

CHAPTER-I

INTRODUCTION

1.1 General Background

Nepal is a country of multi-lingual, multi-religious and multi-ethnic society. There are more than 60 ethnic/caste groups throughout the country. Until the eradication of the malaria in the 1950's the Tharu dwelt alone in the Terai region where they followed a sub-nomadic life based on slash and burn agriculture. Tharus are in the fourth position of population composition as well as in language which accounts respectively 6.75 percent and 5.87 percent (CBS, 2001). In Western Nepal namely, Dang, Bardiya, Kailali and Kanchanpur districts occupy 30-50 percent of the total district population, where hill people make up second largest groups. Historically, the Terai strip of the south was thinly resided by indigenous groups such as Tharu, Dhimals and Rajbansi as well as other caste group because of malaria.

Tharus are one of the indigenous people who settle in the Terai region. Tharus are basically agricultural peasant. Tharus are found mostly on the foothills of the "Chure" and "Siwalik" range from east to west of Nepal. This region used to be densely forested area stretching from Eastern to Western Nepal with only scattered patches of cultivated land. The whole region is also known as the Terai, meaning the plain areas. Thus, Tharus are found along the Terai of Nepal and also some part of India. The Tharus along with the Darai, Majhis and Chepang are indigenous to the Terai region of Nepal. Vast majority of the Tharu population is backward and deprived of mountain stream of development.

Tharu are an innocent, shy and relatively timid people. Some of the earliest settlements of Tharus were deep in the forest isolated from other ethnic groups. They have been exploited by government authorities in the past and still to a lesser degree are out maneuvered by the surrounding non Tharus. Tharus are not good in the business or home economics. They are often in debt since the grain they produce is frequently used to brew alcoholic drinks. The clever person from the hills will lend them money to purchase food and then continue to compound the interest. Eventually the hill man acquires the Tharus land and the Tharu is relegated to landless status" (Pyakuryal, 1982).

Although the slavery system was abolished many years ago, Tharus are sold and bought still now and they are compelled to live as a bonded labour and Kamaiya as in mediaeval period. Because of general illiteracy, lack of awareness about their rights as citizens and a feudal system of economic exploitation, Tharus have been subjected to the very lowest status in the society. Similarly, the Tharus were unaware of their rights and opportunities for land ownership. A phased land reform act was promulgated in 1964 which fixed a ceiling on the size of the land ownership. Surplus land were confiscated and distributed to the landless. The intention of this act was to provide land to the tenants, as well as the landless, who in the Terai, were frequently Tharu. Those who were much clever got better land and the poor, native and innocent got the worst. According to the law, tenants had been given priority but clever land lords never let the happen. Though ceilings were fixed, clever people managed to officially transfer the ownership of land to several relatives or friends. There are still land lords who are profiting from surplus lands at the expanse of the poor and there are still Tharus who do not have their own land' (Pyakuryal, 1982).

According to Rajaure (1997),

“Tharus, in the early days were not interested in holiday land requested in their own name, due to the absence of cash. They were most interested in cultivating barren or, virgin land, for which they did not have to pay revenues for a certain period, later they again moved on in search of such new land Tharus who had private registered land sold the land wherever possible at a cheap price and move further west (Bardia, Kailali) to cultivate new land, for the same reason”.

Tharus have become the last one to acquire opportunities provided/ conducted by GOs, INGOs and NGOs services. Representation on institution is not very low but they fail to take advantage and influence those who hold power and authority. The pace of changes has been very slow among Tharus.

According to Bista (1980),

“The Tharu is probably among the oldest groups to inhabit the Terai. They usually live very near to the heavily forested regions. A great number of the villages of Tharuwan are found in small clearings in the middle of forest itself. Most of the large compact Tharu settlements are found in tropical malarial areas, infested with wild animals such as elephants, rhinoceros, bears, tigers and poisonous snakes.”

On the occupation and economic status of the Tharu, Bista further describes:

“Tharu are by tradition peasant farmer some of them are rich farmers and a few in the eastern Terai have successfully taken up business. But a great majority of them are very hard-working tenant cultivators. Most of the Tharus in Dang Deukhuri have been very greatly exploited by ruthless, zemindars, landlords, and revenue agents. They are virtually slaves in the hands of zemindars, sold and bought at will since most of them are landless share-cropping peasant; they have to rely entirely on the mercy of the zemindars. Every year they are buried deeper and deeper in debt until eventually they are sold to other zemindars trying to cultivate new area of land.”

Bhatta (1977) in the book entitled “Natural History of Nepal” has written about the Tharu tribes indicating their relation with Jamin (land), Jal (water) and Jungle (forest) as well as their habit and indebtedness. He writes:

“A Tharu is truly son of the forest and to this day he retains freedom of mind and movement, a rather uncommon feature among the tribes of Nepal. The Tharus love fishing, but it is the women who go on the big catch when they get respite from the field. A Tharu is always happy with a Jug, his brews coming from the many different sources- rice, maize, banana etc. addiction to drink makes him an easy prey to the caprices of the landlord and no wonder, therefore, he is always in debt.”

1.2 General Notion of Education

Literacy is the ability (knowledge) of reading and writing. Those who can read and write are called literates. Traditionally for census taking purposes in most countries the ability to read write has been regarded as the minimum standard of literacy. Now a day, literacy is interpreted in a wide and comprehensive sense. UNESCO came up with the concept of functional literacy and added qualitative approach in 1965. It defines a person to be functionally literate when he/she could read and write enough to be effective in the normal activities of life.

In general, education is the means of knowledge. Education being dynamic process keeps on continuously education is life long process from conception to death. Education is only an alternate that can bring positive changes in the life of human being.

Every person – children, youth and adult – will be able to benefit from education opportunities designed to meet their basic learning needs. These needs comprise both essential learning tools (such as literacy, oral expression, numeric and problem solving) and the basic learning content (such as knowledge, skills, values and attitudes) required by human beings to be able to survive, to develop their full

capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decision and to continue learning. The scope of basic learning needs and how they should be met varies with individual countries and cultures and, inevitably, changes with the passage of time (UNDP, UNESCO, UNICEF, World Bank 1990).

Education leads to individual creativity, improved participation in the social, economic, cultural and political life of society, and hence is a more effective contribution to human development. In fact, Education is a prerequisite not only for the full exercise of the individual's right but also for understanding and respecting the rights of others.

At the Fourth International Conference on Adult Education (Paris, 1985), the right to learn was defined as the right; to read and write; to question and analyze; to imagine and create; to learn about the world as it is and as it was; to have access to educational resources; and to develop individual and collective skills (UNESCO, 1991).

Thus, education is the systematic instruction to gain knowledge which develops internal skill and capacity of individuals. Further education can be defined as the art of development of coaching, directing discipline, capacity development, act of uplifting, learn to teach and so on.

Education is essential for all human beings that indicate civilization and development of country. Education is considered as a backbone of national development of any country which has crucial contribution in development. Human beings gain knowledge of their past civilization through education that concerns it to present for the visualization of future. Education helps to develop and shape the individual and society. Education produces capable manpower for the national development. Education contributes to generate dutiful and disciplined citizens. As a consequence, systems and order are established in society. National integration can be made strong among citizens avoiding discrimination through education. Thus, the main function of education is the development of all round welfare.

Aryal (1970) has defined education as "Education is the greatest force for building of a country economic y, socially and culturally. The challenges have to be accepted by the educators, who calls are real builders of the nation. Unless education

is properly planned and organized, it is not possible for the social welfare of all". Thus, education plays a vital role for the modification of human behavior and social change.

1.2.1 Present Educational Status in Nepal

Nepal has made significant progress 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 2015A.D.

Secondary education has also expanded rapidly, as a result of efforts 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 campuses of Tribhuwan University. There is now a country wide net work of higher secondary schools, all of which are functioning under private management. The PCL programmed is proposed to be phased out with the expansion of the high 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. Tribhuwan University is still the main provider of higher education in the country. The new universities have granted affiliation to a large number of private colleges.

Literacy rate has gone up steadily reaching 54.1 percent for population 6 years and above. Expansion of primary education, and execution of various non-formal education programmed have contributed towards this increase.

1.3 Statement of the Problem

Education is equally important to all human beings. It assists to develop skill and capabilities of individuals and provide knowledge which helps to simplify the life of individual. Improvement in the life of people helps to obtain the desired goal of any sector.

The literacy rate of Tharu community is only 47.12 percent (CBS, 2001). Most of the Tharu people send their children to school up to Primary level and few of them send their children to school up to secondary and above levels. Only a few Tharu students complete the higher degree education.

Most of the school going children of Tharus is engaged in agricultural and household chores where the status of female education is poorer than male. There is still existing discrimination between boys and girls. Yet majority of the Tharu people haven't considered education as an essential factor to bring change in lifestyle. Still Tharu people are indifferent toward obtaining education and literacy rate of Tharu people is quite low in comparison to other caste people. Most of the Tharu students drop out the school without completing especially secondary level. The trend of dropping out the school is high due to various reasons like lack of awareness, poor socioeconomic condition.

Though Tharus are the native people of Terai, they are backward community. The main reason is that they have low accessibility in education. It is the most important to explore the affecting factors for development of education in Tharu community. What is the problem that compels them to dropout the school? How is the accessibility of education and what problems hinder accessibility of education? Hence, the study analyzes the different issues of education in Tharu community in terms of the status of female education, the barriers in accessibility of education and the causes of dropout of Tharu students from the school in Narayanpur VDC Ward No. 1.

1.4 Objective of the Study

The general objective of this study is to find out the educational status of Tharu community in Narayanpur VDC Ward No.1.

