

1.2 Statement of the Problem

Participation in education is an important dimension to assess the development of a society. Education develops the human resources which are interpreted as a process of increasing the knowledge, skills and capabilities of all people in the country. Such important of human resources helps to meet but social, economical and cultural barriers are challenging to get desire goal in the development of education.

The Literacy rate of Nepal's population six years above increased from 39 in 1991 to 54 in 2001. Although this improvement appears encouraging, an immense gap persists across caste and ethnic group. The literacy rate of Dalit community is only few percent. Many people do not send their children to school. The drop-out rate of student is very high, only few students complete their education. Maximum girls are engaged in domestic work. So enrollment of school going girl are lower than the boys, very few girls get opportunity to complete their education.

In our society, despite support from family members and other relatives, elderly belong to the most worst economically deprived groups. Furthermore, if only 30.8 percent of total is below the line of poverty (NLSS, 2003/4), as well as the educational condition is also lower than other caste.

It is important to investigate why, how and what are the affective factors for development of education of this community? Why do not send their children to school? Why there is higher drop-out? These crucial aspects are working for development of education in Dalit community. Hence, this study will deals with these burning issues in Dalit community. The socio- economic status of various caste/ ethnicity has different from each other and it is very poor for Dalit community. The educational status of any family or community is effect on the over all status of that senior citizen. By concerning this statement the educational status of Dalit community is being burning issue in Nepal.

1.3 Objectives of the Study

The specific objectives of the study are as follows:

- a. To identify the educational status in Dalit community of Syanikhil VDC.
- b. To find out the causes of drop- out of Dalit female students in school.
- c. To find out the cause of illiteracy of Dalit female.

1.4 Significance of the Study

There are various ethnic/caste groups in Nepal. Every ethnic group has its own important role in the national development. Education is a key to awareness and it is the basic element for development. If the people are educated they can understand the advantages of development program so that they can actively participate and contribute more to national development. Dalit cover 7.10 percent in Hill and 3.90 in Terai, they are the most backward community educationally, socially, and economically though. The causes of the backwardness might have been due to various factors. However, this study focuses on socio-economic characteristics and educational status in general, female education and drop-out rate of Dalit students in particular. Hence, this study has provided some key information to the government, NGOs/INGOs which are involved in the development of Dalit community could initiate effective planning and bringing the changes in policy to uplift the educational and socio-economic status of Dalit as a whole.

1.5 Organization of the Study

This dissertation is organized in different chapters with different dealings. The organization of this dissertation paper is presented as follows.

1. Chapter I gives introduction, historical background of education system of Nepal along with the status of women education. Similarly, objectives, statement of the problem, signification of the study, limitation of the study also are included under this chapter.
2. Chapter II deals about the literature review focusing on the status of women education and national policies and program regarding women education.
3. Chapter III is organized on methodology of the study. Methodology includes the study area, sample population, selection procedure, question design as well as data analysis procedure.

4. Chapter IV deals with the background characteristics of the study area and household characteristics of the study population (including sample population but not separately). This chapter focuses on the education as well as socio-economic and demographic characteristics of total sampled population's household population.
5. Chapter V is the main chapter deals about the socio- economic as well as demographic characteristics of sample population i.e. 103 population in detail. It gives the status of literacy, educational level, drop-out causes of drop-out, causes of school non going etc.
6. Chapter VI is the conclusive chapter. It gives the summary, findings and conclusion of the dissertation paper.

1.6 Limitation of the Study

This study deals with the socio-economic and demographic, as well as education status of female in Dalit community of Syanikhal VDC. It has focused on female education status, causes of drop-out and causes of illiterate in Dalit female.

- This study has considered only the Dalit female in Syanikhal VDC of Salyan district.
- The respondents of this study are only household wife.
- The small sample of this study covered only 100 household from 250 household and 100 respondents are included, and
- It may or may not be applicable to other Dalit communities of Nepal.

CHAPTRE- II

REVIEW OF LITERATURE AND CONCEPTUAL FRAMEWORK

There are many literatures on educational in general but very few attempts have been made to study the educational status of female who are ethnically backward communities in Nepal.

2.1 Literature Review

Women's education and social development (1992) reported that education has been regarded both as an end in itself and of realizing other desirable ends. It develops that personality and rationally of individuals qualifies then to fulfill certain economic, political and cultural functions and thereby improves their socio- economic status. It has been recognized as a major instrument, which societies can use to divert the process of change and development towards desired goals. It provides for vertical mobility and can thereby help to equalize status between individuals coming from different strata. The universal Declaration of Human Rights it as one of the basic rights of every human being.

The movement for improving women's status all over the world has always emphasized education as the most significant instrument for changing women's subjugated position in society.

The expansion of education and health services in the twentieth century however precipitated a need for teacher and doctor and resulted in the incorporation of these two formal vocations in the programs for women's education. (Bhatt, et al., 1992)

The conference report of UN decade for women, Copenhagen (1980) says that "total development includes development in political, economic, social cultural and other dimensions of human life as also the physical, moral intellectual and cultural growth of the human person." Women's development should be seen as an essential component in every dimension of development. Pandip Jawaharalal Nehru once said "to awaken the people it is women who must be awakened, once she is on the more the family moves, the village moves and the nation moves".

The international conference on public education convened jointly by UNESCO and the international Bureau of Education, in Ganeva, 1952 while discussing the question

of access of women to education, made the following recommendations to ministries of education of all member countries.

1. Every person, without discrimination of sex should enjoy all the freedom proclaimed by the “Universal Declaration of Human rights”, and that such equality should apply in all fields, particularly that of education.
2. Every person, man or women should be able to receive an education enabling him to develop his aptitude as fully as possible, playing an effective part as member or citizen of his community, his nation and the world and meet the demands, of his special tasks in life.
3. Women, like men, men, should have opportunities to fulfill the tasks appropriate to the aptitudes.
4. General Education should be equal in value and status of boys and thus avoid social discrimination.

With the recognition of women as human beings equal rights with men, has risen the parallel concept of equality of contribution of public and private life (Pillai, 1995).

The earliest forms of education on Nepal were associated with the major religions Hinduism and Buddhism by the beginning of the Christian era; there were established system and institutions for the training of priests and other personal to propagate these religions. The Buddhist Gumbas (monasteries) in some ways approached secular education in the breadth of their curricular offerings and in their effort to enroll to one boy from each family, whether he was to become a priest or not. The Hindu system placed greater emphasis on the specific training of priests.

Early Chinese and Tibetan documents indicate that Nepalese schools were well versed in astronomy, geography, literature and Sanskrit and arts and crafts were well developed. The term guru meaning teacher, appears frequently and many of the rajas of the various principalities had “spiritual directors” to guide the education as well spiritual life of the people. Many scholars from china and India migrated to the thus providing the basis for an exchange of learning.

Paralleling this rather academic type of education was a more practical kind that flourished after the 14th century, when the prevailing case system was re-organized and strengthened by King Jayasthiti Malla. He encouraged greater emphasis on occupational training (since each child was pre ordained to follow his father’s caste

occupation) and the apprenticeship system was widely used. Guilds were organized which among other things, looked after the education of youth.

During the 7th and again in the 18th centuries, Christian missionaries twice attempted to establish school in the Kathmandu valley but these efforts were short-lived and limited in scope.

Prithvi Narayan Shah, as might have been expected introduced a martial note in education believing every youth should be trained for war but after he had conquered the Kathmandu valley, he laid heavy stress on the industrial and vocational development of the country. He introduced a new concept of the state responsibility for lost in battle. However, he and his heirs did not hesitate to appropriate the accumulated wealth of ancient educational institutions to pay the costs of conquest, and Buddhist and Hindu education often suffered as a result (Parajuli, 2005).

A Period of Opposition to Education

The Rana period, 1846-1950, is best described as one of general opposition to education by the ruling group. In an era, when western countries were developing and extending their systems of learning the Ranas were attempting to remove nearly all vestiges of education in Nepal. Although they imported British or Indian pundits to teach their own child according to the English system, they thoroughly opposed education for the masses. In fact, anyone advocating it risked the death penalty or dungeon.

Jangabhadur the first of the Ranas, organized a British type of school for his own children in 1854. His successor, Ranadip moved the school (known since then as Durbar High School) from the palace to its present site and opened it to other children.

For the next half century there were no further developments. In fact, various government policies and actions resulted in the serious deterioration of the ancient form of education.

