

Chapter- One

Introduction

Migration has become a matter of individuals and families rather than nations or mass groups. The basic motive for venturing into distant lands now became the quest for better economic opportunities and improving living standards rather than just searching food and shelter. The Industrial Revolution gave rise to an important trend of international migration. As a result, there is a huge movement of people from rural areas to urban areas in every country. They have begun to travel from low-levels of social depravity to higher levels of economic prospects (Pandey, 2005).

From the sociological perspective, migration is more than a simple economic phenomenon- it is one of the means through which modern values and practices enter to the population. Migration may be part of a strategy to avoid by not only the state, but establishing other relationships as well. Spatial disruption challenges relativisms and existing social relation. Even if this is not always the intended effect, the exposure to new places, ideas and practices which migrants experience often seem to lead to a questioning of existing forms of hierarchy or a reinvention of the self's place within the social order. This may be result of changed living or working conditions in the places, which people migrate. Crucially, migrants may reap great economic rewards. Their earning may in turn help to transform the bases of local class and status relations, as well as introduce new forms of consumption or ritual practice, also associated with attempts to gain status or challenge existing bases of status. Once again, however, we cannot assume that changes take place in certain directions or that mobility necessarily leads to certain types of relationship and behavior (Gardner and Osella, 2004:1-10). In case a migrant returns to his/her original community, s/he tries to disrupt the existing social status out of his/her knowledge or experiences brought from the outside community. Similarly, when a person returns after foreign employment, s/he looks for a changed status in the community.

The history of migration begins from the history of human civilization. Humans moved into new areas in search of food and shelter since their emergence as species. Since the Stone Age, migration has led to the transmission of physical characteristics and diffusion

of cultural makeup including tools, habits, skills, customs, forms of social organizations and furthermore, the unfolding of newer ideas and the spread of knowledge (Pandey, 2005).

With the increasing trends of migration, people began to go for foreign employment. Historically, foreign employment has played a critical role in the Nepalese society. Its nature and dimension have undergone fundamental changes since the first known foreign employment in the beginning of the eighteenth century during the process of national unification when an exodus of peasants left to work in the tea estates in Darjeeling and Assam of India. In the early nineteenth century, hundreds and thousands of Nepali hill people joined the British Army and fought on the side of the allied powers in the First World War and Second World War. The beginning of the construction works boom in the emerging economies in East Asia and the Gulf in the 1980s provided yet another opportunity for young Nepalese people to venture out for foreign employment in pursuit of a descent and dignified life. Foreign employment gives them employment and income opportunities, which are not possible in the country. It has led to political and economic empowerment of people, including women, offering alternative to land based wealth (Sharma and Gurung, 2009).

Today, Nepal is one of the most liberalized countries in the South Asian region. However, economic growth performance has been very poor in recent years. Though there are maximum resources and opportunities in the country, they are not tapped for reducing vulnerability and unemployment. As a result, thousands of unskilled youths, both male and females, are bound to go to the third countries seeking employment (Sharma and Gurung, 2009)

Rapid population growth is a prominent feature or the prevailing social formulation of agrarian societies and cause of landlessness, near landlessness, and migration. When the employment opportunities exist in farming, some peasants move to cities in search of jobs in off-farming and industrial development areas (Shrestha, 1990). When the people work in new place, they learn another`s culture slowly. This affects their original community after their return.

Foreign labor employment and remittance are important contribution to Nepalese economy. The remittance of the foreign works has been sent to the country through different means. More importantly, the remittance has been useful for family uplifts such investing in children education, purchasing food and goods of daily needs, buying lands and shelter among many others. The use of remittance is influenced by social norms, values, and beliefs such as political condition (Sharma and Gurung, 2009).

In this research, the term remittance means sending money or goods in the home country by the migrants or workers who earned outside their home country. 7.5% of the total population of Nepal is fully unemployed (CBS Report 2009). As there are less job opportunities in Nepal, thousands of Nepalese people are bound to go to the third countries every year for seeking employment. In 2008-2009 A.D. 2,17,264 Nepalese people went to foreign countries for employment and 18.30 million rupees remittance was brought to Nepal in 2009 (Nepal Labor Force Survey, 2009).

Whilst no groups remain unchanged, the historical, economic, and political preconditions of migration are crucially important to how they maintain or abandon exiting loyalties or affiliations. Through migration and the interactions, self-identifications as well as spiritual affiliations are constantly shifting so that neither spatial nor social relations are fixed (Randal, 2004).

Long-term individual migration by the members of both rich and subsistence households have increased the number of nuclear families. Remittances are the reason behind migration and the logic behind multi-nuclearism (Thapa, 1989:180).

Remittance income is an important source of household income in Nepal. Aggregate effect of remittance leads to an increase in overall income inequality, income distribution, and welfare. In particular, the remittance, which is disproportionately centered to the upper tail of the income equality, is almost invariant. An unambiguous welfare gain is associated with all types of remittance. However, the magnitude of such increase in social welfare is controlled by the degree of income inequality induced by the remittance (Subedi, 2010:27-43).

Commoditized economy and consumption practices have developed as integral features of long-term 'culture of migration' becoming a lynchpin of social distinction and a key tool in family strategies oriented towards upward social mobility and identity fashioning. Remittances are expended on daily household consumption, construction, repair of buildings, acquisition of land, repayment of debts, life-cycle rituals, and education (Osella and Osella, 2004).

Migration conspicuous consumption and reluctance to invest in productive capacity has been taken by the government and developers as indicating migration's boom and bust nature generating high degrees of dependency on revenue from an unreliable international labor market instead of fostering long-term development through productive investments. The opposition between bad consumption and good productive investments obscures an often-blurred distinction between consumption and investment expenditure. Spending on education, health and housing has created employment in the tertiary sector, reducing government expenditure on infrastructure, subsidies, and services. The manual laboring classes have been left out of these developments, leading to a sharpening of inequalities and their visibility as it is now materialized within a globalised material culture (John, 1994).

Statement of the Problem

There are limited works on remittance and its relations with different socio-cultural variables. The use of remittance is influenced by social norms, values and beliefs.

Remittance affects investments in human capital in the source country, particularly in health and schooling. The broad consensus within the literature is that migrant remittances can lead to human capital formation in the country of origin. However, measuring the impact of remittances on health or education is challenging, because migration itself is a choice variable, as households with given underlying characteristics may be more likely to undertake migration (McKenzie and Sasin, 2007). In addition, it is important to note that migrant remittances may be directed towards multiple recipients and tracking end users may be complex.

What is the relation between economy and socio-cultural behavior? What changes occur in social relation, social structure, and social institute while the changes take place in the income and source of income? What kinds of change see on family, society member's relation, house head's authority, responsibility, decision-making, and other role and rules?

Profit is a moral obligation in modern capitalist society (Simon, 2010:14). Why people expenditure on the non-commercial sectors in education and health. What kinds of changes do on take place in education and health behavior? What changes are there in social relation? What are the social internal and external elements, causes, and factor motive to expenditure on health and education?

Is it necessary to have good economic status to expenditure on family health and education? Is well economic status families health and education behavior always good? What change does remittance have brought in the families health and education behavior? What kinds of its effects are saw on the social relation while taking education, health with system of treatment and awareness?

Objectives of the Study

The general objective of the study is to find out the socio economic status, social relation, and fallow of remittance in Tharu at Maghuali VDC, in Chitwan, whereas specific objectives are:

-) To examine, the expenditure pattern among the Tharus in the field of health and education in terms of remittance earning and non-earning households.
-) To find out social/ cultural factors motivate to expend on health and education.

Importance of the Study

Migration has emerged as one of the key issues of the era. As the wealthiest states struggle to maintain intact what are in reality porous borders is an increasing interconnected world, human movement- and in particular, how should be controlled has become a major political issues. Within this context, this research attempts to fill some of

the gaps in existing research on the effects of remittance in social relation and use of remittance.

This study tries to trace out the factors, which are responsible for expenditure on health and education and motivateing factors to invest on health and education. This study helps to compare the relation of economy to health and education behavior.

The finding of the study will be helpful theoretically as a literature for forthcoming researchers and those who are interested to accumulate knowledge of Tharu. Moreover, research findings will be helpful to policy and program makers to formulate most appropriate strategies for making the programs effective and fruitful.

Chapter– Two

Literature Review

In this chapter, the related literatures have been reviewed. There are plenty of articles, books, and research reports on expenditure pattern in Nepal. However, this work has been carried out by economists only not by sociologists. Sociological study of remittance is very scratchy or it is infancy.

2.1 Sociological Perspective on Economic Life

Various sociological approaches and schools differ with one another and this circumstance has affected economic sociology. For example, Weber was skeptical about notion of a social system whether applied to economy or society while Parsons viewed society as a system and economy as one of its subsystem. Furthermore, all economic sociologists focus on different kinds of economic behavior. New Economic Sociology agrees that sociology should concentrate on core economic instruction and problem (Smelser and Swedberg, 1994:2).