The specific objectives of the study are as follows:

-) To identify the status of female education in Tharu community;
-) To examine the barriers in accessibility of education in Tharu community and
-) To find out the causes of dropout of Tharu students from the school

1.5 Significance of the Study

Among the different ethnic groups, Tharus are the old residential people in Terai. Most of the ethnic groups and lower caste people have low literacy in Nepal. Among them, Tharus community is also illiterate. They have low accessibility of education due to various reasons. Education has vital role in upgrading all aspects of life e.g. living standard, socio-economic status, health and so on. But most of the Tharus community is deprived from education and mostly they are engaged in labour activities and agriculture.

However, the study explores the real pictures of condition of Tharu community. The study depicts important information about the problems in accessibility to education and causes of dropping out school in Tharu community. The study in educational status of Tharus community will be useful for recommending to the policy and plan master, government, INGOS/NGOS, students, teachers to uplift the educational status and living standard of Tharu community.

1.6 Limitation of the Study

The study seeks to reveal educational status of Tharu community in general and female education of Tharu community in particular. The term 'Educational Status' means educational attainment or level of education of individual in a discipline or profession as a generalist or specialist. This study deals to explore the facts and figure of Tharu community of Narayanpur VDC, Ward No-1, and Dang district regarding female educational status, barriers inaccessibility of education and causes of dropout of students from school.

The study mainly emphasizes of the education of school going children from five years to fourteen years of age and female education. To achieve the objective of the study, 100 respondents and their household information and data have been taken.

The researcher has collected the data as accuracy as possible on two distinction categories for the sake of female educational status and barriers inaccessibility of education and taken up to secondary level for the sake of dropout students from school.

1.7 Organization of the Study

This study has been organized in seven chapters. The first chapter is the introduction chapter which includes general background, general back ground of education, statement of the problem, objectives of the study, significance of the study, limitation of the study and organization of the study. The second chapter includes literature review. The review of different literatures related to the topic has been reviewed in this chapter.

The third chapter is research methodology chapter which involves research design, rational of the study area, sampling procedure, nature and sources of data, data collection technique and tools, data classification and data analysis and interpretation. The fourth chapter explores the demographic and socio-economic characteristics of Tharu community. Chapter five shows education status of Tharu female. Chapter six explores the dropout situation of Tharu students. Finally, chapter seven consists of the summary, conclusion and recommendations further research prospects and policy implication.

CHAPTER II

LITERATURE REVIEW

Literature review is one of the important parts of any research work. It is the study of previous documents, studies which has been already studied on that topic. Literature review section examines recent research, studies, data and report that act as a basis for the proposed study. Literature review helps to find out the unidentified problems. It controls researcher and provides directions to researcher.

For this, different books, journals, previous research works reports, acts, articles, plans and policies and other published and unpublished documents related to the subjects are reviewed.

Yaar (1979) showed ethnic inequality existed in educational attainment between European – American and Asian – African people. He states their poorer academic performance and higher dropout rates because they lay in the development of effective learning. Their deficiencies are attributed mainly to the socio-economic background of oriental families and their traditional cultural heritage. Similarly, institution discrimination is also cited as a cause of inequality because schools are social institution committed to universalistic standards of performance.

A study conducted by CERID in (1984) on “Determinants of Educational participation in Rural Nepal” have found that the educational level of the adults of the households was a significant predictor of children’s’ school participation. The attitude of the head of the household toward modernity is positive to the educational awareness. Occupation of family members predicted participation on education. Children whose family is engaged on labour exhibited a lower participation rate than those families who are not engaged in labor.

A World Bank study prepared by Lockhud and Janison (1979) on primary and lower secondary school participation in the Terai region of Nepal indicates that parents from higher socio-economic backgrounds and with some education tend to send their children to school more often than those with low socio-economic status. The study indicates that children’s’ school participation was determined by the household wealth, the schooling attained by household heads and the caste of the household many poor parents are unable to send their children to school whereas

educated and wealthy parents perceive education as a means of securing, better jobs in the government.

Research conducted by the Center for Educational Research, Innovation and Development (CERID) on “Parents’ Attitudes toward Education and Expectation from Education” (1982) explains the positive attitudes towards education from the parents. The parents equated education with the prosperity of their children in the future. A majority of 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 else where. For most of the wealthy parents, education means a source of income. Even those parents whose children are under privilege to attend the school felt that education opens up the gate to prestige and increases the probability of improving their living condition. There are many other related factors which prevented parents towards their children varied according to the level of education, occupation and household income.

Narayan Basnet, in his study “Access to Education of the Tharu Children in Haridwar Village Panchayat of Dang District” (1978) has stated the low participation of school enrollment students from Tharu community. He found, increasing the level decreasing rate of attendant at the school. The concentration of Tharu students in the primary level is extremely higher than secondary level but participation of girls is lower in all levels. He has shown strong relationship between absence in the class and increasing the age of children. Parent’s ignorance, lack of awareness, poor economic condition, traditional concept” Daughter need not to study” are represented major problems of lower participation and dropout from the school. Apart from these, distance from schools is also mentioned as the cause of non-participation of children in the school. He found no girls were in the lower secondary and secondary level but only 2.2 were in primary level.

Rajaure has explained in his study “The Tharu women of Sukhwar” (1981) about their architecture works and educational status of female in Tharu community. He founds only 17.1 percent people were literate, among them only 9.5 percent female. The major problems of low participation of girls were: more engagement of girls in domestic works, negative concept towards daughter who will go another home son and low investment on the females’ education. Similarly, ignorance, illiteracy and lack of awareness, early marriage and

language problems are mentioned in this study as equally affecting factors towards education in this community. Upali(1994) “Tharu of Chitwan” supports Rajaure on the study discourages of schooling is the demand of labour and socio-cultural factors of Tharus. In addition, he explained the traditional agriculture system and improper management of households are the cause of poverty.

Eng and Hender J (2002) in their study” A study of social and Educational status of Tharu Women and Girls of Eastern and Central Region”(2000) has concluded the poor situation of Tharu women. They found the male dominated Tharu community. The property is handled by male while females are concentrated only in the domestic works, discrimination between son and daughters was found in the study area, the ratio of Tharu girl students to Tharu boy students was quite high at primary level but gradually tapers at the higher grades. The dropout rate of Tharu girl students was higher than of the boys. Early marriage, language problem, use of their children in the field works, ignorance of parents are presented as the cause of dropout. Apart from these, poor economic condition is found to be the main principal factors of determining.

Maharjan in his study on “A comparative study of Caste and Ethnic Group Parents Attitudes Concerning Education in Nepal”(1986) has mentioned the attitudes and perception of high caste, low caste or minority ethnic groups parents’ toward education. This study has included ten major groups both high and ethnic groups in Bidur and Kakani VDCs of Nuwakot. The study shows more positive attitude toward education of their sons than daughters. Children from the high caste group have higher rate of enrollment than the children from low caste and minority ethnic group. Economic condition, social factors are presented as major factors preventing both groups of parents from sending their children to school. The difference between higher and lower caste are reflected in to the occupation and educational status of both groups. The high caste presents are educated and engaged in government services but minority and low caste presents are illiterate and engaged in agriculture.

A study on “Educationally Disadvantaged Population Groups” (1990) by CERID (1990) describes the educational situation of backward society in Nepal. The report pointed out major problem of the poor economic condition is due to

the illiteracy. The various factors which have influenced the poor economy of the communities are the socio-culture such as early marriage negative attitude toward girl education and school relation (i.e. language problems and teachers behaviors on students). The study has found out the higher dropout rate in the higher level classes. In the context of girls' education, this trend is more rapid than in the boys.

The research carried by CERID (1988) has presented the educational status; the Tharu are educationally a disadvantaged community, the Tharu children look over aged for their grades, because they are enrolled in the school very late. Larger number of Tharu children goes to schools from Tharu families living in mixed communities than from exclusive Tharu community. For economic reasons the percentage of school going children from extended families is higher than that from nuclear families. Very few Tharu young men and women go to colleges for higher education. Most of those who go study subjects in Humanities and Social Science. A small percentage of Tharu children complete their education.

Pointed out the economic causes of low enrollment of Tharu community; most parents cannot afford to pay the expenses of education of their children, land holding and food sufficiency of the family have strong relationship with the Tharu children, many parents find it difficult to release their children from domestic or farm work, in view of their traditional attachment to agriculture as the only source of their livelihood they see little relevance of education, girls show little interests in going to schools, difficulty with the Nepali language, especially in the early grades of the primary school, makes learning an uneasy task.

As examined by CERID the old notion that an educated person becomes irrelevant to the family for he cannot extend his hands in the occupational (agriculture) activities of the family still prevails, they need the help of their children in their field work, children are not much interested in going to school, girls' attitude to education is more negative than that of boys, however, the younger generation shows considerable interest in education. Their education is changing and they want to send their children to the school.

A study “Onset of Menarch and Female Dropout from School” (1993) prepared by New Era, Kathmandu has tried to study the relation between the onset of puberty and dropout of female students from the school in Dang and Rolpa districts. The study reports the reasons of dropout of adolescent girls who are in menstruation. The other reasons are early marriage, parent’s 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.

Ghimire, in his study “Enrollment of Girls at Primary Level in Dhankuta and Nuwakot” (1997) has found that the girls’ 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, girl’s involvement in farming and household works and lack of educational awareness in parents. He also found girls a decreasing trend of enrollment from primary to the secondary level in both districts. Though high rate of enrollment were found in the primary level, in comparison to other levels, the proportion of girl’s enrollment even at this level was only 38 Percent as against 62 Percent of the boys.