It was inevitable that some of the Ranas would become enlightened as they pursued their studies, occasionally in India at the University level. One such was Deva Shumsher Rana who succeeded to the Prime-minister ship in 1901, having seen the effects of the developments of education in India, immediately upon assuming office

he provided free vernacular schools in every village with 50 pupils or more, to teach the “3R” S” and history and geography. He also established a newspaper and laid plans to free the country’s slaves (indentured Nepalese usually of low caste). It is remarkable that 150 schools were actually opened before he was exiled by his brother after days in office. The newspaper and the schools were promptly closed and the concept of universal education was suppressed for 50 years.

During these 50 years period only two events of educational significance occurred. First, Chandra Shumsher Rana become dissatisfied with the universities of India and their influence on the young Rana heirs, so he established Tri- Chandra college in Katmandu, with attendance limited to the Ranas and children of few favored courtiers. (It is interesting to note that he gave recognition to the young King Tribhuwan a changing relationship between the palace and the dictators). The second event occurred in 1932 with the establishment of a board the standards of the secondary school examination.

Towards the end of the Rana period another enlightened ruler came into power, padama Shumsher Rana, padama was forced into exile and his reforms were abolished his successor and last of the ranas, Mohan Shumsher, however, could not overcome the rising demands or the people for decency, education and their fundamental rights, and was overthrown in 1951 (Parajuli, 2005).

The Modern Period

The impetus given to education by Padma, the initiative of the villagers along the Indian brother in establishing their own schools and the general freedom movement combined to provide tremendous force for the rapid expansion of education immediately after 1951. Many schools were opened quickly often without adequate planning, financing or facilities. Nearly all of them charged tuition and catered to the more favored socioeconomic classes.

To prevent complete chaos and provide some guidance for educational development several organizational steps were taken. These included creation of an educational ministry strengthening the educational directorate and appointment of seven school inspectors. A Board of education was appointed, and in 1954-55, a national education planning commission mapped out a long range plan for the orderly development of educating in Nepal. With the help of American Aid, primary schools were expanded a

teacher-training program was established, adult literacy classes were opened and provision was made for the preparation and printing of the hinterlands and a national university was organized. In 1962, a UNESCO team made a comprehensive survey of a decade of educational progress in Nepal and made recommendations for continued development, but with great emphases on educational planning.

The description of education in Nepal today, which follows, includes the details of events after 1951 and thus they are not more fully developed here. At this point it is sufficient to note that 1951 marked the beginning of a new dynamic period in the development of education in Nepal a period which is still continuing (Hugh, 1965).

Present Education Status in Nepal

Very few studies on literacy at the national level have been carried out. Consequently census data are the main source of literacy in Nepal. In earlier censuses of Nepal literacy is defined as the ability to read and write. In 1991 census the definition of literacy was changed and included the ability to read and write with understanding and to perform simple arithmetic calculations (CBS, 1995). This same definition has also been followed in the 2001 census.

The literacy rate has increased gradually over the last 45 years. The trend of literacy has been shown in Table below.

Table 2.1: Literacy Trend in Nepal for Persons 6 Years and above by Sex, 1952/54-2001

Year	Male	Female	Total
1952/54	9.5	0.7	5.3
1961	16.3	1.8	8.9
1971	23.6	3.9	13.9
1981	34.0	12.0	23.3
1991	54.5	25.0	39.6
2001	65.5	42.8	54.1

Source: CBS, 1995; MOE 2000, CBS, 2000.

From a very low level of literacy in 1950s, Nepal has made a substantial progress in increasing literacy over the years. The census of 2001 has indicated that currently the

literacy rate among the population of 6 years or older in Nepal is 54 percent with male literacy rate of 65 and female literacy rate of 43. Yet there is a lot to be done to reach a universal literacy target. For this GOVERNMENT OF NEPAL has already embarked on both the formal and non-formal education system in Nepal.

Detailed data from the 2001 census on literacy and education is still not available, however earlier differentials indicated by the 1991 census are still valid. For example, there is a wide gap in literacy figures for rural and urban areas. Current gender gap in literacy rate is nearly 23 percentage points and data have indicated that the gap between male and female literacy is decreasing.

Formal Education:

The schooling system in Nepal has been divided in four levels viz.; (a) primary (grade I-V), b) lower secondary (VI-VIII), c) secondary (IX-X) and d) higher education.

Education in Nepal and primary education in particular has developed significantly since 1971 when the New Education Plan was introduced. In recent years the number of primary schools increased by about two and half fold between 1971 and 2001 (from 10,600 to 24943). Between 1991 and 2001, on an average more than 478 new primary schools were added each year and the number of primary school teachers has reached 96659 in 2001.

The net enrollment rate for the primary level of education is 81.1 percent while the rate for boys and girls are respectively 86.9 and 75.1. Over all drop out rate in the primary level grade 5 is around 9.5 while for the boys and girls separately are 9.3 and 9.7 respectively (MOE 2003). These data suggest that there have been positive developments in the enrollment at primary level as well as decrease in dropout rates over the years.

The lower secondary level begins at grade 6 and is completed at grade 8. Most of the lower secondary schools are either integrated with the primary schools or with the secondary schools. The number of lower secondary schools increased by nearly three times between 1971 (2700) and 2001 (7340). On an average, nearly 155 new lower secondary schools were added each year. In fact this growth in number of lower secondary schools is a big achievement.

The net enrollment rate at this level is 39.4 i.e. two in five of school going children for this level are attending school. Despite a large increase in number of schools, number of children enrolled in these schools is still low indicating a high drop out and low percent graduating to lower secondary schools. Like the primary level of education enrollment for girls is nearly 11 percentage point lower than that for boys (33.7% vs. 45%).

The secondary level of education in Nepal comprises grades 9 and 10. Like the expansion of primary and lower secondary level schools there has been a substantial increase at this level as well. For example, between 1971 and 2001, the number of secondary schools increased by more than four fold, from 918 to 4113. Between this period on an average 107 new secondary schools were added each year. Because of high drop-out rates at earlier grades as well as lower promotion rates, currently the net enrollment rate is only 25.5 percent. The differentials in net enrollment rate at this level indicate that more boys are enrolled at this level compared to girls (30.2 vs. 20.9).

Higher secondary education, which comprises schooling at grades 11 and 12 is a new concept in Nepal's educational history. Approximately 65,000 students were enrolled at more than 55 higher secondary schools in 1999 (MOF, 2000).

Although, access to tertiary i.e. after school education has also been expanding over the years only 0.64 percent of population was enrolled at these levels. Corresponding figure for women was only 0.23. Tertiary education is being provided through the umbrella of five universities, Tribhuvan University (TU), Mahendra Sanskrit University, Kathmandu University, Pokhara University and Purwanchal University. About 250 campuses are being run under these universities.

Non-formal Education:

In order to increase the literacy (among adults) as well as entice children to formal schooling GOVERNMENT OF NEPAL has been implementing non-formal literacy/education programmes. These programmes can be divided in two categories, first, is for adults and elders and mainly attempts to increase literacy in this group. The second part is being implemented for school-age children. non-formal education programmes for school age children focuses on out of school children between 8 and

14 years of age. The Basic and Primary Education Project is the main provider of this type of education. The adult literacy programme is much larger and under this scheme between 1992 and 2001, nearly 950 thousand people have acquired literacy.

Literacy by Ethnic/Caste Groups

According to the 2001 census, the literacy rate of Nepal is 53.8 percent; the male and female literacy rate is 65 percent and 42.5 percent, respectively. No doubt, the literacy rate of Nepal is improving gradually over the years by sex. At the same time, the literacy rate as a whole differs significantly by ethnic/caste groups and sex. As the literacy and other related components are covered in other chapter, this chapter briefly highlights the level of literacy of people by ethnic/groups only. Table 2.2 below provide the ten highest literate groups in Nepal by ethnic/caste groups.

Table 2.2: Highest Literacy Rate of Ten Ethnic/Caste Group, 2001 Census

Ethnic/Caste Groups	Literacy Rate, 2001 (%)
Jaine (Jain)	94.0
Marwadi	89.3
Kayastha	82.1
Thakali	75.7
Hill Brahmin	74.9
Bangali	72.5
Newar	71.2
Maithil Brahmin	71.2
Yehlmo	70.7
Rajput	70.3

Source: CBS, Nepal, 2001 Census.

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

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

Two new universities, the Purwanchal University and the Pokhara University have been established since 1992. The B.P Koirala Institute of Health Sciences, having university status has also been set up. The Thribhuvan University is still the provider of higher education in the country. The news universities have granted of various non-formal education program have contributed towards this increase (NDHS, 2001).