Economic sociology is sometimes synonymous with socio-economic. Economic sociology studies both the social efforts and social causes of economic phenomena. The field can be broadly divided into a classical period and a contemporary one. Classical economic sociology focuses on economic phenomena, emphasizing on class relation and modernity as philosophical concept. Contemporary economic sociology focuses particularly on the social consequences of economic exchange, the social meaning they involve, and the social interactions they facilitate or obstruct (Peacock, 2010).

Ravenstein (1885), was the first person to attempt forming migration theory. Ravenstein's 'laws of migration' is also known as, push-pull factors of migration; still predominates as framework of migration analysis. Push factors are land tenure system, unfavorable form of trade, wide dispersion of poverty and income, pressure of rural poverty in income; pressure of rural poverty in general and so on. Pulls factors are employment, education and other facilities are opportunities known as bright light of the towns. On the one hand, push factors push the migrants from their place of origin and on the other hand, pull factors pull the migration to the place of destination. However, any model has not been a

fit; different scholar academicians have tried to theorize their empirical researches in a conclusive frame.

Most sociologists agree that economy is a fundamental part of contemporary society. Besides being a social institution in its own right, it also contributes to the administrative, educational, ethical, legal, and religious organization of society in short, the social superstructure. The classical sociologists Marx, Durkheim, and Weber developed differing viewpoints based on their respective theoretical positions. As will be detailed, Marx viewed the economy as the base that determines the social superstructure; Durkheim viewed the economy as one of a number of social institutions that make up a society, whereas Weber viewed the economy in part as an extension of religious belief. Marx, Durkheim, and Weber all agree that the economy is essentially a social phenomenon and worthy of study as such (Simon, 2010:1).

The economy is at center of Marx sociological theories; he considered society to be the result of economic base and a social superstructure, it is the economic base, which determines all other social structures including ideology, politics, and religion. For Marx, history is depend on the existence of human being, who produce their own means of subsistence, and the resulting means of production determine their way of life (Simon, 2010:3).

In the opinion of Marx, society will change from the mode of production. So that, each societies characteristic, social intuition, social structure is differing from other cause change from the mode of production. As a historical given by Marx contains five stages. According to him, in the very 1st stage of human society there was communal mode of production and so was said to be primitive society. The 2nd stage was the slavery system; there were masters and slaves in this ancient mode of production. The next 3rd stage was feudal mode of production where the masters occupied the land and became landlords and the slaves became serfs. Than comes 4th stage the present capitalist societies where the capitalist invest the money and workers works instead of which they get wages. After this as a 5th mars has opened the socialist or communist society which will be classless and having no differentiation (Bhattari and Bhatari, 2006:72).

For Marx, capitalism is not only an unjust and inefficient system of economic production, it is an immoral and exploitative one. Alienation was in contrast a study of the social, psychological, and personal effects of capitalism on people's feeling and self-image. Alienation also helps to change social relation in capitalism (Slattery, 2003:263).

Marx claims that social and political structures are derived from the economic means of production. Consciousness is also determined by the means of production; therefore, all ideology derived from consciousness is part of social super-structure. For Marx, the economic base of a society determines this social superstructure (Smelser, 1998). This economic base includes the division of labor, a division that harbors conflict between common and individual interests. The ruling class oppressed the collective interest of the proletariat. According to the Marxist model state is a superstructure which directed by infrastructure means, ruling class. "The state is the form in which the individuals of a ruling class assent their common interests" (Ojha, 2003:65). There is conflict between two classes that is revolution which origin new mode of production, new society, and create new superstructure. "The history of all hitherto existing society is the history class struggle" (Ojha, 2003:77).

Durkheim considers the economy to be one of many contributing factors that make up a society. The economy has no privileged position in relation to the social superstructure, which is one social superstructure. Durkheim defines a social fact as an external thing that has a coercive force by which it exercises control over an individual. The control can be economic but it can also be ideological (Simion, 2010).

Durkheim contrasts social facts from organic (biological) or psychical (psychological) facts the beliefs, tendencies, practices of group taken collectively are what constitute social facts. Durkheim tried to describe the context of society and development to divide the society in Segmental and Complex. The segmental society is very simple and there is social unity, collective consciousness, similarities and no stratification. The division of labor is only base on sex. That society was base on Repressive law system. His analysis this society is a Mechanical Solidarity. However, in Complex society there is complex in each part. There is stratification of human role and rules. This society ties in law. His analysis this society is an Organic Solidarity (Bottomore, 1971:68).

Durkheim considered religion to be an important factor on the economy as well as law, morality, art science and political forms. In addition, Durkheim thought it was much more likely that the economy was depending on religion: Durkheim asks, "Is it not probable that the economy depends on religion and not vice versa?" (Simon, 2010:8). And Durkheim refused to make of economy the substructure of society as with Marx, the evidence lead him to believe and the contrary that the economic is secondary and derived. Durkheim also criticized political economists for dwelling on what ought to be rather than on what is? (Simion, 2010).

Durkheim argued that the comparative sciences of ethics, law, religion, and the arts, all deal with ideas; in contrast, political economy concerns wealth, which consists of thing, which is apparently objective and independent of opinion. Durkheim rejects the idea that political economy is entirely objective and considered economic facts to be a matter of opinion. The value of thing depends not only on their objective properties, but also on the opinion one forms of them as well (Rai, 2065).

Weber inverts Marx' economic determinism by suggesting that religious ideology can influence the economic social structure. Thus, religion forms the base and the economic the superstructure. As a result economic forces are best understood through the society of religion (Simion, 2010:15).

For the analysis of socio-cultural aspects in the context of the economic development Weber, base on Occidental religions (Catholic and Protestant). Weber cities certain forms of music, architecture, and politics as unique to the western in addition to capitalism. Catholic tends to favors a humanistic liberal arts education, while Protestant favors a technical and industrial oriented education. Religious minorities tend to be driven to economic activity due to lack of political influence, but this is not the case with Catholicism. This contrasts with protestant, which have always and at all time been actives as an economic force. This may be because Catholics are attracted to security whereas Protestants are more attracted to the accumulation of wealth, but Weber disagrees. He sees the tendency is more tied to the Protestant emphasis on piety, commerce, and freedom. What is esteemed and encouraged is the honest man of credit,

who as a duty pursues the accumulation of capital as an end in itself. On the closer analysis, Weber uncovers the profit motive as strictly utilitarian (Rai, 2065).

Economy is a social phenomenon according to Weber. Economies result from communities, which arranged in such a way that goods, tangible and intangible, symbolic and material, are distributed. Such a distribution is always unequal and necessarily involves power; Classes, status groups and parties are phenomena of the distribution of power within a community. Status groups makes up the social order, classes the economic order, and parties the legal/political order. Each order affects and is affected by the other (Simon, 2010:16)

Power is the "chance of a man or a number of men to realize their own will in a social action even against the resistance of others who are participating in the action" Unlike classes, status groups are determining by the distribution of social honor. Status groups can sometimes be equal to class, sometimes broader, sometimes more restrictive, and other times bear no relation to class at all. In many cases, status situation is the result of economic stratification (Gupta, 2000:317).

Thus, there are multiple factors that can account for the peculiar relationship between the economy and society according to Weber. In addition, the importance of religion in the formation of capitalism contrasts with Marx, who considered religion nothing more than the effect of the economic forces of class warfare. Durkheim appears closer in agreement with Weber, although he did not go as far as to suggest that religion could be an exclusive economic determinant.

2.2 Empirical Review

There is less research conducted in the field of 'expenditure pattern' in Nepal. Some books and articles available in the field of expenditure pattern are reviewed in this chapter.

In 1978, Nepal Rasta Bank published a report on household budget survey. It tried to analyze the expenditure pattern of Nepalese households in urban areas and development centers. The household survey of eighteen towns had taken as sample; to measure concentration of income and extend of inequality, the size distribution of income and

extent of inequality, the size distribution of income had been calculate by different sources of income. It concluded that lower income group sent proportionately more on food items where as higher income group spent proportionately less on food items. It used appropriate mathematical technique to determine income also shows the increase in consumption according to the earnings.

Nepal Rasta Bank conducted second survey in 1984 that is “multipurpose household budget survey” second survey is more comprehends than first. In this survey, it has undertaken income distribution, employment, and consumption pattern of Nepal. This survey has covered 23 districts and 12 towns of different on various socio-economic aspects of rural as well as urban household such as housing characteristics, employment, income distribution, consumption, expenditure households, and population below the poverty line.