A study on “Educational Status of Tharus” (1988) was carried out by research Center for Educational Innovation and Development (CERID) in four districts i.e. Sunsari, Chitwan, Dang and Kailali. These districts have a large population of tharu. This study has concluded the educational situation and Tharus parents’ attitude toward education. The major findings of this study are: Educationally a disadvantage community, large number of children goes to school from this community living in mixed community than from exclusive tharu community but small percentage of them completes their education. The dropout rate from the school is high in the secondary level and participation of girls is very low from Tharu community. The study states that land-holding and food sufficiency of the family have strong relationship with the enrollment of the Tharu children. The economic, socio-cultural and school related factors are presented as the major determining factors on education of Tharu community.

On the study “Bounded Labour in Nepal”, (1999), Subedi has mentioned the root of major cause of bounded labour (Kamiya) in Tharu community is

illiteracy. In the absence of Literacy they are not aware of the surrounding. So they are cheated by others. Poverty is the major cause of the non-participation and dropout from the school. In this context most of the Kamaiya children are made traditional bounded labour.

Status of Female Education in Nepal, a study report (CERID, 1994) focus on participation, repetition, dropout, socio economic condition, female teacher availability, family education background, government's support system and so on.

The report explains in terms of educational attainment girls or females are far behind males. Their participation rate in 2049 B.S. at the school level was 36.87 and at the tertiary level 24.28 (private campus excluded). Girl's participation at the primary level in schools in the Mountains, Hills and plains, where female teachers teach, was found slightly higher than in schools without teachers.

The involvement of female teachers in schools in the Mountains and Hills was not found to have made any impact on lessening the repetition and dropout quantitatively. However, in the plains, the presence of female teachers was a help to reduce them.

Poverty is one of the major causes of girl's low participation or non participation in and dropout from schools. Another important causes as demonstrated by the study is the problem of mass illiteracy, particularly of rural parents. As illiterates, they were found in want of motivation to educate their daughters.

Lack of awareness in the community people of educating their females, negative attitude of parents toward educating their daughter, the family norm to involve females in household chores the practice of early marriage was found to be a major constraint.

Increased provision of scholarship for girl student, priority to appointing as many female teachers as possible would create the positive feeling among the community people for educating their daughters. On the other hand, focus on creating physically and academically better learning environment would generate motivation in all incumbent.

The study generated various findings associated with female teachers. Basically the problems faced by female teachers and possible ways out to address them from the major focus of findings.

It was found that the proportion of female teachers in the total number of teachers was very low, however the proportion of trained female teachers is nearly equal to the proportion of total number of trained teachers. Interestingly, more female teachers were found in the hills in the mountains and plains.

The number of female teachers in primary schools appeared to be higher than that in secondary schools. And most of the female teachers appeared to have belonged to the Brahmin, Chhetri and Newar ethnic groups. Only few female came from other ethnic background (CERID, 1994).

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

This report says drop out is comparatively higher and in grade 1, and drop out rate is higher among girls than among boys. Dropout increases as the level of education among the parents decreases. Dropout rate is high in ascending order in the Terai, the hills and the mountains. The drop out rate is highest in grade 5 in comparison to other grades in primary schools. The reasons for higher drop out in grade 5 are failure in the terminal examination and the non enrollment of grade 5 completer in grade 6 presumably because of the lack of the secondary education facility in the same locality and also of their trying to take up a job (CERID, 1991).

CHAPTER– III

RESEARCH METHODOLOGY

3.1 Research Design

The study is based on exploratory and descriptive research design as well. This study investigates the educational status of Tharu community. Moreover the study finds out the trend and proportion of female enrollment in school and obstacles in accessibility to education and reasons behind leaving school.

Besides, the study makes an attempt to describe the things related to educational status of Tharu community such as quantity of school, distance of present school condition, socio-economic status and interest in education, and the investigated of explored findings is described.

3.2 Rationale of the Study Area

The study area has been chosen for completion of this research. Dang district is situated in western southern part of Nepal where it extends from 80° to 82° 5' east longitude and from 27° 36' to 28° 29' north latitude. Dang district consists of 3 valleys such as Dang, Deukhuri and Tuidang. Narayanpur VDC lies in Dang valley.

Tharus are a dominant group in this Ward of Narayanpur VDC. Majority of Tharus have low enrollments in education in comparison to other caste/ethnic groups of this V.D.C. Though the enrollment rate is increasing, it seems mostly confined to the higher class and caste people. The Tharu community does not have equal access to education. The particular area, 'Narayanpur VDC Ward No.1, has been selected for the study because it is easily accessible, heterogeneous in socio-economic status. The researcher is curious to find out the causes of low educational status of Tharus' and their less attention on education. The researcher is also curious about how to increase their enrollment in education.

The researcher is familiar with them because who is living in same ward (1) of this VDC. Hopefully, the researcher may collect as possible as accuracy of data and information.

3.3 Sampling Procedure

The universe of study is the Tharu community of Narayanpur V.D.C.Ward No.1, of Dang district. There are 395 households in this ward (CBS 2001). Among them 134 Tharu households, out of them 100 households are sampled using simple random sampling methods for household survey.

3.4 Nature and Sources of Data

3.4.1 Primary Data

This study aims to explore the educational status of Tharu community. Thus, the primary data is collected from observation, interview and household questionnaire survey of the study area.

3.4.2 Secondary Data

Similarly, the secondary data is also used for the study, which is collected from published or unpublished written documents, journals, experts, and organization related to the subject.

3.5 Data Collection Technique and Tools

To acquire the primary data, the structured questionnaire and semi-structured interview are applied.

3.5.1 Household Survey

Structured questionnaire is prepared to acquire the realistic and accurate data from survey of Tharu community. The respondents are requested to fill up the questionnaire. In case of they are unable to fill up it, the questionnaire is asked to the respondents and answers are filled up to collect the required data.

3.5.2 Key Informant Interview

The primary data is also collected from key informants using the semi-structured interview method. The researcher has taken key informants for cross checking of data obtained from HHs questionnaire. The informants are interviewed on the attitudes and perceptions towards education. The key informants are Tharu people, chairman of VDC, people involving in teaching and social workers.

3.6 Data Classification

The collected data from the study area is classified in various categories on the basis of types, characteristics and nature. Unnecessary data was avoided while editing the collected data.

3.7 Data Analysis and Interpretation

The collected quantitative data is analyzed with the assistance of computers using SPSS, MS word, MS excel and so on method; various charts, diagrams, percentage, tables, graphs etc. are presented and qualitative data is also described for interpretation and analysis.

CHAPTER - IV

DEMOGRAPHIC AND SOCIO-ECONOMIC CHARACTERISTICS OF THARU COMMUNITY

4.1 Introduction

Demographic and socio-economic conditions depict the situation of the society. Demographic characteristics deal with the quantitative aspects of the population of a community. It may relate social and economic characteristics of a society.

This chapter deals population composition by age and sex, family size, educational attainment, economic characteristics, annual income, land holding size and occupation.

4.2 Population Composition

4.2.1 Age and Sex Composition

Age and sex are basic characteristics or the biological attributes of any population which affects fertility, mortality and migration behavior. Age and sex structure not only reflect the present demographic situations of population but also give the basis for the study of past as well as future demographic situations of the population. In this study, 100 households were taken for this study.

Table 4.1: Distribution of Study Population by Five Years Age-groups

Age group	Male		Female		Total		Sex Ratio
	No.	%	No.	%	No.	%	
0 - 4	25	7.3	32	9.6	57	8.4	78.1
5 - 9	58	16.9	56	16.7	114	16.8	105.4
10-14	51	14.8	64	19.1	115	16.9	79.7
15-19	36	10.5	32	9.6	68	10.0	112.7
20-24	35	10.2	29	8.7	64	9.4	120.7
25-29	35	10.2	45	13.4	80	11.8	77.8
30-34	27	7.8	19	5.7	46	6.8	142.1
35-39	14	4.1	13	3.9	27	4.0	107.7
40-44	12	3.5	13	3.9	25	3.7	92.3
45-49	15	4.4	11	3.3	26	3.8	136.4
50-54	10	2.9	5	1.5	15	2.2	200.0
55-59	10	2.9	5	1.5	15	2.2	200.0
60-64	3	0.9	6	1.8	9	1.3	50.0
65 and above	13	3.8	5	1.5	18	2.7	260.0
Total	344	100	335	100	679	100	102.7

Source: Field Survey, 2009

Table 4.1 shows that age and sex structure of respondent's household survey in the Narayanpur VDC Ward No 1. The larger portion of population consists of the age between 10 - 14 years age group. It represents (16.9 %) out of total population which is followed by (16.8 %) of the age 5 - 9 years, by (11.8 %) of 25 to 29 years. The least population consists of the age 60 - 64 where it represents (1.3 %). This table depicts that the number of population is decreasing with increasing age. This table also portrays that male population is slightly higher than female population. Both sexes have higher portion of population of the age up to 29 years than above 30 years age.

4.2.2 Family Size

Family is a group of persons united by the ties of marriage, blood, adoption constituting household interacting and inter comminuting with each other in their respective roles of husband and wife, mother and father, son and daughter, brother and sister creating a common culture.

Family size determines the demographic and socio-economic development of the society.

Most of the Tharu family in the study area lives in medium size family. Nowadays many people prefer to liver in small size family due to awareness, better living standards, education cast of children, burden of large number of children, equality of son and daughter.

Table 4.2: Distribution of Family size of respondent's households

Family size	No. of households	Percent
Small family 0-5	43	43.0
Medium family 6-11	48	48.0
Large/joint family <12	9	9.0
Total	100	100.0

Source: Field Survey, 2009.