Features of education system

Structure

The structure of school level education with Primary Education of Grades 1-5, lower secondary Education of Grades 9-10, that was created in early 1990's still remains in practice. The long term goal of the government as indicated in the Ninth plan (11, 12) with school level education.

Types of schools

There are three types of schools at each level of school education namely Government aided schools (Public Schools), Community Schools and Private Schools. The Community Schools do not get government grants and rely on their own recourses and community contributions. The schools are observed to be attempting to get government paid "teacher quotas" on receiving which they get recognition as government aided schools. In the year 2001, the government aided schools accounted for 88.8 percent of enrollment at the primary level, 87.6 percent of enrollment at the lower secondary level, and 85.5 percent of enrollment at the secondary level. The rest of the enrollment of various levels was in the community schools and private schools. (Manandhar and Shrestha, 2003).

Growth of the private sector

The private schools have emerged as major provider of school level education since past two decades. In the year 2001, private schools constituted 8.7 percent of all primary schools, 17.8 percent of all lower secondary school, and 21.3 percent of all secondary schools. The private schools are seen to be particularly prominent in the delivery of secondary education. The perceived higher quality of education in these schools is the main factor for the growth of private sector institutions.

Early childhood education has been emphasized for proper development of young children and increase access to primary educations. Promotion of pre primary education through community based child development centers is being done. In urban areas, private sector is providing pre primary education on extensive scale.

Higher Secondary Education

Higher secondary education is provided by a diverse set of institutions such as the public schools, private schools, colleges and specific plus two schools. The higher secondary education board (HSEB) provides approval to the institutions for conducting Grades 11 and 12 classes prescribes curriculum and conducts examinations. A large number of higher secondary have been established in recent years. The number of such schools reached 789 in April 2003. The addition in number of such school has been as indicated by the ninth plan (1997-2002). The plan had expected that the number of higher secondary schools would reach 758 by the end of the plan period. The number has now exceeded the plan expectation due to liberal due to liberal granting of approval by (HSEB0)

Department of education

The established of Department of Education (DOE) in 1999 marks an important change in the system of educational administration. The (DOE) was made responsible for the implementation of the Basic and Primary Education Project (BPEP), Phases II (1999-2004). At the same time, the processes of preparation of District Education Plans (DEP) and School Improvement plans (SIP) were started under BPEP II program. The DEP and SIP planning process are considered to be important steps for promoting decentralized planning in the educational field and for raising quality education.

Education Regulations Revision

The Education Regulations 2059 (2002A.D) based on the seventh Amendment of the education Act, 2028 allows the public schools change tuition and other fees the students. The government is committed to free primary education. The tuition fees can now be charged in the public secondary schools. Several new features such as Teacher Licensing system, setting up of village Education Committees, formation of school management committees with major representation of parents, have also been included in the revised regulations. Further, the new terminologies have been used to describe the types of private schools. The present government aided schools are called community schools and the private schools are described as institutional schools.

Shrestha on his research on “Determinants of Educational Participation in rural Nepal” has mentioned that various have influenced the participation of children in education. These factors are: gender, economic status of family education, school facilities, topography, modernity, and size of family, language and teacher’s characteristics. It is these factors which determine whether children will get change to study in school or remain at home without education. A part from giving an account on various factors concerning educational participation in Nepal, the researcher also has discussed about relative importance of those factors. This study has emphasized on gender which is the most important factors influencing the participation of people in education.

Jonardon, in his study "Enrollment of Girls at primary Level in Dhankuta and Nuwakot" has found that the girl enrollment in primary level in spite of equal age level population, was lower than that of boys in both districts. The main causes were found to be the poverty, negative parental attitude, girls' involvement in farming and in parents. He also found girls a decreasing trend of enrollment were found in primary level, in comparison to order levels, the proportion of girls enrollment even at this level was only 38 percent as against 62 percent of the boys.

A study conducted by CEDID has mentioned various causes of girls non-participation in and dropout from school "Status of Female Education in Nepal" poverty is one of the major causes of girls low participation or non-participation in and dropout from school. Another important cause, indicated by the study are the problem of mass illiteracy, participation of rural parents, early marriage, involvement of female in household chores.

A report "Onset of Menarch and Female Dropout from school" prepared by New Era Kathmandu has tried to study the relation between the onset of puberty and drop-out of female students from the school in Dang and Rolpa districts. The study reports the reason of dropout of adolescence girls who are in menstruation. The other reasons are early marriage, Parents expectation from the girls to participation more in household and agriculture works. The study is exclusive as it focuses only on the relation between menstruation and school dropout in Dang and Rolpa.

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

We have to read and write about women's education after then there must be write some national policies and programs on women education in Nepal. There are many policies and programs to write on women education in Nepal i.e. sixth and seventh five year plan(1980-85)/1985-1990), eighth five year plan (19992-97), Ninth five year plan (1997-2002), Tenth five year plan (2002-2007).

Objectives

1. Help raise the living standards, especially of the backward communities and women by carrying out programs of literacy, post- literacy, income generating and valuable non- formal education.
2. In the context of the principle of "Education for all" make special provisions to increase the access of women and people with disability to the opportunities of education.

Main quantitative goals of different levels and in aggregate

Non-formal Education

In an attempt to achieve the goal of literacy determined by the plan, make 1866 thousand illiterate people, mainly women, lowest caste, backward indigenous/ ethnic people, literate and provide post-literacy level education to 933 thousand newly literate persons out of which impart skill- oriented training to 93300 individuals.

Towards non- formal education, provide basic primary education to 200 thousand children and establish 205 community study centers under local elected body's responsibility for piloting continuous education.

Primary education

Raise net enrollment of primary level to 90 percent, improve the ration of female teacher to 30 percent, provide nutrition's food to 450 thousand children every year, provide scholarships to the girls and children from disadvantaged communities (Dalits, backward Indigeous communities, with disability and economically backward.)

Secondary education

Raise the gross enrollment to 65 percent at the lower secondary level and 45 percent at the secondary level provide scholarship to 50,000 students where the girls, backward indigenious and lowest caste students will get the priority.

Youth and Sports

Emphasize on the equal participation of girls students in these programs.

Strategies

In view of the condition of women, people from the lowest caste (dalit) and backward communities in education conduct additional programs to increase their access to education.

Policies and Action plans

Literacy and non-formal education

Increase the literacy rate by carrying out adult literacy and out of school programs with focus on the target communities especially the women, backward ethnic communities and the lowest caste (Dalit) groups and conduct programs of literacy, developmental activities with the involvement of the government, non-governmental organization and local elected bodies in line with the objective of providing useful education.

Women Education

Make provision of scholarship in order to increase the access of women, caste (Dalit) and disadvantaged communities to education.

Implement 'gender' system by developing specific sensitive indicators in all aspects of holistic education such as study, teaching, training policy formation and management.

Programs

Take steps to gradually make free primary education compulsory and while doing so, arrange scholarship for the children of backward communities (lowest castes or Dalit, indigenous groups, women's persons with disability and children of economically backwards communities and priority)

Strengthen scholarship programs to facilitate the access of women, backward indigenous and lower caste communities and persons with disability to higher education.

Improvements in policies, laws, institutions and their implementation arrangements policy improvement.

The following policy improvements will be made to implement the strategies and action plans in order to achieve the objectives and goals of the tenth plan.

The following policy improvements will be made to implement the strategies and action plans in order to achieve the objectives and goals of the tenth plan.

Provide free education up to the secondary level to the lowest caste (Dalit) backward indigenous people, women and persons with disability below poverty line.

Expected Achievements

Gender equity through program and policy responses

Assuming women's equal participation in literacy to higher education, the objective of formulating substantive action plan on the basis of gender audit will help attain the goal of gender equity in this plan period.