Davis, Mousier, Dining and Christakis (1983), were examined the socio-economic characteristic on aggregate and group food expenditure patterns of racially different low-income households. They used there is no consensus concern the most appropriate functional form to use in estimating the relationship postulated in their study. They used to a double long rachis function for explain responses in household food expenditures to socio-economic factors. They found to exert a strong positive impact on food expenditure in household income, family size, and food stamp program participation. The general education level of homemaker didn't give significant impact on household food expenditures. However, the nutritional knowledge of the homemaker increased the efficiency of food parching activities.

Dike, Mheen, Stronks, and Mackenbach (1998), were research on socioeconomic inequalities in health at European countries. The central question is; are adult people in lower socio economic groups less healthy than people in higher socio economic groups are because they have grown up in relatively poor socio economic condition? As a result they found on chronic conditions were highly similar. It could see that approximately ten percent of the relation between adult socio economic status and adult health might be attributing to childhood socio economic condition. An a additional analysis indicated that

the mother`s education was the most important factor followed by the father`s occupation and the financial situation.

Smelser (1998), concerns the economic aspects of life but that is not a book on economic as the term of generally employed. Rather, that concerned with the relations between the economic and non-economic aspects of social life how they overlap, how they influence one another. That is also concerned with the sociological analysis of economic activity itself. Every event occurred the community must be, interpreted by linking with the causes or effects of that event. No event is, totally, independent of economy and afford to social relation.

Edwards and Ureta (2003), analyze the impact of international remittance on school retention rate in El Salvador. They use a nationally representative household survey. They compare how two types of income, income from remittances and income from other sources affect school attendance. Their find is that income from remittance has a much larger impact on school retention rates than income from other sources. The average level of remittances lowers the hazard that child will drop out of elementary school by 54 percent.

Kanaiupuni and Donato (1999), investigate the impact of remittances on child health in Mexico. Their empirical analysis based on a sample of 150 households in 25 communities. How village migration pattern affect infant survival outcomes is sending communities in Mexico. As a result, they find that the impact of migration on infant survival changes over time due to inflow of migrations remittances and the institutionalization of migration. Mortality risks are low when remittances are high and decrease as migration experience increase in a community.

2.3 Study Related to Tharu

Ethnological and linguistic interest has been shown since late 19th century on the Tharu population of India and Nepal. Tharu related research in Nepal with few exceptions (Tucci: 1956, McDougale: 1968, MacDonald: 1969) got under way considerably later and has been concentrated up to now, in only case parimarily on the Tharus of Dang (Rajaure: 1981, Millet: 1981, Krauskopff: 1989, Odegrad: 1997). Only a small number of

contributions concerned with the Chitwan Tharus (Mikname 1997, Guneratne: 1994, Trail: 1973, Leal: 1978) have taken the first steps in the study of the language (Harald, 1999:3-7).

Even through the origin and history of the various Tharu groups cannot be further individually traced, one motif runs through all stories of their origin: the lowlands as the life setting, with its thick forests and marshes (Boker, 1990: 64).

Tharus are probably among the oldest groups to inhabit in the Terai region. Physically and especially in facial features, Tharus look they stem from mongoloid stock. They speak Arayn language. They usually live very close to the heavily forested regions. A great number of the villages of Tharuwan are found in small clearing in the middle of the forest itself (Bista, 1967)

A research report published by the Research Center for Educational Innovation and Development in 1988 examined the educational status of Tharus in four major districts- Chitwan, Kailai, Dang and Sunsari. The major finding of the study are- Tharus are educationally a disadvantaged community, large number of Tharu children go to schools from Tharu families living in mixed communities then from exclusive Tharu community, and half of the students complete their school education. The economic factor is found responsible by the study behind the low level of school attendance. Only those Tharus who had land -holding and food sufficient, enrolled their children at schools. The study states that land-holding and good economic status of the families have strong relation with the enrollment of the Tharu community.

Eng and Henderi (2000), researched on social and educational status of Tharu women and girls of eastern and central region of Nepal. They have concluded that the situation of Tharu women is very poor. They found Tharu community male dominating. Males have handled the property while females concentrated only in the domestic works. Discrimination between sons and daughters was found in the study area. The ratio of Tharu girl students to Tharu boy students was quite high at the higher grade. The drop out rate of Tharu girl students was higher than the boys. By early marriage, language

problem, use of their children in agricultural works, ignorance of parents are presented as the cause of drop out.

2.4 Conclusion

The review of all relevant literatures points to the fact that there is inherent relationship between the economy and social structure, social relation, health, and education. In my reading, religion, economy, migration, politics, and culture play a determinant role in defining the relationship between societies. There is inseparable relation between economy, religion, and society. There are certain cultural practices in community, which determine how the people expend the remittance for the health and education.

Chapter- Three

Research Methods

3.1 Slection of the Study Area

Chitwan lies in the central part of the country. There are 2 municipalities and 36 VDCs in which Megghauli VDC is one. Different mixed ethnic groups and communities settle here who have come from different parts of the country. Among the groups, Tharu is an older ethnic group. Tharus have their own social structure, cultural practice, values, norms, traditional occupation, and life style. Change of time and influence of other communities change their trends of occupation, and increase in foreign employment. The reasons of taking Tharu of Megghauli VDC in this research are given below:

-) The population of the Tharus in this VDC is higher than in other VDCs of Chitwan.
-) Tharus are the older ethnic group than other groups in Chitwan.
-) No research has been conducted on health and education of Tharus of Megghauli VDC.

3.2 Research Design

Social research itself is an important and complex work. Social research helps to reach to a conclusion by providing wide range of information about a subject. Different methods are used to fulfill objectives of the research. This study has been based on the data collected from the field with the help of fieldwork method. Descriptive and analytical research design has been adapted to analyze and interpret quantitative and qualitative data collected from the concerned field.

3.3 Selectin of Sample

Tharus mainly reside in Ward Number 4, 5, and 6 of Megghauli VDC. Only 60 households are selected among 234 households. The purposive non-probability sampling method is used to select the Tharus households.

The researcher first collected the name of the all residents of the Ward No. 4, 5, 6 of Megghauli VDC and then selected the names only of the Tharus households. Then, from

the name list of each Ward, Tharus were divided into two parts- remittance earning and non-earning. All names were written in small peace of paper. Each Ward's Tharu's name has been kept in small two different boxes and drawn out 10 from each box. In total, 60 households were selected in which 30 were remittance earning and 30 were non-earning.

Table No.1
Numbers of households in sampling

S.N.	Ward No.	No. of Tharu HHs	No. of Sampled HHs	Percentage
1	4	77	20	25.97
2	5	89	20	22.47
3	6	68	20	29.41
	Total	234	60	25.64

Source: Field Survey, 2011

3.4 Nature and Source of Data

Among the different methods of collecting data, only qualitives and quantitative data was collected to meet the objective of research. Primary and secondary sources are used for data collection. Primary sources are used in household survey, interview, observation, and life history. Secondary sources means national level, ditrict level, local level reports and article which are used as per needed.

3.5 Data Collecting Method

Data collection is necessary during research. Data collection method helps to get the right information and reach actual conclusion in research. Since, research depends on field area study and primary data, following methods are used for data collection.

3.5.1 Household Survey

To get the information about the family structure, age, sex, and occupation of the Tahru families, household survey has been used.

3.5.2 Interview

To make the research objective oriented and factual, interview has been used. Since, all educated and uneducated member of the community were participated actively in the interview; it had given a prime focus. Interview used to know the expenditure on health and education and motivating factor to invest.

3.5.3 Observation

To get the information about health hygiene, health practice, relation with societies, place of taking education, and health service, observation has been used.

3.5.4 Case Study

Case study method has been used know the situation of foreign employment and social norms. It has been used to study changes on his/her life style, consumption behavior, motivating factors for expending on health and education of 5 persons, who returned from foreign employment.

3.6 Data Analysis and Presentation

This study is mainly of descriptive nature. The collected data from various methods is described and presented in various ways. Statistical tools are used for quantitative data and descriptive method used for qualitative data collected through various techniques in the field. The analyzed data are presented in tables.

3.7 Limitation of the Study

Each research has its own limitations. Limitation helps a researcher bound to the research objectives. In this research, the researcher has mainly focused on health and education behavior of Tharus compared with remittance earning and non-earning households. The researcher does not include the conflict, festivals, rituals, livelihood, and other several aspects of life. The study area has been made small and specially focused on Tharu caste. Therefore, the finding of research may not be valid to use in other communities and castes.

Chapter- Four

Study Area

4.1 Introduction of the Study Area

Topology, environment, and natural situation of the study area have been described in this chapter. Simple introduction of the district is also given in which the study area lies. Nepal is divided physically into Himalayan, hilly, and Terai regions. Cultures, life style, tradition, and so on depend according to the same physical structure of the land where they live. The study area lies in Chitwan district, 27 km. west of east-west highway.