The above table shows that majority of the HHs 48 percent have medium family and 43 percent HHs live in small family. Rest of the HHs 9 percent have large family.

4.2.3 Marital status of the respondents

Marriage is a universal demographic component. In this study respondent's marital status is categorized mainly in four different categories namely single, married, widow/widower and divorced. The marital status of respondent is presented in table 4.3.

Table 4.3: Distribution of Respondents by Marital Status

Marital Status	Frequency	Percent
Single	2	2.0
Married	90	90.0
Widow/widower	7	7.0
Divorce	1	1.0
Total	100	100.0

Source: Field Survey, 2009.

Majority of the respondents (90 %) respondents have found married in the study area. Similarly, out of the total respondents (7 %) respondents have been found widow/ widower and (1%) respondents have been found divorced. Most of the respondents have been found married in early age due to the lack of conscious and knowledge.

4.3 Educational Composition

Education is the backbone of development. It is an important factor for social and economic transformation of a society. People as means of development require knowledge and skill for the production of goods and services. Education is considered as a single means to achieve these ends. Definitely education is a vehicle for the radical change of the society. It is means that provides us new knowledge, information and technology. Literacy is a basic step towards the education which is quite essential for development. It enables the person to improve the knowledge and

skill necessary to conduct the daily life easily. Without education no one can expect over all development of the society.

Table 4.4: Distribution of Literacy Status of Respondents by Sex

Literacy status	Male No.	Percent	Female No.	Percent	Total	Percent
Literate	19	33.9	20	45.5	39	39.0
Illiterate	37	66.1	24	54.5	61	61.0
Total	56	100.0	44	100.0	100	100.0

Source: Field Survey, 2009.

The table 4.4 shows that (62.1 %) population are literate and (37.9 %) population are illiterate out of total population where (66.1 %) male are literate and (33.9 %) female are literate.

Table 4.5: Literacy status of Respondents Households Population age group 5 and above by sex

Literacy status	Male		Female		Total	
	No.	Percent	No.	Percent	No.	Percent
Literate	211	66.1	175	57.8	386	62.1
Illiterate	108	33.9	128	42.2	236	37.9
Total	229	100.0	303	100.0	622	100.0

Source: Field Survey, 2009

Table 4.5 shows that (62.1%) population are literate and (37.9%) are illiterate. Where, 66.1 percent male populations are literate and 33.9 percent are illiterate and 57.8 percent female are literate and 42.2percent are illiterate. According to the above table, it is found that the literacy rate of male is higher than female. This discrepancy between male and female literacy rate can be explained for these reasons: Generally, parents do not send their daughters to school as they made to assist in household woks, such as to look after the young children and to graze cattle, collect fodder, collect firewood. Parents think that the education for daughters is not necessary because they will become a property of others after marriage. This custom is prevailing in Tharu community in Narayanpur VDC.

Table 4.6: Literacy Status of the HHs population for age group 5-9 and 10-14 by Sex

Literacy Status	Age group								Total			
	5-9				10-14							
	Male		Female		Male		Female		Male		Female	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Literate	46	79.3	41	73.2	51	100.0	64	10.0	97	89.0	105	87.5
Illiterate	12	20.7	15	26.8	0	0.0	0	0.0	12	11.0	15	12.5
Total	58	100.0	56	100.0	51	100.0	64	100.0	109	100.0	120	100

Source: Field Survey, 2009

Above table presents that 79.3 percent male are literate and whereas 20.7 percent illiterate out of total male population of the age 5 - 9 years. It tells that 73.2 percent female are literate and 26.8 percent are illiterate out of total female population of the age 5 - 9 years. It also tells that 100 percent male and female are literate of the age 10 - 14 years age group. Above table tells that 89 percent male and 87.5 male and female respectively are literate out of total population.

4.3.1 Education Attainment

In general, people who can read and write have been considered as literate but the status of educated people is represented by formal education. The people who gained knowledge by attending school are formally educated. The distribution of level wise educational status of Tharu community is presented in table 4.5.

Table 4.7: Distribution of Educational Attainment of HHs Population by Sex

Level of Education	Male		Female		Total	
	No.	Percent	No.	Percent	No.	Percent
Primary	104	49.3	114	65.1	218	56.5
Lower Secondary	54	25.6	40	22.9	94	24.4
Secondary and SLC	44	20.9	16	9.1	60	15.5
Intermediate and Above	9	4.3	5	2.8	14	3.7
Total	211	100.0	175	100.0	386	100.0

Source: Field Survey, 2009.

Table 4.7 shows education of Tharu community in Narayanpur VDC Ward No. 1. Most 56.5 percent Tharu population have taken primary education, followed by 24.4 percent of lower secondary education. No one gets the education above intermediate level. Table also shows that 49.3 percent male population get primary education out of total male population, followed by 25.6 percent of lower secondary, 20.9 percent of secondary and S.L.C. and 4.3 percent of intermediate level education. Likewise, 65.1 percent of female population, followed by 22.9 percent of lower secondary, 9.1 percent of secondary and S.L.C. and 2.8 of intermediate level. Overall, the proportion population is higher in lower level than higher in both sexes.

Table 4.8: Student Attendance in School of Age Group 5-14 Years

Attendance in school	Frequency	Percent
Yes	201	87.8
No	28	12.2
Total	229	100.0

Source: Field Survey, 2009

Table 4.8 shows that 87.8 percent students attend in school where as 12.2 percent students do not attend in school. There are many reasons not to attend in schools which are described in below table.

Table 4.9 : Students Enrollment by types of School Age of 5-14 years

Types of school	No.	Percent
Government	125	62.2
Private	76	37.8
Total	201	100.0

Source: Field Survey, 2009.

Above table show that out of total 201 school going students of age group 5-14 years, 62.2 percent have enrolled in government school and 37.8 percent have in private school. Table also tells that the enrollment of students is higher in the government school than that of private school.

Table 4.10: Reasons behind Student not Attending in School

Reasons	Number.	Percent
Poor economic condition	9	32.1
Engaged in agriculture	2	7.1
Household works	11	39.3
Lack of awareness	6	21.4
Total	28	100.0

Source: Field Survey, 2009.

Table 4.10 shows that 32.3 percent students do not attend school due to poor economic condition and where 21.4 percent students do not attend for lack of awareness. According to table 4.6, 39.3 percent students involve in household works and 7.1 percent students involve in agricultural works.

4.4 Barriers in Accessibility of Education of Respondents (Major Problem in Acquiring Education)

In Tharu community there are many problems that hinder Tharus in acquiring education. As a result, they have no access to education. In order to study this situation, 100 respondents were interviewed to find out the major problems that have deprived them of getting education. The major problems are shown in the following table.

Table 4.11: Distribution of Respondents by Barriers in Accessibility of Education

Barriers in Accessibility of Education	Number	Percent
Poor Economic Condition	39	39.0
Engaged in Agriculture	25	25.0
Lack of awareness	9	9.0
Household works	19	19.0
Far school	2	2.0
Don't know	6	6.0
Total	100	100.0

Source: Field Survey, 2009

The Table 4.11 shows that 39 percent of the respondent said that they could not acquire education due to the poor economic condition. Similarly, 25 percent of the respondents said that they are not able to get education because they have to involve

in agriculture activities, 9 percent of the respondents are unable to get education due to lack of awareness, 19 percent of the respondent said that they have to involve in household works, and 6 percent of the respondents said that they do not know about the importance of education

4.5 Attitude towards Education

In order to find out the view of Tharu community attitude towards education 100 respondents were interviewed who expressed there views have been presented in the flowing table.

Table 4.12: Attitudes of Respondents towards Education

Attitudes Towards Education	Number	Percent
Very necessary	17	17.0
Necessary	79	79.0
Un necessary	4	4.0
Total	100	100.0

Source: Field Survey, 2009.

The above table shows that 79 percent respondents have positive attitude towards education which is indicated by necessary, 25 percent respondents said that the education is very necessary and 4 percent respondents said that the education is not necessary.

4.6 Main Sources of Drinking Water

Pure drinking water is the most necessary thing for healthy life. Drinking water is one of the major affecting factors of health. The rural people use spring water, well, public taps and tube well for drinking water in village. Therefore, the sources of drinking water have been taken as an indicator to find out the health situation of Tharu community of study area.

Table 4.13: Sources of Drinking Water of Sampled HHs

Sources	No. of households	Percent
Spring water	8	8.0
Public well	16	16.0
Private well	57	57.0
Public Tap	19	19.0
Total	100	100.0

Source: Field Survey, 2009.

The above table shows that majority of households (57 %) have been using private well for pure drinking water, 19 percent HHs have been using public well, 16 percent have been public tap and 8 percent HHS have spring water.

4.7 Types of Toilet Facility

In the past, there was not tradition of making toilets in rural areas. So they go to near by bushes and streams for excretion. Now, some households of the rural areas have been using toilet. The practice of using toilet of sampled households has been presented in the table below.

Table 4.14: Practice of Using Toilet by Sampled HHs

Attributes	No. of HHs	Percent
Permanent Toilet	39	39.0
Temporary Toilet	52	52.0
No Toilet	9	9.0
Total	100	100.0

Source: Field Survey, 2009.

In the above table shows that majority of HHs 52 percent have been using temporary toilet, 39 percent HHs have been using permanent toilet and 9 percent at HHs do not have toilet. They have using near by the bushy or streams for excretion.

4.8 Economic Characteristics

Economy, regarded as one of the major supporting components for the development of society, is a backbone of development. Most of the people of this community are living below poverty line due to their poor economic condition. Most of the children of school going age children are deprived of the formal education. Even if they get formal education, there is a high rate of dropout due to poverty. The most important economic characteristics of the people are occupation, income, land ownership etc.