Target and Achievements of 9th and 10th plan

S.N.	Particulars of Programs	At the end of 9 th plan	At the end of plan	
			Expected Growth	Low Growth
01.	Literacy	55.5	70	68
	a) Literacy Rate 6+ years	49.2	66	61
	b) Literacy Rate 15+ years			
02.	Pre- Primary Education (including ECD) GER	15	32	30
03.	Primary level	118	110	111
	a) GER	82	90	89
	b) NER	45	47	46
	c) Girls Enrolment percent	52	100	100
	d) Trained teacher including partially trained (%)	26	30	30
	e) Female Teacher (%)			
04.	Lower Secondary Level	58	65	64
	a) GER	42	45	44
	b) Girls Enrolment percent		100	100
	c) Trained teacher including partially trained (%)			
05.	Secondary Level	37	45	44
	a) GER	41	45	43
	b) Girls Enrollment percent		100	100
	c) Trained teacher including partially trained (%)			

Sources: HMG Nepal, 2002

CHAPTER- III

METHOLODY

3.1 Introduction of the Study Area

This study is micro level study of female Dalit community in Syanikhal VDC of Salyan District. It was purposely selected of the study area which covers 1 to 9 wards of the VDC. It situated in northern part of the Salyan District of western part of the Neapl. East part of the Syanikhal VDC is Lekh Pokhara and Jhimpa VDC, Chhankshetra VDC is in south, Dadaganu and Bajhakada VDC are in north and west part of that VDC are lies Khalanga and Sejuwaltakura VDC. Sarada River lies in the south part of the Syanikhal VDC. Considering the whole Nepal, Syanikhal VDC is counted in Backward VDC. Almost people are depending on agriculture, there in not a lot of fertile land. Sarada River is the main Source for the irrigation. By and large, it is clear that almost people are living in poor condition, back warded, Dalits and Janijatis. There are all government school in Syanikhal VDC. Out of these one is the high-school, two are lower secondary, four primary school and one is pre-primary school.

3.2 Sampling Design and Sampling size

This study is descriptive and exploratory types. The total number of household in the study area is 250 and population is 1897. Syanikhal VDC is divided into 9 wards and the 5422 population living in study area. Among the 250 households, 100 household was selected by purposive sampling from ward no. 3, 4 and 5 and population of these wards is 757. Among them (757) male are 367 (48.1%) and female are 393 (51.9%). The main reason to select only these wards in that the Dalit population is high in these wards.

The distribution of sampled household and population according to wards of follows:

Table 3.1: Distribution of Sample Households and Population According to Wards

Wards No.	Total Dalit HHs in the VDC	Total Population	Sampled HHs	
1	23	160		
2	24	269		
3	31	229	31	229
4	36	266	36	266
5	33	262	33	262
6	27	194		
7	22	154		
8	26	198		
9	28	165		
Total	250	1897	100	757

Source: Field Survey, 2009

3.3 Sources of Data

3.3.1 Primary Data

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

3.3.2 Secondary Data

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

3.4 Methods of Data Collection

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

3.4.1 Household Survey

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

3.4.2 Key Information Interview

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

3.5 Data Processing, Presentation and Analysis

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

CHAPTER- IV

BACKGROUND CHARACTERISTICS OF STUDY POPULATION

4.1 Age Sex Distribution of Study Population

The information regarding the age sex distribution of the study population has been collected from the respondent's response. Respondents were asked about the information of their household members. The obtained information regarding the age sex distribution is present in two-ways first on the basis of 5years age group & second on the basis of active & inactive population i.e. age group 0-14, 15-59 and 60 and above.

Table 4.1: Distribution of Study Population by 5 Years Age Group

Age group	M	%	F	%	Total	%
0-4	14	3.8	25	6.4	39	5.2
5-9	45	12.4	39	10.0	84	11.2
10-14	56	15.4	42	10.7	98	12.8
15-19	40	11.0	38	9.7	78	10.2
20-24	37	10.2	42	10.7	79	10.4
25-29	22	6.0	38	9.7	60	8.0
30-34	29	8.0	40	10.2	69	9.0
35-39	32	8.8	31	7.9	63	8.2
40-44	26	7.1	22	5.6	48	6.4
45-49	12	3.3	9	2.3	21	2.8
50-54	11	3.0	9	2.3	20	2.7
55-59	10	2.7	18	4.6	28	3.8
60+	30	8.2	39	10.0	69	9.2
Total	364	100.0	393	100.0	757	100.0

Source: Field Survey, 2009

From the table 4.1 it can be seen that out of total 757 populations, 364 are males and 393 are females. Out of the 757 population 12.8 percent population is found in age group 10-14 and followed by age group 5-9, 20-24 and 15-19 as 11.2 percent 10.4 percent and 10.2 percent respectively. Similarly, in sex wise it is seen the majority of female are in age group 20-24 age group 10.7 percent and 10-14, 5.4 percent which is the peak age of fertility. Similarly, the highest percent of male population is in 10-14 age groups 15.4 and followed by 5-9 age group contributing 12.4 percent. In overall the male population is decreased according to the increment of age.

4.2 Dependency Ratio

The ratio of the economically dependent part of the population to the productive part, arbitrarily defined as the ratio of the elderly (ages 65 and older) plus the young (under age 15) to the population in the working ages (14-64). These measure is often used, as indicators of the economic burden the productive portion of a population must carry even though some persons defined as dependent are procedures and some persons in the productive age are economically dependent. The dependent ratio is sometimes divided into old age dependency (the ratio of people under age 14 to those ages 14-64)

Table 4.2: Dependency Ratio of the Sample Population

Age Group	Number	Percent	Dependency Ratio	CBS
0 - 14	221	29.2	47.3	70.1
15-64	467	61.5		-
65 +	69	9.2	14.8	11.7
Total	757	100.0	62.1	

Source: Field Survey, 2009.

Table 4.2 shows that out of total population 757, 221 (29.20%) are in age group 0-14, 467 (61.5%) are in age group 15-64 and 69(9.2%) are in age group 65+. And young dependency ratio is 47.3 percent, old dependency ratio is 14.8 percent and total dependency ratio is 62.1 percent.

4.3 Economically Active Population

Economically active population comprises all persons of either sex who provide the supply of labour for the production of economic goods and services during the reference time period. It includes both persons employed and unemployed during the reference time period. Economic status is an indicator of the level of wealth that is consistent with expenditure and income measures. In these part, economic characteristics such as land ownership, pewa cattle, income level and fuel consumption. All persons consume goods and services; only a part of the total population of any area is engaged in production such goods and services. According to ILO economically active person are person engaged of intent to engage in production of goods and services included within the boundary of production the system. In the

sampled population (757), 467(61.5%) are economically active population. Among the economically active population a vast majority of the people depend upon agricultural forming for their livelihood.

4.4 Family Size

Family is the basic social institution of human beings, which gives the first identify to the individual. The work of every individual revolves around the family as the role and the status provided by the family. The size of the family directly affects the economy of the family, especially in rural areas, where children are economic assets to the family. In the views, size of family was taken as an important characteristic. Distribution of family size is shown in table.

Table 4.3: Distribution of Family Sizes of Study Population by Different Dalit Groups

Dalit	Number of household	Number of people	Family size
Kami	36	272	7.1
Damai	24	181	7.3
Sharki	40	302	7.2
Total	100	757	7.2

Source: Field Survey 2009

This table 4.3 shows that the family size of Sharki was found comparatively smaller than that of others Dalit group. The smallest size of family found in Kami community was of five members and largest was fourteen members with in average family size of 7.1 members. Similarly between Sharki 7.2 and Damai 7.3 community was found nearly higher than Kami. Kami community shows family size of 7.1 members. However this size may not reflect the actual family size of Kami community because of under representation of sample. The Damai community shows a comparatively larger family size with an average of 7.3 members. It was observed that most of the families were nuclear type with average 7.2 members and rest of the families which were large, was of joint family.

4.5 Distribution of Population by Marital Status

In this study the sample population is studied on the basis of their marital status. Generally three marital events are considered namely married, unmarried, and

widowhood for male and female respectively. The marital status is present in following table.

Table 4.4: Distribution of Population by Marital Status

Marital Status	Frequency			Percent		
	Male	Female	Total	Male	Female	Total
Unmarried	187	166	353	51.4	42.2	46.8
Married	170	205	375	46.8	52.4	49.6
Widowhood	4	16	20	1.1	4.0	2.5
Other	3	5	8	0.8	13	1.1
Total	364	393	757	100.0	100.0	100.0

Source: Field Survey 2009

The table 4.4 shows that out of total 757 studied population majority of people 49.6 percent have married followed by unmarried population 46.8 percent and insignificant proportion of widowhood population i.e. 2.5 percent and 1.1 percent are other i.e. separated. Similarly in sex wise marital status female population has found more than male as 46.8 percent male are married where as 52.4 percent female are married. But the more male are remained unmarried than female or male unmarried percent (52.2%) is more than female (43.3%). The variation in percent indicates that female engage in marital relation earlier than male. From the study population insignificant number of population is found as widow i.e. 2.5 in percent out of them 15 are female and 3 are male. In huge difference number is the result of low life expectancy of male comparing to female.