4.2 Introduction of the Chitwan district

Chitwan lies in the central part of the country. It is also known as the 76th district because of the different mixed ethnic groups and community settled here who have come from different parts of the country. It exists 83.55° to 84.48° east longitudes and 27.29° to 27.46° north latitude. It covers about 2,218 sq. km area. District headquarter Bharatpur is at 209 meter high. The border in north part is Tanahu, in the east is Makawanpur and Parsa districts in the south part is Bihar region of India, in the west is Nawalparasi district. From the geographical point of view ¼ hill and ¾ plain land lies in the district.

There are two municipalities, Bharatpur and Ratnanagar, and 36 VDCs in Chitwan. There are five constituency numbers in Chitwan. Meghauli is in the constituency no.5.

4.3 Introduction of the Meghauli VDC

Meghauli VDC lies in the western part of the Chitwan district. The VDC spread in 77.41 sq. km. It is about 27 km. far from the district headquarter. It borders Dibyanagar and Sukranagar VDC in the east, Chitwan National Park in the west and south and community forest is in the north. There are two-government schools, three-bourding schools, a health post, a post office, a Angela rivulet, and a domestic airport. It is closer to tiger top a tourist destination. The total population of the VDC is 16,488 with in 2,748 households (VDC Reord, 2065/66).

4.4 Caste and Ethic Condition in Meghauri VDC

Diffrents ethnic groups are lived in Meghauri VDC. Tharu, Brahman, Chhetri, Gurung, Dalit, and Darahi are the main caste of this VDC. The population of various castes is given in Table No.2.

Table No.2

Population of Maghauri VDC based on Caste/Ethic Group

S.N.	Caste discription	Population	Percentage
1	Tharu	4,831	17.62
2	Chhetri	3,712	22.04
3	Brahman	2,968	28.68
4	Gurung	1,208	6.32
5	Dalit	1,064	7.17
6	Darahi	755	4.48
7	Others	2,306	13.69
	Total	16,488	100

Source: Village record, 2065/66

Table No.2 shows the caste population of Maghauri VDC. Tharu`s population is high than other caste in this VDC because they are the indigenious people of Terai reason. Then Chhetri, Brahman, Gurung, Dalit, Darahi are respectively in 2nd, 3rd, 4th, 5th, and 6th position.

4.5 Age and Sex Composition of Sampled Households

The age and sex are important demographic variables. The age group of male and female which are 0-5 years, 6-15 years, 16-59 years, and 60 years and above respectively. The age and sex composition of the sampled households are presented in table no.3

Table No.3

Age and Sex Composition of the sampled households

S. N.	Age (Year)	Male	Female	Total	Male (%)	Female (%)	Total (%)
1	0-5	28	26	54	6.94	6.45	13.39
2	6-14	55	54	109	13.64	13.39	27.07
3	15-59	110	101	211	27.29	25.06	52.35
4	60 and +	13	16	29	3.22	3.97	7.19
	Total	206	197	403	51.09	48.91	100

Source: field survey, 2011

Table No.3 shows the age and sex composition of the Tharus households. There are 54 people between 0-5 years in which male are 28 and female are 26 and it is 13.39% in aggregate. There are 109 people between 6-14 years, in which male are 55 and female are 54 and it is 27.07% in aggregate. There are 211 people between 15-59 years, in which male are 110 and female are 101 and it is 52.35% in aggregate. There are 29 people between 60 and above years, in which male are 13 and female are 16 and it is 7.19% in aggregate.

There is 52.35% population economically active and there is 47.65% population dependant.

4.5 Educational Status of the Tharu people

Education is the light of human life and first step of carrier development. Education can support individual for the development of family, society, and country. With the attainment of education, a person can develop his essential knowledge, skill, and attitude for his life. As a result, skilled and qualified labor is produced. Education always plays crucial role in the all round development of nation. It is an indicator of civilization of society. The educational status of Tharu community is present in Table No.4.

Table No.4
Educational Status of Tharu

S.N.	Description	Male	Female	Total	Male %	Female %	Total %
1	Literate	134	116	250	75.28	67.84	71.63
2	Illiterate	44	55	99	24.71	32.16	28.73
	Total	178	171	349	100	100	100

Source; Field Survey 2011

The table no 4 shows the educational status of Tharu people. The literacy rate of male is 75.28% and female literacy rate is 67.84%. There are 67.84% Tharus are literate in total. The illiteracy rate of male is 24.71% and female illiteracy rate is 32.16%. There are 28.73% illiterate in total.

The literacy rate of male is higher than female because the opportunity of study is higher to male than female. The communities youth both male and female educational status is going upward the case is modernization in education, essential primary education, scholarship program for ethics, new opened boarding school, educational consciousness of parents.

4.6 Occupational Status of the Tharu

Occupation is the most important factor to survive. All people have their own occupation. Occupation creates some social relation and give the personal identity in society. The occupation status of the Tharu community is present in Table No.5

Table No.5
Occupation of the Tharu People

S.N.	Occupation	Male	Female	Total	Total in (%)
1	Agriculture	26	68	94	43.92
2	Agriculture+ Wage labour	23	17	40	18.70
3	Foreign Employment	34	3	37	17.29
4	Service	19	7	26	12.14
5	Business	2	2	4	1.87
6	Others	7	6	13	6.08
	Total	111	103	214	100

Source: Field Survey, 2011

Note: Student are not include in occupation

Table No.5 shows the occupational status of Tharu households. There are 26 male and 68 female involved in agriculture, it is 94 people in total and 43.92% in aggregate. There are 23 male and 17 female involved in agriculture+wage labour, it is 40 people in total and 18.70% in aggregate. There are 34 male and 3 female involved in foreign employment, it is 37 people in total and 17.29% in aggregate. There are 19 male and 7 female involved in service, it is 26 people in total and 18.70% in aggregate. There are 2 male and 2 female involved in business, it is 4 people in total and 1.14% in aggregate. There are 7 male and 6 Female involve in other Occupatin, it is 13 people in total and 6.08% in aggregate.

There is a growing intrest for foreign employment among the youngsters. From the low economic status, failing in same class and dropout the study affect the youth for foreign employment. Some of the male are involved in driving and hotel line. Since, comparatively male had to fulfill the economic responsibility of the family more than female, so male engaged in economic oriented activites.

4.7 Income pattern of Tharu households

Income amount affects the expenditure pattern of people. Therefore, it is necessary to get information of income. Table No. 6 shows the monthly income pattern of Tharu households.

Table No.6
Monthly income pattern of Tharu households

S.N.	Amount in Rs.	R.E.HHs	percent	R.N. HHs	Percent	Total	Total in (%)
1	1-2,500	-	-	1	3.33	1	1.67
2	2,501-5,000	-	-	4	13.33	4	6.67
3	5,001-7,500	4	13.33	7	23.33	11	18.33
4	7,500-10,000	11	36.67	9	30.00	20	33.33
5	10,001-12,500	4	13.33	2	6.67	6	10
6	12,501-15,000	6	20.00	3	10.00	9	15
7	15001-20,000	2	6.67	2	6.67	4	6.67
8	20,001-25,000	2	6.67	2	6.67	4	6.67
9	Above 25,000	1	3.33	-		1	1.67
	Total	30	100	30	100	60	100

Source: Field Survey, 2011

There are not any households in remittance earning whose monthly income is between Rs. 1-2,500 and there is 1 HH getting same amount in remittance non-earning. There is total 1 HH whose income is between 1-2,500. The 1st covers 1.76% in aggregate. There are not any households in remittance earning whose monthly income is between Rs.2,500-5,000 and there are 4 HHs getting same amount in remittance non earning. There are total 4 HHs whose monthly income is between 2,500-50,000. The 2nd covers the 6.67% in aggregate. There are 4 HHs having remittance and 7 HHs not having remittance whose monthly income is between Rs. 5000-7500. The 3rd covers the 18.33% in aggregate. There are 11 HHs having remittance and 9 HHs not having remittance whose monthly income is between Rs.7500-10000. The 4th covers the 33.33% in aggregate. There are 4 HHs having remittance and 2 HHs not having remittance whose monthly income is between Rs. 10,001-12,500. The 5th covers the 10% in aggregate. There are 6 HHs having remittance and 3 HHs not having remittance whose monthly income is between Rs. 12501-15000. The 6th covers the 15% in aggregate. There are 2 HHs having remittance and 2 HHs not having remittance whose monthly income is between Rs. 15,001-20,000. The 7th covers the 6.67% in aggregate. There are 2 Hhs

having remittance and 2 HHs not having remittance whose monthly income is between Rs. 20001-25000. The 8th covers the 6.67% in aggregate. There is 1 HH having remittance and no HHs not having remittance whose monthly income is more than 25,000. The 9th covers the 1.67% in aggregate.

4.8 Causes of Foreign Employment

There are less job opportunities in Nepal. So, thousands of Nepali people are bound to go to the third countries seeking employment. The causes of foreign employment may be different in each family. Table No.7 shows the causes of foreign employment in Tharu community.