4.8.1 Annual Income

The annual income is the output of the final indicator of the economy although occupation, land ownership and income are the indicators of economic condition of these indicators; the annual income is the output of the economy. Therefore, it always

attenuates the development of society. The annual income of household of Tharu is tabulated below:

Table 4.15: Distribution of Respondents by Households Annual Income

Family Annual Income(Rs)	No. of Households	Percent
Less than 20,000	15	15.0
20,000-30,000	33	33.0
30,000-40,000	36	36.0
40,000-50,000	7	7.0
50,000-60,000	7	7.0
60,000 and above	2	2.0
Total	100	100.0

Source: Field Survey, 2009.

Table 4.15 clarifies that 36 percent respondents have their annual income between 30 thousands and 40 thousands which is followed by 33 percent respondents having their income between 20 thousands and 30 thousands. Only 2 percent respondents have their annual income above 60 thousands. Above table concludes that only few respondents earn enough money to fulfill their basic needs but most of the respondents cannot even fulfill their basic needs because they earn low amount of money.

4.8.2 Distribution of Respondents by Source of Income

Income is essential to run the daily activities that can be obtained from occupation especially they do: so here the sampled population is categorized according to their source of income. While collecting this information they were asked the sources of income. The obtained information have been presented in table 4.16.

Table 4.16: Distribution of Respondents by Source of Income

Income Source	Number	Percent
Agriculture	68	68.0
Business	2	2.0
Govt./ Private Service	2	2.0
Labour (Wages)	23	23.0
Others (Driver, Carpenter, Mason, Remittance)	5	5.0
Total	100	100.0

Source: Field Survey, 2009.

Table 4.16 shows that majority of respondents depend on agriculture which is the main source of income of them. Hence the highest percent of population have agriculture as the main source of income which accounts for 68 percent labor (wages) followed by 23 percent and 5 percent others including (driver, carpenter, and mason, remittent). The least 2.2 percent of respondents have government/private service & business respectively.

4.8.3 Land Holding Size

Majority of the people in Nepal are directly or indirectly involved in agriculture due to the lack of other employment opportunities. There is a vast gap among the people who hold land. Land holding size is one of the most important factors for the total population of the area. The people who have large plot of land holding size are economically strong. Tharus' are the occupationally farmers. So there is a great relationship between the land and Tharu people. The distribution of land holding size of Tharu community has been presented below:

Table 4.17: Distribution of Households by Land Holding Size

Land size(in kattha)	No. of households	Percent
Less than 5	59	59.0
5-9	35	35.0
20 and above	6	6.0
Total	100	100.0

Source: Field Survey, 2009.

The table 4.17 displays that majority of the respondents 59 percent have less than 5 kattha land, followed by 35 percent between 5-9 kattha and 6 percent respondents have above 20 kattha. Only few population have approached in own land but majority are under privileged property.

4.8.4 Housing Pattern

The housing pattern of respondents has been observed while fulfilling the household questionnaire survey in the study area. Housing condition is important indicator to measure the economic status of respondent. The house found in the study area are presented and analyzed in the table.

Table 4.18: Distribution of HHs by Types of Housing

Types of House	No. of respondents	Percent
Pakki	13	13.0
Kachchi	87	87.0
Total	100	100.0

Source: Field Survey, 2009.

Table 4.18 shows that 87 percent respondents have pakki house and 13 percent have kachchi house.

4.8.5 Occupation Composition

As people are involved in different occupations, their occupations influence their living style, customs and standard of living. So, the occupational composition determines the social and economic status of the people. Among others, it is one of the significant factors in determining the status of the people. People constantly search for better occupation that helps to improve their economic condition and standard of living.

Table 4.19: Distribution of Respondents by Major Occupation

Types of Source	No. of Respondents	Percent
Own Agriculture	6	6.0
Own and others Agriculture	80	80.0
Business	2	2.0
Government/Private Service	2	2.0
Labour (Wages)	3	3.0
Household Works	7	7.0
Total	100	100.0

Source: Field survey, 2009.

Table 4.19 shows that majority of respondents, 80 percent have adopted own and other agricultural occupation and 6 percent respondents have involved in their own agriculture and 7 percent have household works as well. Only 3 percent respondents have involved in labour and 2 percent respondents have done their own business and service. Above table concludes that most of the population involved in agricultural sectors than other service sectors.

Table 4.21: Distribution of Occupational Status of Respondent's Households

Occupational status	No. of household members	percent
Own agriculture	22	3.5
Own and other's agriculture	134	21.5
Business	8	1.3
Govt./private service	14	2.3
Students	223	35.8
Household works	169	27.2
Unemployed (searching work)	11	1.8
Too young	31	5.0
Others (carpenter, mason, driver)	4	0.6
Labour(wages)	6	1.6
Total	622	100.0

Source: Field Survey, 2009.

Table 4.20 shows that majority of people 35.8 percent are involved in student. 27.2 percent people are involved in household works, 21.5 percent are adopted own and other's agricultural occupation, 5 percent are too young. 2.3 percent are involved in government/ private service and 1.3 percent is involved in their own business. Only 1.6 percent people are involved in labor (wages).

Above the table clarifies that most of the respondents have been found student occupationally where usually they involve in household works and agricultural sectors than other sectors.

Table 4.22: Types of Work for Wage

Types or work	Frequency	Percent
Labour	8	27.6
Washing clothes	4	13.8
Washing dishes	17	58.6
Total	29	100.0

Source: Field Survey, 2009

Table 4.23 shows that 58.6 percent people involve in washing dishes, followed by 27.6 percent and 13.8 percent in labour and washing clothes respectively.

CHAPTER-V

EDUCATIONAL STATUS OF THARU WOMEN

5.1 The Situation of Women's Educational Status in Nepal

Women in Nepal are generally less educated than men with a median of less than one year of schooling compared with 1.4 years among males. This gap in gender has not been narrowed in recent years. The net attendance ratio which indicates participation in primary schooling among those age 6-10 years and secondary schooling among those ages 11-15 years shows as 13 percent point different at primary school level and 8 percent point difference at the secondary level.

Men are twice as likely to be literate as women (70 % and 35 % respectively). As expected, literacy is much lower among rural women and men in rural areas than those who have been living in the urban areas. A higher proportion of women 43 percent and men 79 percent living in the hill ecological zone are literate compared with those in the mountain and Terai zones. Women living in the western development region and men living in the western and mid western region are more likely to be literate than those living in the other development regions. The percentage of literate women is highest in the western hill sub region (62 %), while literacy rate is highest men residing in the mid- western hill sub region (87 %).

Nepal has an active literacy programmed consequently the NDHS added a question to ascertain the proportion of women and men who have attended a literacy programmed. Women are much more likely to have participated in a literacy programmed than men, with 19 percent of women and 5 percent of men having done so.

Men are more educated than women. Nearly three in four women and two in five women have never attended school. Fifteen percent of women and 30 percent of men have some primary education only, while 9 percent of women and 20 percent of men have some secondary education and 4 percent of women and 13 percent of men have completed their school leaving certificate (S.L.C.).

Among both women and men, the percentage with no education is lowest in the hill ecological zone and almost of same in the Terai and mountain zones. More than one third of male residing in the central region (36%) reported having no

education. Among females the highest percentage reporting no education in the far western region (67%) followed closely by the central region (65%) and the mid western region (64 %).

The gender gap in the level of education even among the sub region, Although among males, the percentage that have never been to school is less 45 percent in all sub regions, among females the percentage who have never been to school exceeds 50 percent in most of the sub regions and exceeds 75 percent in two of the thirteen sub regions (western mountain and central Terai region) (NDHS, 2001).

5.1.1 Literacy status of Tharu females

In general, the people who can read and write are considered as literate. But it does not refer as quality of education. The people who have formally been educated are known as officially educated. Larger numbers of Tharu females are literate informally. They can only read and write. The literacy status of Tharu female in Narayanpur VDC Ward No. 1 has been shown in the following table:

Table 5.1: Literacy Status of Tharu Females in Narayanpur VDC Ward No. 1 by age 5 and above

Literacy Status	Number	Percent
Literate	175	57.8
Illiterate	128	42.2
Total	303	100.0

Source: Field Survey 2009

From table 5.1, it has been shown that out of total female population 57.8 percent are literate and 42.2 percent are illiterate. This 42.2 percent illiterate female indicates that the educational status of women is weak.

5.1.2 Educational Attainment

Educational attainment is one of the important characteristics of education which is also an indicator for measuring the educational development of society, with the help of it, an overview of educational condition and prospective progress of education in a society can be presented. The educational attainment of Tharu females is given below.

Table 5.2: Educational Attainment of the literate Tharu Females in Narayanpur VDC, Ward No. 1

Educational level	Frequency	Percent
Primary	114	65.1
Lower secondary	40	22.9
Secondary and S.L.C.	16	9.1
Intermediate and above	6	2.8
Total	175	100.0

Source: Field Survey, 2009.

Table 5.2 shows that, out of total educated female (175), 65.1 percent are in primary level, followed by lower Secondary level (22.9%) and secondary level (9.1%). Very few females have completed intermediate level education(2.8%).

However, the attainment of females by level-wise is not equal in all the levels. Concentration of females is high in Primary level because parents recently understood the importance of female education and permitted their daughter to go to school. High rate of dropout, early marriage and poor economic condition are the causes of less female attainment in the lower secondary, secondary and intermediate and above level.