4.6 Distribution of Study Population (Age 10 and Over) by Occupation

Occupation refers the work that an individual do for his/her live hood. In this study generally 5 types of occupations are considered including student and one category named not stated is also included. Not stated includes the infant and the children who are under the age of work i.e. fully dependent. The occupation wise statistics of study population is presented in table 4.5.

Table 4.5 : Distribution of Study Population by Occupation

Occupation	Frequency	Percent
Agriculture	280	42.8
Business	29	4.4
Services	81	12.4
Wedge	22	3.4

Student	200	30.6
Others	42	6.4
Total	654	100.0

From the table 4.5, it is found that out of 757 population total 654 (rest of all population is age 10 and over, which is disregarded). The data occupation is recorded out this 654 it can be seen majority of sampled population is agriculture i.e. 22.8 percent and then student i.e. 30.6 percent are in business, 3.4 percent that includes different types of works receiving daily wedge and 6.4 percent are involved in others.

4.7 Distribution of Household by Income Source

Income is essential to run the daily activities that can be obtained from occupation from occupation especially they do. So here the sampled population is categorized according to their income source while collecting this information they were asked as- what is your source of income? The obtained information is presented in table 4.6

Table 4.6: Distribution of Household by Income Source

Income source	Frequency	Present
Agriculture	61	61.0
Business	7	7.0
Services	18	18.0
Wedge	6	6.0
Other	8	8.0
Total	100	100.0

Source: Field Survey 2009

As majority of population depend on agriculture, that is the main sources of income of them. Hence the highest percent of population having income source is agriculture i.e. 61.0 percent followed by services 18.0 percent, business 7.0 percent, wedge 6.0 percent and 8.0 percent others. In conclusion we can observe that almost all people are dependent on agriculture.

4.8 Distribution of Land

Landholding size is one of the key economic indicators to measures the economic well being of the community or person. Nepal is agro-based country and most of the people depend upon the agriculture as main occupation. Land has great contribution in agriculture and it measures the economic status of people. Therefore, huge

ownership of land indicates the economy well and few ownership of land indicates the poor economy.

Table 4.7: Distribution Respondents by Landholding

Land (Ropani)	Sarki		Damai		Kami		Total	
	No. of HHs	%	No. of HHs	%	No. of HHs	%	No. of HHs	%
<10	10	25.0	5	20.8	3	8.0	18	18.0
11-20	20	50.0	12	50.0	14	38.8	46	46.0
21-30	7	17.7	4	16.7	8	22.2	19	19.0
31-40	3	7.5	2	8.3	7	19.4	12	12.0
41+	-	-	1	4.2	4	11.1	5	5.0
Total	40	100.0	24	100.0	36	100.0	100	100.0

Source: Field Survey 2009

The table shows that, Sarki (25%), Damai (20.8%) and Kami (8%) respondents have (<10 Ropani) land. However, Kami have (41+ ropani) land but nil in Sarki. So that landing pattern signifies their actual economic status to their community. In that sense, the Sarki have less holding size than Damai though Damai have lower level of landholding size compare to the Damai. Thus, Kami's status is higher compare to than of Damai and Sarki's status.

4.9 Distribution of Household's Fuel Consumption for Cooking

Table 4.8: Distribution of Household's Fuel Consumption for Cooking

Types of fuel	Sarki		Damai		Kami		Total	
	No. of HHs	%	No. of HHs	%	No. of HHs	%	No. of HHs	%
Wood	40	100.0	20	83.3	30	83.3	90	90.0
Bio-gas	-	-	2	8.3	3	8.3	5	5.0
Kerosene	-	-	2	8.3	3	8.3	5	5.0
Total	40	100.0	24	100.0	36	100.0	100	100.0

Source: Field Survey 2009

The major source of cooking fuel is wood for all household. The second common source of cooking fuel is biogas and third is kerosene. Sarki (100%), Damai (83.3%) and Kami (83.3%) respondents are dependent on firewood for cooking purpose. Only 8.3 percent of Damai and 8.3 percent of Kami respondents are used bio-gas, which is generally

affordable by higher or middle income respondents. However, very few respondents are used to cooking is kerosene i.e. only 2 percent of Damai and 8.3 percent of Kami, Overall, 90 percent respondents in this area depend on the firewood. Comparatively, in the sense of fuel used for cooking of the respondents, Sarki respondents have poor socio-economic status than the Damai and Kami respondents. It is fiends that Kami respondents have high socio- economic status and Damai is middle.

4.10 Distribution of Households by Cultivation of Other’s Land

The households who have not their own land or less land, which is not sufficient to feed the family members for the period of one year, may have cultivated other’s land to support the family. By considering the fact, the respondents were also asked the land holding status. The responses of the respondents are presented in table below.

Table 4.9: Distribution of Households by Cultivation of Other’s Land in the Study Area

Cultivating Other’s Land	No. of households	Percentage
Yes	61	61.0
No	39	39.0
Total	100	100.0

Source: Field Survey 2009

Table 4.9 shows that 61 percent of respondents have their own land for cultivation of they have not used the other’s land and remaining 39 percent of the households are holding other’s land for cultivation.

4.11 Household Facility

Table 4.10: Distribution of Household by Available Facilities at Home

Facilities	Number of users	Percent
Electricity	-	-
Radio	90	90.0
Television	-	-
Telephone	33	33.0
Toilet	70	70.0
Drinking water	50	50.0

Source: Field Survey, 2009

From the table 4.10 it is seen that nearly 90 percent of respondents have radio at their household and 33 percent household used telephone. Similarly, 70 percent have drinking water facility but there is no facility of electricity and television facilities.

4.12 Distribution of Study Population by Literacy Status

The main objectives of this study is to find out the educational status of Dalit female of sampled area (Syanikhal). The literacy status of observed for overall 250 household population from 100 households. The literacy status and educational level of the overall household population is presented in table 4.11 according to their sex.

Table 4.11: Distribution of Study Population by Literacy Status

Literacy status	Sex				Total	
	Male		Female		N	Percent
	N	Percent	N	Percent		
Literate	235	70.0	196	58.0	431	64.0
Illiterate	101	30.0	142	42.0	243	34.0
Total	336	100.0	338	100.0	674	100.0

Source: Field Survey, 2009

From the table 4.11 it is found that out of 757 population total 674 (rest of all population is undergoing age, which is disregarded) literacy status is recorded out of this 674 population 364 or 64.0 percent are literate whereas 431 population is high, however, the sex wise scenario is a bit different. According to this table 70.0 percent male are literate whereas only 58.0 percent female are found literate. This data indicates those still females are back warded in education field.

Furthermore, the educational level of the household population is presented in table 4.12.

4.13 Distribution of Study Population by Educational Attainment

Table 4.12: Distribution of Study Population by Educational Attainment

Educational level	Sex				Total	
	Male		Female		N	Percent
	N	Percent	N	Percent		
Primary	136	54.0	99	55.3	235	54.5

Lower secondary	65	25.8	51	28.5	116	26.9
Secondary	25	9.9	17	9.5	42	9.7
S.L.C.	22	8.7	12	6.7	34	7.9
I.A	3	1.7	1	0.6	14	0.9
Total	252	100.0	179	100.0	431	100.0

Table 4.12 shows the educational level of the literate population. Out of total 330 literate population 54.5 percent have achieved primary education, 26.9 percent have achieved lower secondary education, 9.7 percent have achieved secondary education, 7.9 percent have achieved S.L.C. education and 0.9 percent have achieved I.A. Similarly, if we analyze the situation by sex it is found that in primary level female are more than male i.e. 55.3 percent whereas this percent has significantly described in higher level.

4.14 Marital Status of the Respondent

Marriage is an universal demographic component. In this study respondent's marital status is categorized mainly in two different categories namely married and widow. The marital status of respondent is presented in table 4.13.

Table 4.13 : Distribution of Respondents by Marital Status

Marital Status	Frequency	Percent
Married	97	97.0
Widow	3	3.0
Total	100	100.0

Source: Field Survey, 2009.

Table 4.13 reveals that almost all 97.0 percent respondents are married and 3.0 percent are widowed.

CHAPTER V

EDUCATIONAL STATUS OF RESPONDENTS

5.1 Literacy Status of Respondents

The main objective of this study is to find out the educational status of Dalit Female among Syanikhal V.D.C., hence primarily to know the educational status the literacy status to the respondent is collected as literate or illiterate. The literacy status of sampled 100 respondents is presented in table 5.1.