Table No.7
Causes of foreign employment

S.N.	Causes	Response of respondent (in frequency)	Total in %
1	Jobs not found in Nepal	23	39
2	To earn high amount of money	21	35.60
3	To repay of house loan	7	11.84
4	Others	8	13.56
	Total	59	100

Source: Field Survey, 2011

There are 39% HHs whose cause of foreign employment is jobs not found in Nepal. There are 35.60% HHs whose cause of foreign employment is to earn high amount of money. There are 11.84% HHs whose cause of foreign employment is to repay of house loan. There are 13.56% HHs whose cause of foreign employment is others. The other causes are failing in same grade for a long time, dropout of the study, or their friends or family members are in foreign countries.

Chapter: Five

Analysis and Interpretation of the Data

This study has focussed on the expenditure pattern on health and education in terms of remittance earning and non-earning households. It discusses the social changes from remittance and foreign employment. In addition, it analyzes the motivating factors to invest on health and education.

5.1 Social Changes from Remittance

When economic aspects change, that effect is seen on family/social relation, social role, and social status. Among various causes of change in social relation, economic cause is one. Due to increase of family income, there is change in access of goods consumption, trend of expenditure, behavior between family members, social members that establishes new social relation and brings changes in some old social relations. The social changes from the remittance is described from the interview of only sampled 30 HHs, which is given in table no.8.

Table No.8

Social Changes from remittance

S.N.	Social Changes	Response of Respondent (In Frequency)	Total (In %)
1	Change in social status	24	32.89
2	Change in social role	21	28.78
3	Change in social relation	19	26.02
4	General	6	8.21
5	Other	3	4.10
	Total	73	100

Source: Field Survey, 2011

Table No. 8 shows that after getting remittance 24 respondents have increased their social status which is 32.89% in total. Likewise, 21 respondents have changed their social role which is 28.78% in total. Likewise, 19 respondents have changed in social relation which is 26.02% in total. Likewise, 6 respondents have general or not any changes after getting

remittance which is 8.21% in total. Likewise, three respondents have other changes which is 4.10% in total.

There are various dimensions of social stratification in Tharu community, in which economic dimension is one. The traditional nature of the Nepalese society gives high value to wealth. As the youths of the Tharu community began to give value to work, the measuring status has changed. Horizontal and vertical stratification of human status in terms of wealth is getting weaker. The continuous absence of the productive labor and shortage of labour has affected on high use and demand of labour. It has also contributed to give the importance or status of labour or person. The foreign employment has made difficult to get wage labor on the right time and right work. As a result, the wage of labor is increasing every day. After getting remittance by the poor families, they leave their traditional wage occupation. There is change in taking loans by poor families from higher rich families because poor families are also able to be self-reliant. Labour migration is breaking down in any culture because of reciprocity that entire caste and ethnic groups seem to losing their egalitarian characteristic and are differentiated in class line.

After the change of social status of Tharu families, their role is also changed because social roles are directed by social status. Foreign employment has also affected on gender relationship and women's empowerment in society. When a husband or a head of the family migrates, it automatically increases workload to women because she has to complete all the works done by her husband before migration.

Remittance helps to change social relation. After the foreign employment, joint Tharu family was disturbed and nuclear family was born as a norm. When persons leave the joint family status, their role, responsibility and relation to the family and society also change in Tharu community. It is found that from the change of family's source of income and amount of income, the relation with the society is changed. After getting remittance or foreign employments, some Tharu persons started to leave joint family and formed nuclear family. Foreign employment helps to increase independence upon their family especially for young generation. From the foreign employment, youths are able to earn money and they do not need family financial support. Foreign employment has created detached relationship of young generation with family, relatives, fellows, peers,

and villagers because when they are in foreign country, they are busy at work and have no more leisure time. As they come home in a big gap, they have no more leave for getting mixed in the community.

After getting remittance, some Tharus both male and female are taking skill development training. In this process, their relations are spreading with other community. Some males are taking cooking, waiter, driving, electrician trainings and some females are taking tailoring, panting, beautician training. It is found that after taking training they are involved in different occupations in different places. The Tharus who learned driving are involved in transportation sector. After becoming driver, their relation has established as a driver and a passenger. Likewise, the Tahrus who learned different trainings involved in different occupations and their relation linked and spread with their work in different places. The females who took trainings either initiated their own micro economic initiatives or worked in others business. This has widened their relationship in the communities. Their relationships outside their homes have established. After getting remittance, the households invested in education. Their level of awareness increased. As a result, they began to go to health centres for medical treatment instead of going to visit *Dhami Jhakri*. The social relationship has also changed.

Box No.1 gives the clarity of the change in social relation from remittance.

Box No. 1

24 years old, Res Raj Mahato (changed name) is the member of the Megghauli VDC Ward No.5. He left his formal education after he failed twice in SLC exam. He had not any occupation to get money. After breaking study, his relation with youths leaving study goes strong. Then he got addicted to cigarette, tobacco, wine, gaja. He began to do bad work in society. Then the society no longer listened to him. Then, he developed his relation with other young boys. The society regarded him a bad boy. He went to Qatar for foreign employment. He stayed there for four years and earned some money and then returned his home country. From the earned money (remittance), he opened a shop in his community. Today, he is fully busy in his shop and is known as businessperson. His relation in the society is established as a seller.

When people involve in employment and earn money, their behavior changes. They begin to create some relations in their surround. Then, the perspective of the society on seeing him is also changed. If persons earn money from positive works, their status in society is increased and if persons do bad work in society though their earning is good, his status and identity in society becomes negative.

5.2 Changes in Family Health and Education

Health and education are also essential needs of humans, which are affected by wealth. The change on health and education behavior of Tharu households from the remittance is present below on Table No. 9.

Table No. 9
Change in family health and education

S.N.	Changes in health and education	Response in frequency (HHs)	Total (%)
1	Increase in capacity of treatment	24	34.8
2	Increase in investment on education	22	31.9
3	Increase in opportunity of education	17	24.62
4	No change	5	7.24
5	Others	1	1.44
	Total	69	100

Source: Field Survey, 2011

Table No. 9 shows the changes on family health and education after getting the remittance. There are 24 households whose capacity of treating at health centres or hospitals has increased after getting remittance. The first covers the 34.8% in total. There are 22 households whose opportunities of getting education has increased after getting remittance. The second covers the 31.9% in total. There are 17 households whose opportunities of education are increasing after getting remittance. The third covers the 24.78% in total. There are 5 households who does not have any change on health and education after getting remittance. The fourth covers the 7.24% in total. There is 1 household who has other change on health and education after getting remittance. The fifth covers the 1.44% in total.

The income of household's affects on family health and education. In most of poor households, access to education is increased with financial support of the remittance. Working in field time is decreased and they use that time in education. Those people, whose economic condition was not good and obligated to stay with illness, they are able to treat their disease and illness now. Those households, whose economic condition was already good; who got little amount of remittance, their family health, and education did not change in investment.

The capacity of expending on health and education is increased from remittance. It is found that some poor families also teach their children in private schools and they go to private hospital to take health service after getting remittance. It is found that almost foreign employment persons are interested to give technical education and skills to families members because they have listened to the suffering in the foreign employment. Another cause of providing technical education to their children is that there is a high demand of techinal education in the international market. Good technical human resource easily gets job in the national market. They have this lesson from foreign employment.

It is found that goods used in foreign countries are used as a fashion in the native country. The use of laptop in education is one example. School bag, tiffin box, and other things look similar to the ones used in foreign employment. The trend of trimming nail in time, the nail cutter replacing blade for trimming nail, bathing habit every morning, use of balance diet are use. The traditional trend and behavior to mensurated women and delivery women is going positive change from the foreign employment.

Although having awareness on health and education among students, some of them are following bad habits such as drinking wine, smoking cigarette, chewing tobacco, taking hashes. This is because they lack family guidance, or the head of the family is on foreign employment.

5.4 People's Interest to Investment

Human interests are different to each other. Where a person wants to invest, the amount is determined by himself or herself. The causes of investing in different sectors are

unknown although nature, nurture, experience etc affect interest of people in the investment. Table No. 10 shows the people`s interest to investmeny sector.

Table No.10
People interest to investment sector

S.N.	Sector	No. of R. E. HHs	No. of R. N. HHs	Total HHs	Total in (%)
1	Business	12	8	20	33.33
2	Agriculture	4	9	13	21.67
3	Education	5	6	11	18.33
4	House and Land	6	4	10	16.67
5	Health	2	2	4	6.67
6	Others	1	1	2	3.33
	Total	30	30	60	100

Source: Field Survey, 2011

Out of 20 households covering 33.33% of the total, 12 remittance earning households and 8 remittance non-earning households showed the interest to investment on business. Out of 13 household covering 21.67% of the total, 4 remittance earning and 9 remittance non-earning households showed the interest to investment on agriculture. Out of 11 households covering 18.33% of the total, 5 remittance earning and 6 remittance non-earning households showed interest to invest on education. Out of the 10 households covering the 16.67% of the total, 6 remittance earning and 4 remittance non-earning households showed the interest to investment on house and land. Out of 4 households covering 6.67% of the total, 2 remittance earning and 2 remittance non-earning households showed the interest to investment on health. Out of the 2 households covers the 3.33% of the total, 1 remittnce earning and 1 remittance non-earning household showed the interest to investment on others sectors.