5.1.3. Occupation Wise Distribution

Occupation is a major factor that can affect the literacy. Occupation determines the income level that in turn determines the literacy status of the people. Here the literacy status of female in Tharu community by occupation has been presented in table 5.3.

Table 5.3: Occupation-wise Distribution of Literacy Status of Tharu Female

Occupation	Literacy Status				Total	
	Literate		Illiterate			
	No.	Percent	No.	Percent	No.	Percent
Own agriculture	6	3.4	4	3.1	10	3.3
Own and other’s agriculture	91	52.0	69	53.9	160	52.8
Business	4	2.3	0	0.0	4	1.3
Govt./ private service	5	2.9	1	0.8	6	2.0
Labour (wages)	9	5.1	12	9.4	21	6.9
House hold work	60	34.3	42	32.8	102	33.7
Total	175	100.0	128	100.0	303	100.0

Source: Field Survey, 2009.

From table 5.3, the occupational- wise distribution of literacy status of Tharu female, the maximum 52 percent of literate Tharu female involve in own and other's agriculture, followed by 34.3 percent in household work, of 5 percent in labour(wages) and very few 2.3 percent involve in business and 2.9 percent involve in Govt./ Private service. Likewise, 53.9 percent illiterate Tharu female involve in own and other's agriculture, followed by 32.8 percent in household work, of 9.4 percent involve in labour (wages), very few 0.8 percent involve in Govt./ Private service.

Table 5.4: Age group- wise Distribution of literate females in Narayanpur VDC Ward No .1

Age groups	Total population	Percent
5- 9	41	23.4
10- 14	64	36.6
15 and above	70	40.0
Total	175	100.0

Source: Field Survey, 2009.

Table 5.4 shows that, out of total literate female 40 percent are in the age group of more than 15 years. Similarly, 36.6 percent of literate females are in the age group 10-14 years and 23.4 of the literate female are in the age group 5-9 years.

Table 5.5: Age group Wise Distribution of Female Literary Status in Narayanpur VDC, Ward No. 1

Age Groups	Total Female Population	Total Literate Female Population	Percent of literate female population
5-9	56	41	73.2
10-14	64	64	100.0
15 and above	183	70	38.3
Total	303	175	57.8

Source: Field Survey, 2009.

Table 5.5 shows that 100 percent female are literate of the age group 10 to 14 years. Likewise 73.2 percent female are literate of the age group 5 to 9 years and only 38.3 percent female are literate of the age group 15 and above years.

CHAPTER- VI

DROPOUT SITUATION OF THARU STUDENTS

6.1 Dropout Situation

Tharus are the indigenous people of Terai area. They have been living since several years where other people from other communities hesitated to live there due to the spread of malaria and left for hilly region. As the state ignored this area and did not do anything for the Tharus' uplift, they fell behind in education and other developmental activities. Though there are schools in these areas, the Tharu children are never able to complete their education because they have to help their parents in the household works.

This can be judged by the dropout rate of Tharu children in different Grades in the schools. So, the maximum numbers of children go to schools, very few percentage of the Tharu children complete their education. The dropout rate is high in the lower secondary level and secondary level. The main reason behind this dropout is poverty. So, this is the compulsion of Tharu children, because of which the dropout rate is higher in the Tharu community.

6.1.1 Dropout by Education Attainment

The school dropout rate in Tharu community is high. It is not equal in all levels. The dropout and exam failure rate is high in lower secondary and secondary levels. The reason behind this dropout can be attributed to socio- cultural and economic condition. The parents themselves promote the dropout as they marry off their daughters at early age or need children for domestic work. So, the students hardly get enough time for study. Besides, in primary levels, the parents do not insist on making the children attend school regularly due to the lack of awareness. So, the children stay at home playing in the street the whole day. In lower secondary and secondary level, the ratio of dropout is higher among girls than boys because most of the girls are married off or failed. Out of the total students (229) 184 students have been attending school 45 students have dropped out the school due to various reason which has been presented in the table below.

Table 6.1: Distribution of students by school going, dropped out and sex

Sex	School Going		Dropped out		Total	
	No.	Percent	No.	Percent	No.	Percent
Male	93	40.61	16	6.98	109	47.59
Female	91	39.73	29	12.66	120	52.59
Total	184	80.34	45	19.64	229	100.00

Source: Field Survey, 2009.

The above table presents that out of the total students (229) majority of the students (80.34 %) have been attending school were male and female students occupies (40.61%) and (39.73 %) respectively. It can be analyzed from the above table that there is no remarkable difference in attending school between male and female.

Similarly, dropped out students have been found 19.64 percent out of the total students (229) in which male and female dropped out students accounts for 6.98 percent and 12.66 percent respectively. The trend of dropping out school of female students is higher (12.66%) than male students (6.98%). The presented data in the above table concludes that dropping out school is not so remarkable in comparison to the school going.

Table 6.2: Level-Wise Distribution of Dropout of Tharu Students

Level	Male	Percent	Female	Percent	Total	Percent
Primary	1	6.3	2	6.9	3	6.7
Lower Secondary	7	43.7	11	37.9	18	40.0
Secondary	8	50.0	16	55.2	24	53.3
Total	16	100.0	29	100.0	45	100.0

Source: Field Survey, 2009.

Table 6.2 shows that the students have dropped out the school in secondary level which, accounts for 53.3 percent. The trends of dropping out school by female students is higher than male students in secondary level which cover

55-2 percent and 50.0 percent respectively. Likewise, low trends of dropping out school by students in primary level can be seen where male and female students cover 6.3 percent 6.9 percent and the total percent of dropping out school in primary level is only 6.7 percent. According to the above table dropping to school in lower secondary level is also high which is 40.0 percent out of the total school dropped out students. It can be concluded that dropping out school in lower secondary and secondary is higher than in primary level in Tharu community. So it is very necessary to investigate the causes of dropping out school and to control the it immediately.

6.1.2 Occupation-Wise Dropout

Occupation is one of the important components for sources of income. Dropout rate of students from the school is not equal in all family of diverse occupations. The dropout rate is high in the family those who are engaged in agriculture. It is due to the traditional method of agriculture which demands more labours. In order to maintain the agricultural activities early marriage to their sons is evident. This reason has caused the students to leave their school without completing their study.

Table 6.3: Distribution of School Dropout Students by Occupation

Occupation	School going	Percent	Dropout	Percent	Total	Percent
Agriculture	137	74.5	36	80.0	173	75.5
Business	2	1.1	0	0.0	2	0.9
Govt/private service	1	0.5	0	0.0	1	0.4
Labour (wages)	38	20.7	8	17.8	46	20.1
Household Works	6	3.3	1	2.2	7	3.1
Total	184	100.0	45	100.0	229	100.0

Source: Field Survey, 2009.

From the above table, most of the students 80 percent dropout school who are involved in agriculture occupation. Only 2.2 percent students are dropout school who are engaged in household work. Nobody has dropped out the school who are from service and business occupation.

6.2 Causes of Dropout

Many students could not complete their education due to poor economic condition, socio-cultural and school environment which play vital role in dropout. The major causes of dropout are insufficient income, engagement in domestic works, early marriage, and failure in the examination and job opportunities. This information on these different causes has been collected from the Tharu students through the medium of personal interview. Due to poor economic condition most of the children have been deprived from the school education. Even school going children are unable to continue their study. Similarly, engaged in domestic work and fail in the examination also another major cause of dropout which is highly related to the demand of work in the family. The other supporting factors in dropout rate are early marriage. The major causes of dropout and student's distribution have been shown in the table 6.3.

Table 6.4: Causes and Distribution of School Dropout Tharu Students

Causes of dropout	Male	Percent	Female	Percent	Total	Percent
Poor economic income	6	37.5	8	27.6	14	31.1
Engaged in domestic work	4	25.0	12	41.4	16	35.6
Marriage	2	12.5	5	17.2	7	15.6
Job opportunity	1	6.3	0	0	1	2.2
Fail in the examination	3	18.8	4	13.8	7	15.6
Total	16	100.0	29	100.0	45	100.0

Source: Field Survey, 2009.

Table 6.4 shows the various causes of leaving their school. Majority of students have dropped out their school due to their engagement in domestic works which covers 35.6 percent followed by 31.1 percent who dropped out because of poor economic income. Similarly, 15.6 percent students have dropped out due to their marriage and fail in the examination and only 2.2 percent of students have dropped out due to job opportunity.

CHAPTE-VII

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

7.1 Summary

Education leads to individual's creativity, improved participation in the social, economic, cultural and political life of society and hence it has a more effective contribution to human development. In fact, education is a prerequisite not only for the full exercise of the individual's right but also for understanding and respecting the rights of others. Education is considered as a backbone of national development of any country which has crucial contribution in development. Human beings gain knowledge of their past civilization through education that concerns it to present for the visualization of future.

Education provides knowledge to deprived and discriminated section of the communities, tribes, nationalities, ethnic groups and makes them aware of their rights and duties to participate in the main stream of the political, social and economic development of their own communities and the country. Access to education in Nepal indigenous people living in the remote and in accessible parts of the country have been deprived of this opportunity and it has resulted not only in the backwardness and poverty of these communities, but also exploitation of these communities.

Tharus are by tradition peasant farmers. Some of them are rich farmers and a few in the eastern Terai have successfully taken up business. But a great majority of them are very hard-working tenant cultivators. Most of the Tharus in Dang-Deukhuri have been very greatly exploited by ruthless *zemindars*, landlords and revenue agents. They are virtually slaves in the hands of *zemindars*, sold and bought at their will. Since most of them are landless share-cropping peasant; they have to rely entirely on the mercy of the *zemindars*. Every year they are buried deeper and deeper in debt until eventually they are sold to other *zemindars* trying to cultivate new area of land.