Table 5.1: Distribution or Respondents by Literacy Status

Literacy Status	Frequency	Percent
Literate	54	54.0
Illiterate	46	46.0
Total	100	100.0

Source: Field Survey, 2009

From the table 5.1, it is shown that out of total 100 respondents 54 percent are literate and 46 percent are illiterate. This 46 percent illiteracy rate of Dalit female indicates that still the educational status of women is back warded, in Dalit community. However this is the good percent of literate female comparing to female literacy of Nepal, which is only around 42 percent.

5.1.1 Source of Literacy

Table 5.2: Distribution of Respondents by Literacy Source

Types of source	Frequency	Percent
Formal	34	62.0
Non- formal	20	37.0
Total	54	100.0

Source: Field Survey, 2009

Table 5.2 shows that majority of literate respondents 63 percent have gained their literacy from formal source i.e. school education where as 37 percent respondents have gained literacy from different non- formal sources like adult education program, radio, friends and relatives etc. Media of non- formal education is presented in table 5.3.

Table 5.3: Distribution of Respondents by Media or Source of Non-Formal Literacy

Source	Frequency	Percent
Adult Literacy Program	13	65.0
Family	5	25.0
Others	2	10.0
Total	20	100.0

Source: Field Survey, 2009

From the 5.3 it is seen that 65 percent respondents have gained non-formal education from adult education program. This shows the achievement of adult literacy program lunched by HNG Nepal. Similarly, 25 percent have gained non- formal literacy from their family members. And 10 percent from other sources like friends, relatives etc.

5.1.2 Causes of Illiteracy

As we know there may be different factors that are leading or hindering women to read and write. Hence, 100 respondents were asked about their causes of illiteracy means why did not they go school and they could nor read and write? Regarding this questions different causes or factors came as hindering factors of their illiteracy. These different factors or causes about why they become illiterate are presented in tables 5.4 in detail.

Table 5.4: Distribution of Respondents by Reasons of Illiteracy

Lack of awareness	40	87.3
Economic problem	5	10.3
Household	1	1.8
Total	46	100.0

Source: Field Survey, 2009

From this table 5.4 it is found that majority of respondent 87.3 percent pointed out that the main cause of their illiteracy is lack of awareness. This means they were unknown or they did not know about the need and importance of education and did not take formal classes. Similarly, 10.9 percent respondent out of 46 illiterate said that they could not go to school and become illiterate due to economic problem. Insignificant or only one respondent said the household work in her cause of illiteracy. Hence from this it can be concluding that most of the Dalit female in our

society are illiterate because they don't know about the needs and importance of education or they unaware about literacy and its advantages.

5.1.3 Literacy Status by Types of Family

The types of family are also one of the hindering as well as enhancing factor about the literate status of the members. So in this study it is tried to relate the types of family and their literacy status. This is presented in table 5.5

Table 5.5: Distribution of Respondents by Literacy Status and Type of Family

Literate Status	Types of family				Total	%
	Nuclear	%	Joint	%		
Literate	30	54.5	24	53.3	54	54.0
Illiterate	25	45.5	21	46.7	46	46.0
Total	65	100.0	45	100.0	100	100.0

Source: Field Survey, 2009

From the table 5.5 it has clearly seen that the proportion of literate female is higher in nuclear family than joint family numerically out of 54 literate Dalit female respondents 54.5 percent are belonged to nuclear family where as only 53.3 percent from joint family. Hence from this scenario it can be concluded that the illiterate status can also be determined by the types of family of the member of family in a household.

5.1.4 Age at Marriage and Literacy Status

Age at marriage also plays important role regarding the literacy. In general there is inverse relation between age at marriage and the literacy status of the respondents. The situation of age at marriage and literacy status of respondents in presented in table 5.6

Table 5.6: Age at Marriage and Literacy Status

Age at marriage	Literacy Status					
	Literate		Illiterate		Total	
	No.	%	No.	%	No.	%
Less than 10	-	-	1	2.2	1	1.0
10-14	2	3.7	6	13.0	8	8.0
15-19	35	64.8	26	56.5	61	61.0
20-24	16	29.6	11	23.9	27	27.0
25-29	1	1.9	1	2.2	2	2.0
30 and above	-	-	1	2.2	1	1.0
Total	54	100.0	46	100.0	100	100.0

Source: Field Survey 2009

According to table 5.6 the literacy status of respondents is increased in increased in age at marriage. Respondents who have low at marriage they are almost illiterate and in increasing in age at marriage the literacy also increased. According to this table respondents who have married at age below than 15 years, are totally illiterate. But the respondents who have married at age between 15-19 years are literate.

5.1.5 Literacy Status of Respondents by Occupation

Occupation is a major factor that can affect the literacy. Occupation determines the incomes level that in turn determines the literacy status of the people. Here the status of literacy of respondents by occupation is presented in table 5.7.

Table 5.7: Literacy Status of Respondents by Occupation

Occupation	Literate		Illiterate		Total
	No.	%	No.	%	
Agriculture	45	83.3	42	91.3	87
Business	2	3.7	2	4.3	4
Service	4	7.4	1	2.2	5
Others	3	5.5	1	2.2	4
Total	54	100	46	100	100

Source: Field Survey, 2009

From the table 5.7 it can be seen that majority of respondents are belonged to agriculture and out of them who adopt agriculture as their occupation, about 83.3 percent are literate and 91.3 percent are illiterate. From this scenario we can conclude that respondents who are involved in agriculture are illiterate. Similarly, in other occupation like business and service the percentage of illiterate is lower than literate, which can proved from the figure e.g. About 5 percent people are illiterate where as about only 2 percent are illiterate. So we can conclude that the occupation also affects the literacy status of female. Generally, who are involved in service rather than agriculture are more literate.

5.1.6 Literacy Status by Family Income

To get education or to be most invest money. If the economic of family income is high certainly they invest money for education family members can become literate and vice- versa. Family income also plays significant role to raise the literacy level. The table 5.8 has presented the literacy status of the respondents by family income.

Table 5.8: Literacy Status by Family Income

Family Income	Literacy Status				Total
	Literate	Percent	Illiterate	Percent	
< Rs. 1000	7	12	15	30.9	22
Rs. 1000-2000	4	7.2	3	7.9	7
Rs. 2000-3000	9	18.1	10	21.8	19
Rs.3000-5000	23	42.2	12	27.3	35
More than Rs.5000	11	20.5	6	12.7	17
Total	54	100	46	100	100

Source: Field Survey 2009

Table 5.8 shows the literate status and the income of the family. It provides that if the income level is high the literacy status also goes up. About 42 percent of respondents are literate whose income is between 3-5 thousands, followed by 20 percent whose income level is less than 100. So we can that if the income level of respondent's increase it also helps to increase literacy level.

5.2 Educational Status of Respondent

Level of education refers the level or grade that an individual has studied. In this study the level of education is classified in 7 different categories as primary, L. secondary, secondary, S.L.C. passed, I.A. passed. And the respondent who has got education level of respondents is presented in table 5.9.

Table 5.9: Distribution of Respondents by Education Level

Educational Level	Frequency	Percent
Primary	11	19.3
L. Secondary	8	13.2
Secondary	7	10.8
S.L.C. Passed	3	4.8
I.A passed	5	7.2
Non- formal	20	44.6
Total	54	100.0

Source: Field Survey, 2009

Table 5.9 has presented the 54 literate people and their educational level as their passed level. From this table Majority of respondents 44.6 percent have got basic education from non- formal education source. And out of literate population the highest proportion of population has got primary education which holds 19.3 percent, followed by secondary level 13.2 percent and lower secondary level 10.8 percent. From this table it can be concluded that the proportion of population is decreased as increase in level of education. And insignificant numbers of population have passed intermediate level. This trend proves that the level of education of female is still very low even if they are literate.

5.2.1 Educational Level by Occupation

Occupation is a major factor that can affect the literacy. Occupation determines the income level that in term determines the level of education of the people. Here the educational status of respondents by occupation is presented in table 5.10.

Table 5.10: Educational Level by Occupation

Education Level	Occupation				
	Agriculture	Business	Service	Others	Total
Primary	9	2	-	-	11
L. Secondary	7	-	-	-	7
Secondary	6	-	-	-	6
S.L.C Passed	2	-	-	-	2
I.A. Passed	2	1	1	-	4
Non- formal	22	1	1	-	24
Total	48	4	2	-	54

Source: Field Survey, 2009

From the table 5.10 majority of respondents who are involved in agriculture have gained education from non formal education source. Similarly, while comparing the education level by occupation majority of respondent have cross secondary level who are belong to agriculture. (which is due to contribution of more proportion in total respondent), in which 6, 2 and 2 respondent have attained secondary level passed S.L.C and also passed I.A. level respectively. Only one respondent who is belonging to services has passed I.A. level.