Student respondents showed their interest in investing on education. The literate respondent but having suffered from diseases wanted to invest on health. Some peasants were interested to invest in agriculture. Those people who leave their study, not having any occupation, returned from foreign employment, and working on others business were

interested to invest on business. Some peasants were interested to investment in agriculture. Some people who did not good house and wanted to migrate wanted to invest on house and land. Some people wanted to invest on others such as purchasing bike, vehicles, etc.

Box No. 2

Remesh Chandra Chaudary (changed name), 35, lives in Meghali- 5. He had gone to Qatar 10 years ago. He stayed there for 5 years. He worked in an iran company. He earned some money. Then, he returned his own house. He opened a shop ‘Chaudary Iran Udhok’ in Maguhali Bazar from his earned money in a foreign country. He invested his money on shop because he had not any job and source of income. He wanted to earn more money to survive. Today, his shop is famous on his community. From the profit of the shop, he spends for his families on health and education.

The box shows that people want to invest on essential needs like food or want the security of life, and then he/she spends on health and education, which are the secondary needs.

5.5 Expenditure Pattern on Health and Education of Remittance Earning and Non-earning Households

The expenditure of remittance on health and education is particularly important for the purpose of this topic because there is growing consensus that remittance flows are not driven solely by individual motives, but rather are explained as part of familial inter-temporal contracts between migrant and the remittance receivers.

It is found that, if male and female remitters have systematically different perferences receiving the remittances and more broadly, the demographic composition of the household’s receving the remittance, male-female power relations in the household may influence how remittances are spent.

The expenditure pattern of the remittance earning and non-earning households is given in Table No.11.

Table No.11

Yearly Expenditure Pattern on Health and Education

S.N.	Amount in Rs.	Titles							
		Health				Education			
		E HHs	N HHs	Total HHs	Total (%)	E HHs	N HHs	Total HHs	Total (%)
1	1-500	-		-	0	2	1	3	5
2	5,01-1,000	-	1	1	1.67	-	-	-	0
3	1,001-1,500	1	1	2	3.33	-	-	-	0
4	1,501-2,000	-	1	1	1.67	1	2	3	5
5	2,001-3,000	-	-	-	0	-	-	-	0
6	3,001-4,000	-	-	-	0	-	-	-	0
7	4,001-5,000	17	19	36	60	5	11	16	26.67
8	5,001-10,000	8	6	14	23.33	3	5	8	13.33
9	10,001-15,000	3	2	5	8.33	-	1	1	1.67
10	15,001-20,000	1		1	1.67	7	5	12	20
11	20,001-30,000	-	-	-	-	3	-	3	5
12	30,001-40,000	-	-	-	-	-	-	-	0
13	40,001-50,000	-	-	-	-	5	3	8	13.33
14	50,001-75,000	-	-	-	-	2	1	3	5
15	75,000-1,00,000	-	-	-	-	1	1	2	3.33
16	More than 1,00,000	-	-	-	-	1		1	1.67
	Total	30	30	60	100	30	30	60	100

Source: Field Survey, 2011

Where, E = Remittance earning and N = remittance non-earning

Table No.12 shows the expenditure pattern on health and education in terms of remittance earning and non-earning HHs. There is no HH in remittances earning and non-earning who expend between Rs. 1- 500 on health. There is no HH in remittance

earnig who expend between Rs. 501- 1,000 on health and there is a household in remittance non-earning that spends the money on health. In total, it is 1.67% in aggregate. There is a household having remittance and 2 households not having remittance who expend between Rs. 1001- 1500 on health. There are 2 HHs in total and it is 3.33% in aggregate. There is no HHs having remittance and there is a HHs not having remittance who expend between Rs. 1500- 2000 on health. There is one HHs in total and it is 1.67% in aggregate. There is not any HHs having remittance and not having remittance, who expend between Rs.2001- 3000 on health. Likewise, there is no HHs having remittance and not having remittance, whose expend amount is between Rs. 3,001- 4,000 on health. There are 17 HHs having remittance and 19 HHs not having remittance, whose spend amount on health is between Rs. 4001-5,000. There are 36 HHs in total and it is 60% in aggregate. There are 8 HHs having remittance and 6 HHs not having remittance who expend on health between Rs. 5,001- 10,000. There are 14 HHs in total and it is 23.33% in aggregate. There are 3 HHs having remittance and 2 HHs not having remittance, whose spend amount on health is between Rs.10,001- 15,000. There are 5 HHs in total and it is 8.33% in agreegate. There is one household having remittance and no HHs not having remittance, who expends between Rs. 15,001- 20,000 on health. It is 1.67% in aggregate. There are no HHs having remittance and not having remittance, who spend more than Rs.20,000 on health.

It is found that the expenses on health are low in those families who use the domestic treatment system in general health problems like fiver, cough, headache, and common cold. Those families who go to government hospital, health post to take health service, their expenses on health is lower than the families who go to private clinic/hospital to take health services.

It is found that the expenses on health get higher in that family whose family member suffer from long-term disease, low immunity power. And there is a chance of re-attack of diseases. It is rearly found the people who cheak-up his/her health in timely. Allmost all families go to health check-up after they get ill. Medical report is essential to go to the forigen employment. Therefore, families who are sending their members to forigen employment regularly check-up their health. Therefore, forigen employments

households' expenditure amount on health is high. Persons returning from foreign employment seldom check their health.

The other areas of health expenses are for the treatment in the accident cases and pregnancy. Therefore, it is hard to get the exact data of the expenses in health sector.

There are 2 HHs having remittance and 1 HH not having remittance, who expend between Rs.1-500 on education. There are 3 HHs in total and it is 5% in aggregate. There is no HHs having remittance and not having remittance who expend on education between Rs. 501-1,500. Likewise, there are no any HHs having remittance and not having remittance who expend on education between Rs. 1001-1500. There is 1 HH having remittance and 2 HHs not having remittance, whose expend amount on education is between Rs. 1,501- 2,000. There are 3 HHs in total and it is 5% in aggregate. There is no HH having remittance and not having remittance, whose expend amount on education is between Rs. 2,001-4,000. There are 5 HHs having remittance and 11 HHs not having remittance, who expend on education between Rs. 4001- 5000. There are 16 HHs in total and it is 26.67% in total. There are 3 HHs having remittance and 5 HHs not having remittance, who spend on education between Rs. 5,001- 10,000. There are 8 HHs in total and it is 13.33% in aggregate. There is 1 HH having remittance and no any HHs not having remittance, who expend on education between Rs. 10,001- 15,000. There is 1 HH in total and it is 1.67% in aggregate. There are 7 HHs having remittance and 5 HHs not having remittance, who spend on education between Rs. 15001- 20000. There are 12 HHs in total and it is 20% in aggregate. There are 3 HHs having remittance and no any HHs not having remittance, who spend on education between Rs. 20001- 30000. There are 3 HHs in total and it is 5% in aggregate. There are no any HHs who spend between Rs. 30,001-40,000. There are 5 HHs having remittance and 3 HHs not having remittance who expend on education between Rs. 40001- 50000. There are 8 HHs in total and it is 13.33% in aggregate. There are 2 HHs having remittance and 1 HH not having remittance who expend on education between Rs.50,001- 75,000. There are 3 HHs in total and it is 5% in aggregate. There is 1 HH having remittance and 1 HH not having remittance who spend on education between Rs. 75,000-100000. There are 2 HHs in total and it is 3.33% in aggregate. There is 1 HH having remittance and no HH not having remittance who

spend more than Rs. 1,00,000 in education. There is 1 HH in total and it is 1.67% in aggregate.

The expenditure amount on education is determined on the number of student in family. The expenditure on education is higher in those families who send their children to private schools or for technical education. Remittance earning and non-earnig households whose economic condition is strong, they was interested to invest on family education but their children leave the study, in this situation their expend amount on education is lower than other poor family.

5.6 Place of Take Health Service

There are several chances of getting ill in our life. When person needs health service, he/she goes to take health center or clinics, hospitals. The place of seeking health service may differ from family to family. The place of taking health service of remittance earning and non-earning households is present on Table No.12.