Tharus are those people who have been almost isolated and neglected by the government the neglected segments of a society has got many problems and become poorer and poorer day by day. The migrated persons from the hills "Pahadiyas" are highly influencing the life style of Tharus. The Tharu communities are affected by transportation, education migration and modernization and there have been many

changes in their economic and social life. The hill people exploited Tharu people and they were deprived of their traditional agricultural land and large no. of them became landless.

The Tharu community is considered as one of the comparatively less advantaged among the communities of Nepal in the sphere of education. The literacy rate of Tharu community is only 47.12 percent (CBS, 2001). Majority of the Tharu people do not send their children to school. Population of school going children is higher in primary level than secondary and higher levels.

Tharus are one of the indigenous people who settle in the Terai region. Tharus are basically agricultural peasant. They are an innocent, shy, timid and simple minded people; some of the earliest settlements of Tharus were deep in the forest isolated from other ethnic groups. They have been exploited by governmental authorities in the past and still to a lesser degree are out maneuvered by the surrounding non-Tharus.

Most of the Tharus are characterized by miserable in terms of socio-economic condition and they are compelled to do work for other people's field in order to manage their hands to mouth.

The study is carried out in Narayanpur VDC Ward No.1 Dang district to find the socio-economic and educational status of Tharu community. Out of total HHs (134), 100 households are sampled using simple random sampling method. The data are collected through structured questionnaire and semi-structure questionnaire method. Key informant interview is also used and data have been analyzed using descriptive method of analysis.

The dropout rate of Tharu students is high, only few students complete their education. Similarly, discrimination between boys and girls, still exist in Tharu community. Most of the girls are used in domestic works and agriculture. What the problem that compels them to dropout the school. How the accessibility of education is and what the problems are that has blocked accessibility.

Out of 100 respondents, 56 are males and 44 are females. Almost 90 percent respondents are married, 7 percent are widow/widower, 1 percent is divorced and 2 percent respondents are unmarried. The highest population of the age group 10 to 14

and lowest population of the age-group 60-64, 55-59 and 50-54 are in respondent households' population in the study area.

The Tharu community in general has a medium family. The average family size of Tharu community has 6 persons. It is found that 39 percent respondents are literate whereas 61 percent are illiterate. In sex-wise, 33.9 percent male are literate and 45.5 percent female are found literate.

Likewise, it is found that 79.3 percent male are literate whereas 20.7 percent are illiterate out of total male population of age group 5 to 9 years. 73.2 percent female are literate and 26.8 percent are illiterate out of total female population of the age group 5 to 9 years. It is also found that 100 percent male and female are literate of age group 10 to 14 years.

Majority of students (87.8 %) attend in school, whereas (12.2%) students do not attend in school. The main reasons of their attendance in school are poor economic condition (32.1 %), lack of awareness (21.4 %), household works (39.3 %) and agricultural works (7.1 %). It is also found that (62.1%) people are literate whereas (37.9%) are illiterate. In sex-wise 66.1 percent male are literate and 57.8 percent female are literate.

Out of total students of age group 5-14 years, (62.2%) students have enrolled in government school and (37.8%) have enrolled in private school.

Out of total household, majority of households (57 %) have been using private well for pure drinking water, (19 %) households have been using public well, (16%) have been using public tap and only (8 %), households have been using spring water. Out of total households, majority of households (52 %) have temporary toilet, (39 %) household have permanent toilet and (9 %) households do not have toilet. They have using nearby the bushy or streams for excretion.

Almost (36 %) of the respondents' annual income is higher Rs. 30,000-40,000 whereas (2%) respondents' annual income is less than Rs. 60,000. Out of total respondents, (68 %) respondents' income source is agriculture, (23 %) respondents' income source in labour (wages). About (59 %) respondents have land holding size is found less than 5 Kattha, followed by (35 %) have 5-9 Kattha and only (6 %) respondents have 20 and above Kattha. Likewise 87 percent respondents have Kachchi house and (13 %) respondents have concrete house.

Literacy and educational qualification are vital indicators of women social status. They are decisive factors not only for availing them employment opportunities but also created in the process of modernization and for communication with the outside world. Although Tharu are the native people of this VDC, however, Tharu female's educational condition is miserable.

Out of total Tharu female, (57.8 %) are literate and (42.2 %) are illiterate in this Ward. Since Tharu parents have understood the value of female education, the concentration of female education is higher in primary level with (65.1 %) followed by (22.9 %) in lower secondary level and only (2.8 %). Tharu females have passed intermediate and above level. More ratio of literate Tharu females are involved in agriculture which is (52%) followed by (34.3%) in household. Likewise, (53.9%) illiterate females are involved in own and other's agriculture followed by (32.8%) are in household works. Very few literate females are engaged in Govt/ Private Service and their own business which are (2.9%) and (2.3%) respectively.

Out of total literate female in the study area 40 percent, 36.6 percent and 23.4 percent literate female are of the age group 15 and above, 10 to 14 and 5 to 9 years age group respectively. Likewise, 100 percent female are literate of the age group 10 to 14 years and 73.2 percent and 38.3 percent female are literate of the age group 5 to 9 years and 15 and above years respectively.

Tharu people have faced many barriers in accessibility of education; out of total respondents, majority of respondent's (39 %) are found they could not acquire education due to poor economic condition, (25 %) due to agriculture, (9 %) due to lack of awareness, and (19 %) due to involvement in household works.

Majority of respondents (80 %) is dependent on own and other's agriculture followed by (7 %) in household works, (3 %) in labour (wages) and (2 %) in their own business and Govt/ Private service. Likewise, out of total respondent's HHs population (35.8 %) respondents are students occupationally, (27.2 %) in their HHS works, (21.5 %) in own and other's agriculture, (2.3 %) in Govt/ private service, (1.3 %) in their own business and (1 %) in labour (wages) occupation.

96.5 percent people of the age group 5 to 14 years help in domestic works. Among them (41.2 %) of those age group help in farming activity, (19.5 %) in care of siblings, (14.5 %) in cattle grazing and (12.7) percent in kitchen work. Likewise, work

for wage, (58.6 %) people are involved in washing dishes, 27.6 in labour and (13.8 %) in washing clothes.

Dropout situation is one of the major problems of education in Tharu community. Maximum numbers of Tharu students go to school but only few of them complete their education. Regarding status of dropout 19.7 percent have dropped out of total students 229. Out of dropped out students, majority of students (53.3 %) have dropped out in secondary level followed by (40 %) in lower secondary level and very few (6.7 %) in primary level. Likewise, the dropout rate is high who are involved in agriculture and labour (wages) which are (75.5 %) and (20 %) respectively. The least students are dropped out who are involved in Govt/ Private Service and their own business where are (0.4 %) and 0.9 percent respectively. The causes of dropout the student from school are (35.6 %) of domestic work (31.1 %) of poor economic income, 15.6 of fail in the examination and marriage and only (2.2 %) of job opportunities.

7.2 Conclusions

From the findings of the study on “Educational status of Tharu community” following conclusions have been drawn.

-) Education leads to individual’s creativity, improved participation in the socio-cultural and political life of the society.
-) The traditional attitude of the Tharu education has undergone a change. They have now seriously realized the socio-cultural value of education and in pursuance of this they have begun to think positively about the education their children.
-) On the basis of study area, the Tharu community in general has medium family size and they are dependent on own and other’s agriculture.
-) The highest proportion of population is between 10-14 age groups and lowest proportion of population is between 60 - 64 years age-group.
-) The highest amount of HHs with annual income is Rs. 30000-40000. Traditional and intensive subsistence income majority of the respondents’ income source is agriculture and majority of respondents’ landholding size in found less than 5 kattha.

-) Literacy and educational attainments are vital indicators of women social status but Tharu females' educational condition is miserable. Out of total Tharu females (57.8 %) are literate, (42.2 %) are illiterate. The proportion of female education is higher in primary level and very few of Tharu females have passed intermediate and above levels. Most ratios of literate Tharu females are involved in agriculture and very few are engaged in govt/private and business.
-) Barriers inaccessibility of education is agriculture lack of awareness and household works, poor economic condition, far school.
-) The dropout situation is one of the major problems of education attainment in Tharu community. Majority of Tharu students go to school but only few of them complete their education with the increasing the level. It is because dropout rate also increases. The dropout rate is high in secondary level than other levels. Likewise, the dropout rate is higher among the students who are involved in agriculture and labour (wages) and the least have dropped out who are involved in govt./private service and business. Poor economic income domestic works. Fail in the examination, marriage and job opportunities are the main causes of dropout the students' from school.

7.3 Recommendations

The educational level as well as literacy rate of Tharu community is low due to economic, social and cultural reasons. Literacy rate should be increased by improving the condition of economic, social and cultural.

The following recommendations are made on the basis of the finding of the study.

-) In view of low interest of the Tharus in education, the need to adopt measures to motivate them towards education is very important. An awareness campaign in the Tharu community should be launched through audio-visual media such as television, video and film so that the campaign can help the Tharu community to perceive the importance of education in life.
-) Social workers and local leaders should play active role to motivate the Tharu parents and children towards education.