5.2.2 Education Level by Family Income

Income or economic resources are needed to get education. If the economic status of family is high certainly they invest money for higher education and family members can achieve higher education. The table 5.11 has presented the education level of the respondent by family income.

Table 5.11: Educational Status of Respondent by Family Income

Family Income	Education level						Total
	Primary	L. secondary	Secondary	S.L.C passed	I.A passed	Non-formal	
< 1000		1				6	11
1000-2000	1	1				3	7
2000-3000	3	2	1	1		4	15
3000-5000	4	2	4	2	1	10	37
5000+	2	1	1		3	1	13
Total	10	7	6	3	4	24	54

Source: Field Survey, 2009

From the table 5.11 it is clear that higher the income higher the educational attainment. Respondent who has less than 2000 income they have dropped out in lower secondary level whereas who have more than 2000 income they have attained higher education.

5.3 Drop-out Status of the Respondents

One of the objectives of this study is to find out the drop-out status of the sampled Dalit female students and its causes. There may be different causes that may lead drop-out and affects female education level. Hence in this study the 100 sampled Dalit female (who are literate and taken formal education) were asked whether they are going to school or campus or not. The drop-out status of the respondent is present in table 5.12.

Table 5.12: Distribution of Respondent by the Drop-out Status

Drop-out	Frequency	Percent
Yes	30	89.1
No	4	10.9
Total *	34	100.0

Source: Field Survey, 2009

*this is the total no. of women who got education from formal sources.

The table 5.12 shows that out of 100 respondents 34 has taken from formal education and out of them 30 respondent has left school/campus and 4 are continuing till the date of survey. This no. 30 out of 34 is very high. It is directly affect education status of women.

Table 5.13: Distribution of Respondent by Drop-out Class

Drop-out class	Frequency	Percent
1	1	3.3
2	3	10.0
3	4	13.3
4	5	16.7
5	7	23.3
6	4	13.3
7	2	6.6
8	2	6.6
9	1	3.3
10	1	3.3
Total	30	100.0

Source: Field Survey, 2009

From the table 5.13 it is found that majority of literate respondent 23.3 percent who had dropped out their classes have dropped in class 5 and followed by in class 4 (16.7%) and classes 3 (13.3%) and class 6 (12.2%). From the above table 5.13 it can be conclude that most of the female had dropped out in primary and secondary level.

5.3.1 Causes of Drop-out

Why does an individual leave school or campus? There may be various causes. There is no doubt that with out any causes no leaves their school or collage. Here in this study also the sampled females are asked why leaved school. Why did they Drop-out from their academic institutions? The detail causes and figure is presented in table 5.14.

Table 5.14: Distribution of Respondents by Causes of Drop-out

Causes of Drop-out	Frequency	Percent
Marriage	4	13.3
Failed in Exam	6	20.0
Household work	11	36.7
Lack of awareness	3	10.0
For school	3	10.0
Economic	2	6.6
Others	1	3.3
Total	30	100.0

Source: Field Survey, 2009

Table 5.14 shows the various causes about why they left their academic institutions. Majority of respondents have Drop-out their classes due to household work, which covers 36.7 percent followed by 20 percent who dropped out become they failed in exam. Similarly, 13.3 percent women have dropped out due to their marital status i.e. when they married; they compelled to leave school/ campus. And some women 10 percent have dropped out due to lack of knowledge about the importance of education or we can say due to for less priority in education and same 10 percent of women have dropped out due to for school means not availability of school in reachable

distance. So there are various causes that are leading Drop-out hindering female education.

5.3.2 Drop-out and it's Relation with Other Variables

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

5.3.3 Occupation and Drop-out Status

Occupation means a way of income generating source which helps an individual or family to run their livelihood. As from previous table it is found that majority of population of this study are depend on agriculture followed by business and service. Here in table 5.15 the relation between occupation and drop is presented.

Table 5.15: Distribution of Respondent's by Occupation and Drop-out Status

Occupation	Drop-out	Percent
Agriculture	26	86.7
Business	2	6.7
Service	1	3.3
Others	1	3.3
Total	30	100.0

Source: Field Survey, 2009

Table 5.15 shows that majority of drop-out are from agriculture field or 86.7 percent of female who are involved in agriculture are dropped out their classes. Secondly 6.7 percent who are involved in business are dropped out. Where as other occupation have less contribution in Drop-out. From this scenario it can be concluded that most of the people who are involved in agriculture as well as in business do Drop-out because they have to give lots of time in this field. So there is close relation between occupation and Drop-out level.

5.3.4 Family income and Drop-out

Table 5.16: Distribution of Respondents by Family Income and Drop-out Status

Family income	Drop-out	
	N	Percent
Less than Rs.1000	3	10.0
Rs.1000-2000	2	6.7
Rs.2000-3000	8	26.7
Rs.3000-5000	12	40.0
More than Rs.5000	5	16.7
Total	30	100.0

Source: Field Survey, 2009

5.4 Hindering Factors for Female Education

There may be many factors that may affect or hinder the females to get education. The respondents were asked about those hindering factors as opened question (in your view what are the hindering factors for female education?). From this question they have told varieties of factors, which are presented in following table 5.17

Table 5.17: Distribution of Responders by Hindering Factors

Hindering Factors	Frequency	Percent
Household work	49	46.4
Poor economy	25	25.4
Far School	1	0.7
Lack of awareness	14	14.5
Distribution	1	1.4
Don't Know	11	11.6
Total	100	100.0

Table 5.17 shows that majority of female are deprived from education de to household work or household work become a great hindering factors of them. Out of 100 respondents 46.4 percent told, they could not get education due to household work that means they become in HH work and could not go to school. Similarly, 25.4 percent of respondents could not get education due to their poor economy means they could not afford the cost. About 15 percent told they could not get education because they were unknown about female education i.e. due to lack of awareness. Finally about 12 percent of respondent did not say the hindering factors of education. They simply replied "Don't Know".

CHAPTER VI

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

6.1 Summary of the Findings

Whenever we conduct a kind of research or study we get some findings or we do research or studies to know or find some thing. Hence this study has also some findings. Though it is based in small scale of three wards of village development committee from the 100 selected sample population and their household members, the major findings are mentioned below. The findings are separately mentioned on household, individual and subject matter. Here, in these study household characteristics of the respondent's household members. (Total 757 population). While conducting field operation 100 sampled respondents were asked along with their HHs members also. The major findings are presented below.

1. Out of 757 household population 364 are male and 393 are female. There is no significant different between male and female in number. Similarly, majority of population 61.6 percent is in active age group i.e. 15-59 followed by 29.2 from age group 0-4 and 9.2 from the age above 60.
2. Out of total (757) population majority of people or 375 (49.6%) have married 353 (46.8%) are unmarried and 20(2.5%) are widowhood and insignificant population 8(1.1%) are others i.e. separated Similarly in sex wise marital status female population (52.4%) has found more than male 46.8 percent.
3. Majority of population is dependent in agriculture i.e. 40.3 percent followed by services 11.9 percent and business 4.1 percent and wedge 3.8 percent and 6.2 percent other whereas 33.7 percent are student. The highest percent of population having income sources is agriculture i.e. 61.6 percent followed by service 18.2 percent, business 6.3 percent, wedge 5.8 percent and 8.1 percent earn money from other sources. All 100 sample household have their own land. Likewise in most of houses some facilities like Radio 90 percent, toilet 70 percent are available but only few households have telephone 33 percent and dirking water 50 percent but there is no users of electricity and television facilities.