Table No.12
Places of taking health service

S.N.	Place	Responces of Respondent in Frequency R.E. HHs	Responces of Respondent in Frequency R.N.HHs	Total Responces	Total (%)
1	Health post	21	25	46	28.94
2	Government hospital	18	22	40	25.16
3	Private clinic/hospital	22	17	39	24.52
4	Divner (Dhami)	15	19	34	21.38
	Total	76	83	159	100

Source: field survey, 2011

Table No.12 shows the places of taking health services of Tharus`. There are 21 respondents having remittance and 25 respondents not having remittance who go to

health post for taking health service. There are 46 respondents in total and it is 28.94 % in aggregate. There are 18 respondents having remittance and 22 respondents not having remittance who go to government hospital for taking health service. There are 40 respondents in total and it is 25.16% in aggregate. There are 22 respondents having remittance and 17 respondents not having remittance who go to private clinic/hospital for taking health service. There are 39 respondents in total and it is 24.52% in aggregate. There are 15 respondents having remittance and 19 respondents not having remittance who go to divner for taking health service. There are 34 respondents in total and it is 21.38% in aggregate.

It is found that comparatively those families whose economic condition and income is low, they go to the health post, or governmental hospital and having high economic condition or high-income families go to private clinic/hospital to take health services. Some respondents complained the services of the government hospitals and mentioned that they were forced to go to private clinics or hospitals. In general, Tharus- remittance earning and non-earning, go to private clinics of their community. Such clinics are opened from early morning to late night and they are in the walking distance.

Some people return from foreign employment, some educated persons, and both low and high-income families go to traditional healers such as Dhami, Jhankri for treating their diseases. The traditions of treating with the healers are still there but it is in decreasing trend.

5.7 Place of Taking Education

Education is an inescapable, integrated, and essential part of the development process itself. Education makes the human being able to realize the development activities and activity can participate in it. Hence, education leads a key role in determining overall progress of the society. There are various types of places to take education in the country. The places of getting education of the Tharus households are given in Table No.13.

Table No.13
Types of taking education

S.N.	Types of School/Campus	R. E. HHS	R. N. HHs	Total HHs	Total in (%)
1	Government School	9	13	22	36.66
2	Private School	12	9	21	35
3	Government Campus	1	2	3	5
4	Private Campus	3	4	7	11.67
5	Government + Private	5	2	7	11.67
	Total	30	30	60	100

Source: Field Survey, 2011

Table No.13 shows the place of taking education of Tharus. There are 9 households having remittance and 13 households not having remittance whose children study in government schools. There are 22 HHs in total and it is 36.66% in aggregate. There are 12 household having remittance and 9 households not having remittance whose children study in private campus. There are 21 HHs in total and it is 35% in aggregate. There is 1 household having remittance and 2 households not having remittance whose children study in government campus. There are 3 HHs in total and it is 5% in aggregate. There are 3 households having remittance and 4 households not having remittance whose children study in private campus. There are 7 HHs in total and it is 11.67% in aggregate. There is 5 household having remittance and 2 households not having remittance whose family members some study in government and some study private school/ campus. There are 7 HHs in total, it is 11.67% in aggregate.

From the demand and need of English in present time, most families are interested to teach their children in private schools. The financially poor families can not send their children are private schools so they send to government schools. Some poor families who sale their wage in labor also send their children at private schools. It is accepted in the community that the private schools provide better education than the government schools.

It is found that it is difficult to pass entrance exam in governmental campuses in technical subjects as there are limited seats. So students are forced to study in private colleges in the subjects which are not of their interest. After passed the SLC exam, the students can not easily go to the government collage because they are not in their community. They do not want to take burden of accommodation and food in reneted rooms. So they join private colleges near their community.

Remittance got after getting public school education does not force the students to join private schools for better education. who are restricated from private schools or who drop schools join government schools. Families of good economic condition and taking high amount of remittance send their children at private schools. The expense on education is higher of those families who send their children in private school/campus. The expenditure pattern on education is determined by what subject a student chooses. It is found that some rich households who are able to expend high amount of money but their children left study.

5.8 Dropping Study Due to Lack of Money

There are various causes of leave study. Economic cause is also one importance cause of leave study. It is found that there are 4 households having remittance and 3 households not having remittance who leave their study from the lack of money.

There is found a family dropping school after getting remittance and three non-remittance earning families dropping school education. Those who left school education due to lack of money either went to foreign countries or started income generating activities in their own countries. Mostly, those people who left study due to lack of money and went to foreign countries seeking jobs, invested in their children's education.

The trend of leaving education from the lack of money is going down at least at school level from the awareness of education and knowing the importance of education. The government's free education up to 10 classes in government school also helps to decrease the drop out cases at school level.

5.9 Motivating Factors to Invest on Health and Education

There are several causes, which motivate to invest on health and education. The motivation for expending on health and education is given in Table No.14:

Table No.14

Motivating factors to invest on health and education

S.N	Motivating Factors	R.E.HHs Responces in Frequency	R.N.HHs Responces in Frequency	Total Response in Frequency	Total in (%)
1	SelfKnowledge	26	25	51	50.00
2	Social Relation	11	9	20	19.60
3	Communication Media	8	7	15	14.70
4	Role of NGO/INGO	5	8	12	11.76
5	Other	2	1	3	2.94
	Total	52	50	102	100

Source: Field Survey, 2011

The Table No.14 shows the motivating factors to invest on health and education. There are 26 respondent having remittance and 25 respondent not having remittance who are motivated to invest on health and education from self-knowledge. There are 51 respondents in total and they cover 50% of the total in agreegate. There are 11 respondents having remittance and 9 respondents not having remittance. In total, there are 20 respondents and they cover 19.60% of the total. These respondents are motivated to invest on health and education through social relation. There are 8 respondents having remittance and 7 respondents not having remittance who are motivated to invest on health and education from communication media. They are 15 respondents in total and it is 11.76% in aggregate. There are 5 respondents having remittance and 8 respondents not having who are motivated to interested on health and education from NGO/INGO. They are 12 respondents in total and it is 11.76% in aggregate. There are 2 respondents having remittance and 1 respondent not having remittance who are motivated to invest on health and education from other causes. There are 3 respondents in total and it is 2.94% in aggregate.

Many respondents said they they invested on health and education from self- knowledge. Some rspondents said they invested on health and education from social relation, advice from relative, and saw from nighbeours. Some respondents said they were motivated to invest on health and education from communications media like television and radio. The awerness program and advertisements published from communication media motivate to invest on health and education. Some respondents said that NGO/INGO provide knowledge to motivate them to invest on health and education.

It is found that different events in society, physical, and mental torture and experience in own country or foreign country help to invest of health and education. Jealousy also helps to invest in family education. The painful experience also motivates people to invest on health and education. The Box No. 3 shows one example:

Box No. 3

Ram Lal Chudary (changed name) is 31 years old. He lives in Ward no. 3. He left his study when he was at class ten. He did not find any job in his community. Then he went to Malasiya for the employment. He did not have any skill so he had gone in labor visa in a construction company. He worked on outdoor at hot sun. He spent two years with out promotion and increasement in salary. He suffered from home sick and his health went worse. The gastraitics problem was seen on his health. Then he realized the importance of education. He thought if he was well educated or had skill, he could find a good job in his own country. He phoned his wife time to time to know the education condition of his children. He wants to give good education to his children by learning from his own experiences. Today his children are learning at Mily Juli English Boarding Shool. He is consciousness on his families' health. He learned more out of his own experiences than the money he earned from foreign employment. His learning motivated him to invest on health and education.

Man has gone abroad for work when man does not get good job in his own country. It is not easy to work abroad. Education and qualifities person have good job abroad. They earn good income also. Unskilled person have to work hard and their wages is low. When

a man goes abroad is bound to work hard, suffers a lot and spoils his health, than they learned the importance of health and education. They have learned that skilled and qualified labor get job easily anywhere. Therefore, they are increase to interest more on health and education.

Social events motivate people to invest on health and education. A example of the social event is given on box no.4:

Box No. 4

Dev Narayan Chaudary (changed name) is 51 years old. He is a farmer. He lives in Ward no.6. He did not get chance to take formal education although he is literate. Before 4 years, his wife was ill one day. She had headache, fever, and talk to herself at night. One day ago of getting ill, she had gone to forest to take wood. So, Chaudary though that his wife got ill by the curse of forest god. Then, he called the Dhama at home to treat his wife treatment from exorcising. Dhama repeated charming for 3 days but it did not improve. After the help and advise of neighbour, he took his wife to hospital but it was too late. The doctor blamed him for delaying the treatment. After the 2 days his wife died. Then he realized his mistake. It was from the lack of education. He promised to give good education to his son Kishan Chaudary. He invested all his earned money on his son's education. His son joined the C.M.A. course. Today, his son has a medical clinic in his own community and gives health service to community people.

People learn a lesson with mistake. People are encouraged to invest on education by observing the traditional treatment system taken place in the family or in the community.