-) Now-a-days, unemployment problem is inviting negative attitudes towards education in the Tharu community. So, more job opportunities should be made available to educated Tharus. This will motivate the Tharu community towards education.
-) The educational level as well as literacy status of Tharu female is low hence it is essential to launch different intensive programs to encourage female about the importance of education.
-) National policies and programs are not being able to cover various aspects of female especially in the field of education. So special concentration should be given from the policy making level. Especially national government, NGOs, INGOs, that are working on various social issues should concentrate to increase female literacy and improve the education level of female.
-) The provision of free school education for girls is not enough. It has to be made compulsory, also taking into account and mitigate the factors that hinder female education. For female above school going age, literacy and awareness raising programmes should be conducted in a coordinated manner by the government and other non-government organization.
-) The poor economy and excessive household works are the barriers inaccessibility of education of Tharu community. If we could uphold their economic condition, the in accessibility rate might be reduced and more and more Tharus will be benefited from education.
-) Regarding the causes of dropout, most of the students have dropped out their classes due to engaged in domestic works, poor economy and early marriage. So, it is necessary to make them conscious about importance of education and better to exclude from household work in school going period. Tharu parents should be motivated by social agents and awareness programmes regarding the defects of early marriage.
-) Schools have to be opened in each and every village so that all children can go to school from their respective home.

-) In view of the low participation of the Tharu students in secondary and higher education, scholarship, hostel facilities and seat reservation should be provided to encourage them.
-) The main tool is awareness which helps the family, community, society and nation to create regarding the importance of education and short comings of absence in education.

Abstracts

Nepal is a country of multi-lingual, multi-religious and multi-ethnic society. There live more than 61 ethnic castes through out the country. Until the eradication of the malaria in the 1950s the Tharu dwelt alone in the Terai region where they followed a sub-nomadic life based on slash and burn agriculture. There are in the fourth position of population composition as well as language which accounts respectively 6.75 percent and 5.87 percent (CBS, 2001). In western Nepal VIZ, Dang, Banke, Bardia, Kailali, and Kanchanpur districts occupy 30-35 percent of the total district population, where hill people make up second largest

Education is systematic instruction to acquire knowledge. Education is the backbone of development of a country which develops the skills and capabilities of citizens. Education is the necessary precondition of development and national integration. Therefore, it should go simultaneously prior to the process of development.

Development of education in ancient period in Nepal cannot be found. At that time educational centers were Monasteries, Gumbas, Bihars and Gurukul. It can be claimed that there was not remarkable development education before 1950s. The educational development started after the restoration of democracy when the government emphasized educational development. Till now literacy rate 54.1 percent but the literacy rate is only concentrated in urban areas.

The study will be carried out with focusing on educational status of Tharu community. The specific objectives are:

- i. To find out the trends and proportion of female enrollment in school*
- ii. To find out the problems in accessibility of education in Tharu community*
- iii. To find out the attitudes and perceptions of Tharu community towards education*

The study will be based on exploratory and descriptive research design. Quantitative and qualitative method will be applied to interpret the data. Simple random sampling method will be applied to choose the sample for the study. Primary data will be collected using a structure.

Questionnaire

Educational status of Tharu community

A Case Study of Narayanpur V.D.C. of Dang district

1) Personal Profile

Name:

Address:

Age:

Sex:

Occupation:

2) Educational level of respondents

a) illiterate

b) literate

c) primary

d) secondary

e) higher secondary d) Above higher secondary

3) Family Profile:

S. N.	Age	Male	Female	Marital Status		Occupation
				Unmarried	Married	

4) Socio-economic status of Respondents

Assets	Quantity
Land	
Cattle	

Chicken	
Others	

5) What is your source of income?

Source	Monthly (in Rs.)
Agriculture	
Labour	
Service	
Business	
Others	

6) Do your son and daughter attend in school?

	Yes	No
Son		
Daughter		

7) If no, give reason

- | | |
|------------------------|-------------------------------------|
| a) Insufficient Income | b) Engagement in labor, agriculture |
| c) Household works | d) Long distance from home |
| e) Lack of awareness | f) Others |

8) How many your children attend school before and now?

Son		Daughter	
No.	Before Now	Before	Now

0				
1				
2				
3				
Above 4				

9) Did you send only your son to school before?

- a) Yes b) No

10) If yes, give reasons

11) If yes, why don't you send your daughter to school before?

- a) economically insufficient b) lack of awareness c) socio-cultural beliefs
d) engaged in household works e) far away from home f) others

12) In which level do they study?

Types	Male	Female
Primary		
Lower secondary		
Secondary		
Higher secondary		
Above HS		

13) Are the daughters interested to go to school?

a) Yes

b) No

14) How many members in your family are illiterate and literate?

Type	Male	Female	Total
Illiterate			
literate			

15) What kinds of schools are available near your home?

Level of School	Private	Government	Total
Primary			
Lower Secondary			
Secondary			
Higher Secondary			

16) How long does it take to reach the school?

.....

17) Are you self-dependent economically to send your children to school?

a) Yes

b) No

18) How frequently do your children go to the school?

a) Always

b) Most of time

c) some time

19) In which school do your children study?

Types	Male	Female	Total
Private			
government			
Literacy class			

20) How many members are taking literacy class in your family?

Age	Male	Female	Total
10-20			
20-30			
30-40			
40-50			
Above 50			

21) Do your children have interest in education?

- a) Yes b) No

22) If no, why?

- a) Lack of awareness d) Boring
b) Difficult to study e) Others
c) Socio-cultural beliefs

23) Have any children dropped out of school?

- a) Yes b) No

24) If yes, why?

- a) insufficient income d) marriage
b) fail in examination e) completed schooling
c) engaged in domestic work f) job opportunity
and agriculture g) others

25) How many students dropped out of school in your family?

Age	Grade	Male	Female	Total
5-10				
10-15				
15-20				
20-25				

26) What is your attitude towards education?

- a) Necessary b) Very necessary c) Compulsory

27) Do you help your children in study?

- a) Yes b) No

28) As a parent, how satisfied are you with schooling?

- a) Very Satisfied b) Satisfied c) Neither Satisfied nor Dissatisfied
d) Dissatisfied e) very satisfied

29) What are the major problems in acquiring education?

- a) Economically insufficient d) Household Works
b) Lack of awareness e) Long distance
c) Engaged in agriculture

30) Do you have any opinion about the

education?.....

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Distribution of population by age in Dang district

S.N	Age group	Female	Percent	Male	Percent	Total	Total(%)
1	0-4	32737	48.42	34866	51.58	67603	14.62
2	5-9	30923	49.11	32043	50.89	62965	13.62
3	10-14	31380	49.97	31420	50.03	62800	13.58
4	15-19	28498	54.32	23968	45.68	52466	11.35
5	20-24	23176	53.37	20246	46.63	43422	9.39
6	25-29	18735	52.60	16881	47.40	35616	7.70
7	30-34	14938	51.21	14231	48.79	29169	6.31
8	35-39-	12206	50.50	11964	49.50	24169	5.23
9	40-44	10268	50.35	10125	49.65	20393	4.41
10	45-49	8576	49.47	8761	50.53	17337	3.75
11	50-54	6764	48.32	7234	51.68	13999	3.03
12	55-59	5328	46.10	6230	53.90	11558	2.50
13	60-64	3853	47.54	4250	52.46	8102	1.75

14	65-69	2639	47.55	2911	52.45	5550	1.20
15	70-74	1720	46.71	1962	53.29	3682	0.01
16	75+	1683	47.42	1866	52.58	3549	0.77
Total		233422		228958		462380	100

Distribution of population by caste/ ethnic group in Dang district

S.N.	Caste/ ethni group	Male	Female	Total	Percent
1	Chhhetri	51634	53512	105146	22.7
2	Brahman	24457	25449	49906	10.8
3	Magar	27173	28538	55711	12.0
4	Tharu	74343	72994	147328	31.8
5	Newar	2019	2075	4094	0.9
6	Muslim	2418	2219	4637	1.0
7	Kami	11695	12651	24346	5.3
8	Yadav	3557	3205	6762	1.5
9	Damai	5976	6373	12349	2.7
10	Thakuri	2656	2766	5422	1.2
11	Sarki	3980	4246	8226	1.8
12	Sanyasee	4901	5164	10065	2.2

13	Kumal	3341	3333	6674	1.4
14	Others	10817	10897	21714	4.7
Total		228958	233422	462380	100

Distribution of population by mother tongue in Dang district

S.N.	Mother tongue	Male	Female	Total	Percent
1	Nepali	145793	152530	298323	64.5
2	Maitheli	315	197	512	0.1
3	Tharu	70157	68934	139091	30.1
4	Newar	440	394	834	0.2
5	Magar	3646	4034	7681	1.7
6	Urdu	359	291	650	0.1
7	Hindi	2249	1860	4109	0.9
8	Other	5999	5181	11180	2.4
Total		228958	233422	462380	100

Distribution of population by religion in Dang district

S.N.	Religion	Male	Female	Total	Percent
1	Hindu	220841	225284	446125	96.48
2	Bouddha	5277	5448	10725	1.00
3	Islam	2400	2210	4610	2.32
4	Christain	296	344	640	0.14
5	Other	144	136	280	0.06
Total		233422	228958	462380	100

Source: CBS 2002

Distribution of population by caste/ ethnic group in Narayanpur VDC

S.N.	Caste/ ethnic group	No. of population	Percent
1	Chhetri	2735	21.09
2	Brahman	1109	8.55
3	Tharu	7145	55.09
4	Magar	716	5.52
5	Kami	292	2.25
6	Sarki	71	0.55
7	Damai	155	1.20
8	Muslim	80	0.62
9	Sanyasi	159	1.23
10	Thakuri	105	0.81
11	Newar	20	0.15
12	Sonar	82	0.63
13	Gurung	32	0.25
14	Yadav	12	0.09
15	Baniya	54	0.42
16	Gaine	38	0.29
17	Unidentified janjati	93	0.72
18	Unidentified dalit	38	0.29
Total		12969	100

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