4. It is found that 54 percent people are literate whereas 46 percent are illiterate. In sex wise scenario 60.5 percent male are literate whereas only 48.5 percent female are found literate.
5. Out of the 100 respondents 54 percent are literate and 46 percent are illiterate. This 46 percent illiterate rate of Dalit indicates that still the educational status of women is back warded.
6. Majority of literate respondents 62.7 percent have gained their literacy from formal sources i.e. school education whereas 37 percent respondents have gained literacy from different non-formal sources like adult education program, radio, friends and relatives etc. Similarly, 65 percent respondents have gained non formal education from their family members. And 10 percent from other sources like friends, relatives etc.
7. While relating the literacy status by other different variables like type of family, occupation, family income, age at marriage, parents' literacy status etc. it is found that respondents who are from nuclear family income are more literate than low family income level. Likewise majority of respondents 81.9 percent are literate, whose parents are literate and few 18.1 percent respondents are whose parent's illiterate. Hence the literacy status of parents directly affects to their family members.
8. Majority of respondents (87.3%) pointed out that, the main causes of their illiteracy (or why they could not read and write) is lack of awareness. And 10 percent illiterate said that they could not go to school due to economic problem. So the main cause of lower female literacy is due to lack of knowledge or ignorance the importance of women education.
9. Majority of respondents 44.6 percent have got basic education from non formal education source. And out of remaining population the highest proportion of population has got primary education which is 19.3 percent, followed by 1. Secondary level 13.2 percent and secondary level 10.8 percent, 4.8 percent have passed SLC level. And only 7.2 percent respondents have passed intermediate level.
10. In relation with respondent's educational level and family income, there is linear relation between income level and educational level means who have high family income they have attained high level of education and vice-versa.

11. Regarding status of Drop-out, 89.1 percent have dropped out. Out of dropped out majority of respondents 23.3 have dropped out in class 5 followed by 16.7 percent in class 4 and 13.3 percent from class 3 and 7 respectively. In case of causes of Drop-out most of 36.7 have dropped out their classes due to household work, 20 percent due to failed in exam, 13.3 percent due to marriage and due to for school and lack of knowledge about the importance of education 10 percent. Finally 6.6 percent respondents have dropped out due to economic problems.
12. While relating the Drop-out status with other variables, majority of Drop-outer are from agriculture 86.7 percent, business 6.7 percent.
13. Regarding the hindering factors of female education majority of respondents 46.4 percent told, they could not get education due to household work. Similarly, due to their poor economy (25.4%) and due to lack of awareness (14.5%).

6.2 Conclusion

There is strong positive relationship between literacy rate and family income. Where there is high income in the family there is high literacy rate and where there is low income in the family there is low literacy rate. From the research it is found that among total 757 sampled population, 408 (54%) are literate and 348(46%) are illiterate. Among 54 percent literate, female are 163 (48.5%) and male are 201 (60%). So we can conclude that in Syanikhal VDC still educational status of female is backwarded. The hindering factors of female education majority of respondent 46.4 percent told they could not get education due to household work. Similarly, due to their poor economy 25.4 percent and due to lack of awareness 14.5 percent.

Among 348(46%) illiterate population, it is found that the main causes of their illiteracy (why they could not read and write) lack of awareness 84.3 percent. And 10 percent illiterate said that they could not go to school due to economic problem. So the main cause of lower female literacy is due to lack of knowledge or ignorance the importance of women education.

The main causes of drop-out is household work i.e. 36.7 percent, 20 percent due to failed in exam, 13.3 percent due to marriage and to far school and lack of knowledge

about the importance of education i.e. 10 percent. Finally 6.6 percent respondent have dropped out due to economic problems. So it is clear that all most student dropped out their school due to household work, because most of the parents are depend upon agriculture. However, these socio-economic factors do not determine the children's access to school education independently. Generally, people of certain caste/ethnic groups who occupy relatively low social position in the local caste literacy are poor in economic terms too. Their poor economic conditions affect their education and occupation. They have very low access to formal education and non-farm occupations as well this poverty stricken families are not in apposition to survive without the support of the minors. To cape with the financial pressures, parents want their children work and make contributions to the family. Accordingly, the children not only involve in the non-economic and economic household activities including day by day household chores but they also enter into labor market as domestic servant. All these keep them away from school and deprive them from the education and other career opportunities. Thus, the religion-cultural values, social norms, traditional practices, and economic conditions are making a socio-cultural and economic melieu which affect children is access to school education. It should be noted that all these socio-cultural and economic factors do not determine the children's educational opportunities independently, rather they combinable make a process of society which determines the children's to school education.

6.3 Recommendations

The educational level as well as literacy rate Nepalese female women in very low, further more, the Dalit women is rather lower. This study is focused on to find out the educational status of Dalit female along with causes of illiteracy and Drop-out level and its causes. From the findings of this study following recommendations are given.

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

Majority of respondents pointed out that, the main causes of illiteracy (or why they could not read and write) is lack of awareness. So we can lunch awareness and

intensive programs to make them conscious about the importance of education and demerits of being illiterate.

Regarding the causes of Drop-out, most of respondents have dropped out their classes due to household work and due to lack of knowledge about importance of education. So it is necessary to make them conscious about importance of education and better to exclude from household work in school/campus going period.

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

The poor economic and excessive household work are the hindering factors for female education so, if we could upheld their economic condition the illiteracy rate may reduce and more and more female will benefited from education. Specially, for the married illiterate female the main tool to increase their literacy is to lunch adult literacy program.

National policies and programs are not being able to cover various aspects of Dalit female especially in the field of education. So specially concentration should be given from the policy making level. Especially National government, NGOs, INGOs, CBOs that are working on various social issues should concentrate to increase Dalit female literacy and improve the education level of female.

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

Government should lunch policies and programs, which would make possible the people to shift from this occupation to non- agricultural occupation in their own country.

REFERENCES

- Bista, D.B. 1780, *People of Nepal*, Kathmandu (edition), Ratna Pustak Bhandar.
- CBS, 2001, Central Bureau of Statistics, *Population Monograph of Nepal*,
_____, 2003, *Population Monograph of Nepal* (Vol. I).
- CERID, 1982, "Centre for Education Research Innovation and Development",
Determinant of Educational Participation in Rural Nepal. Kathmandu.
- _____, 1987, *An Inquiry into the Causes of Primary School Dropouts in Rural Areas Nepal*, Kathmandu.
- CERID, 1991, *A Survey of Studies on Dropout in Education* (Kathmandu: CERID).
- Ghimire, J., 1997, "Enrollment of girls at primary level in Dhnakuta and Nuwakot",
Unpublished M.Ed. Thesis, T.U.
- Kansakar, V.B.C., 1981, Scenario Analysis of the basic Minimum needs for Nepal:
2000A.D, Kathmandu, CEDA.
- Lockheed, M and Jonsion, 1978, "Some Determinant of School participation in the
Terai of Nepal" Washington DC: The World Bank.
- _____, 1987, "Some determinants of school participation in the Terai of Nepal",
Washington DC: The World Bank.
- Maharjon, T., 1996, "A comparative Study of Caste and ethnic group parents Attitude
Concerning Education in Nepal", Unpublished ph. D Thesis, Michign, USA:
Microfilms international University.
- Ministry of Women, Children and Social Welfare (MWCSW). (2063). *National
Senior Citizen Act.(2063)*.(Singhadarbar: Kathmandu).
- MOE, 1998, *Study Report on Eradication of Dropouts in Rural Areas*.
- New Era, 1993, Onset of Menarche and Female Dropout from School. Katmandu.
- NPC, (1998), *The Ninth Plain*, (Katmandu: NPC)
_____, 2003, *The tenth Plain*, (Katmandu; NPC)
- Parajuli, M., 2005, *Educational Status of Married Women in Machheganu VDC
Kirtipur*, Unpublished M.A. Thesis, T.U.
- PRB, 2006, *World Population Data Sheet*, UN.

- Shrestha, J.M., 1988, “*Determinant of education participation in Rural in Nepal, A study Report*”, Kathmandu: CERID, T.U.
- _____, 1979, *History of Nepal*, Cambridge University: London.
- Sing, M.L. (1979). *Population dynamic of Nepal*. Tribhuvan University, Kathmandu Nepal.
- Sing, T.R., 2004, *Educational Status of Dalit Children*, Unpublished M.Ed. Thesis, T.U.
- Subedhi, Pratibha 1997, *Nepali Women Rising* (Kathmandu Sahayogi Press)
- UNDP, UNESCO, UNICEF, World Bank 1990, *World Conference on Education for All, Meeting Basic Learning Needs*, Jomtien, Thailand
- UNESCO, 1991, *Education for All: Purpose and Context Round table Themes 1* world conference on education for all Jomtien, Thailand.
- _____, 2001, Nepal, *Dropout and Gender Repeating among Deli in Development Region*.
- World Bank 1990, *World Development Report*, Washington D.C., World Bank.
- Yaar, Y. 1979, *Ethnic Inequality in Israeli schools, "An Expectation Status Approach,"* American Journal of sociology.