5.10 Relation between Remittance and Expenditure

There is positive relation between remittance and expenditure on health and education. It is found that remittance earning households' educational expenditure is getting high. Taking technical and skill based training to their children is increasing. The dropping out of the study is decreasing. Likewise, the expenditure pattern on health of remittance earning households is higher than remittance non-earning households. The traditional inscientific treatment system like dhama, jhakri is lower in remittance earning households

than non-earning households. The hygienic behavior of remittance earning households is better than remittance non-earning households.

There is -1.16 correlation between remittance earning and non-earning households expenditure pattern on health. It means there is a big difference of expenditure on health. Remittance earning households expenditure is higher than non-earning households. Likewise, there is -1.28 correlation between remittance earning and non-earning households' expenditure on education. It means there is a big gap of expenditure on education. Remittance earning households expend more amounts on education than remittance non-earning households. However, the expenditures on shelter, food, travels, festivals, fuels and others are also high in remittance earning households. The expenditure amount on agriculture is high in remittance non-earning households because there are more active population, and their major source of income is agriculture.

5.11 Human Behavior and Social Phenomena

We need food to live. We need to earn for food. To earn, we need to work. We do not get jobs all the time in our surrounding. Therefore, there is compulsion for men to leave home for getting jobs. As men reach to a new place for work, they get in contact to new persons and societies. There is formed companionship with new persons. There are also opportunities to learn culture, custom and new values in the new place. The learnt values or cultures are brought in to practice willingly or unwillingly.

There is shortage of agricultural labour in communities as there are frequent cases of youths leaving the country for jobs. As there is the shortage of labors, there is an increase of labor wage. The works of the labors is also respected. As the head of the family goes to abroad for work, the women at home have to work more than the usual. As the women have to take the responsibility of the head of the family, they have come out of the kitchen cores and taken lead roles. That is why; their capacity is also built up.

The family income has increased due to the remittance. With the increase in income, there is increase in his or her expenditure. Similarly, there is choice in the services taken and search for better alternatives among services. With the increase in income, needs are also increased and there is copy in adopting fashions.

Foreign employment has taught a lesson to the youths that there is better earning if one has good education and better professional and technical trainings. The ugly part of foreign employment has taught a lesson that there should be investment in education. Those persons, who could not continue education in the past in the lack of money, have provided better education to their children as they have better income. The number of persons taking practical and professional education is increasing. To lead a common life also, education is must. Even to lead a life of a driver, one has to pass class five to get license. So the importance of education is going day by day. Money invested in education and trainings is not a waste of money. It has creased opportunities to begin entrepreneurship in the community after being returned from foreign employment. The money invested on health and education has brought positive changes in family's well-being. The investment in education sector has helped to reduce traditional beliefs, unscientific treatment and so on. To some extent, health is considered wealth.

The foreign employment is not the present time phenomena in the society. It was in the past, it is now at present, and it will continue in the future. The society goes on moving in this direction. The foreign employment gives chances to persons to know new culture, education, technology and knowledge. Therefore, social relations, health and education behavior change day by day.

Chapter: Six

Summary and Conclusion

6.1 Summary

Present research is related to the expenditure pattern on health and education in terms of remittance earning and non-earning Tharu households. It focuses on the changes of educational and health behavior and practice from remittance. Socio-economic perspective has been used in the research and tried to find out the relations between economic aspect and health and education. It is studied that if there occurs any changes in economy, the changes take place in health and education as well or not.

Chapter-One is about definition of migration, origin of migration, changes brought by foreign employment and changes brought by remittance in the communities. The statement of problem is about the relationship between income and education and health, and its impact on social relation. The objective of the research is to find the trend of expenditure, and motivating factors for investment.

Chapter-Two is the literature review, which includes how economy is studied from sociological perspectives. The chapter presents the factors such as religion, culture and so on affecting social changes besides economy. It also presents what factors direct the economy. The relevant literatures have been reviewed related to income and expenditure in health and education. It is also discussed the expenditure patterns if there is increase in income. Whatever research works brought public about the Tharus is also discussed.

Chapter-Three is about the research methodology. The Tharus of Meghauri VDC Ward No 4, 5 and 6 have been included for the research. There is use of primary data, secondary data and qualitative and quantitative data. Interview, household survey, observation and case study methods were used for data collection. In one month long data collection, 60 Tharu households were used as samples.

Chapter-Four is about the study area. The study area is on the southern part of Chitwan district which lies 27 km south from the district headquarters. The chapter provides

different information such as sex composition, literacy rate, occupations, income pattern and the causes of going to foreign employment.

Chapter-Five is about analysis and interpretation of data. There is a discussed social change in the community caused by foreign employment and remittance. With the increase in income, there is change in social relation and social status. There is scarcity of labor in the community due to foreign employment. There is an increasing trend of youths going abroad for jobs. In the communities, all kinds of works are respected. Youths are becoming independent due to self-income. There is an increasing trend of nuclear family instead of joint family. Remittance has increased capacity for spending in education and health. Foreign employment has provided opportunity to learn the importance of health and education. With the increase in income, many people are seen interested to invest in business also. They are also interested in education, agriculture and health respectively. People are interested to go to private hospitals and clinics for medical services after their income is increased. In the lack of education, some families are still following traditional methods of treatment like dhami, jhakri. Due to increase of income, there are found very few cases of school drop out in the primary level. The troubles met in the foreign employment have taught a lesson that there is must be an investment in the family health and education. The comparative study of the remittance earning households and remittance non-earning households shows that the remittance-earning households spend more in family health and education than the remittance non-earning households.

6.2 Conclusion

With increase in income, the expanses on health and education also increase. People's behavior related to health and education also changes positively. The remittance has been used in health and education sectors more than in any other sectors. Foreign employment has provided the families opportunities for learning the importance of formal and professional education. Foreign employment has made the use of adopting modern medical services possible instead of age long traditional practices of treatment.

The knowledge and experience derived from foreign employment has inspired people to invest more on health and education. The annual expenses of the remittance earning families are higher in health and education than the non-earning families.

There is a positive relationship between economic aspect and health and education. With the change of economic aspect, there is change in health and education. Therefore, to understand or predict any aspects of social life, it is necessary to know economic aspects.

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Appendix: 1

Questions for Household Survey

1] House number

2] Introduction of the respondent

A. Name B. Age C. Sex Male/Female

D. Occupation ...

E. Education

F. Relationship to the househead

3] Full description of the Family

S.N	Name	Age	Sex	Relation to househead	Edu.	Occupation	Marital status	Remarks

4] What is the main source of income in your family?

A. Agriculter B. Catle C. Service D. Remittance

E. Other

5] What is the monthly income of your family?

3] How much money your families save per year?

5] Any member of your family was gone out country for employment.

A. Yes B. No

6] What is the cause of go to foreign employment?

- A. Job not found at Nepal
- B. To earn high amount
- C. To repayment of house loan
- D. Other

7] In your opinion, which factor motivates to your number to go to foreign employment?

- A. Friend`s effort
- B. Fashion of present time
- C. oppurtunity is increase in foreign employment
- D. Need of family

E. Others

8] What change do you find in you and your family relation before and after of earn remittance?

- A. Change in social status
- B. Change in social role
- C. Change in social kin relation
- E. Other

9] Have you find any change to you and your family after earn remittance.

- A. Yes
- B. No

9.1 If u find, what kind of change you find?

10] What change do you fine in your families health and education after your family get remittance?

- A. Opportunity of gain knowledge
- B. Opportunity of health treatment
- C. Does not fine any change
- D. Other

11] How much money your families spend on following topic per years?

S.N.	Topic	Amount (Rs)
1	Education	
2	Health	
3	Food	
4	Shelter	
5	Cloths	
6	Festival	
7	Agriculture	
8	Travels	
9	Fules	
10	Others	
11	Total	

- 12] Suppose your income will be growth than present time in which topic you invest it.
 A. Education B. Health C. Business D. land E. Other
- 13] What is the source of your drinking water?
 A. Tap B. Weal C. Pound D.Other
- 14] Which method do you use for drinking water?
 A. Direct B. Boil C. Filter D.Sodis
 E. Chemical F.Other
- 15] Do your family members wash hands by soap after use of toilet and before take meal?
 A. Yes B. No
- 16] Do you have toilet fasetaties in your house?
 A. Yes B. No
- 17] Whear does your family members go for treatment if they are ill.
 A. Health Post C.Private Clinic/Hospital
 B.Goverment Hospital D. Traditional Healer
- 18] What time do you check-up your health in year?
 A.One B. Two C. Three D. When I am ill E. other
- 19] All of your children take immunization and polio at time.
 A. Yes B. No
- 20] Any member of your family is suffering from any disess.
 A. Yes (Which) B. No
- 21] Did any member of your family was died from any diseas.
 A. Yes B. No
- 21.1] If respondant say yes, what is the cause?
 A.Lack of the money B. Lack of the education
 C. Lack of good treatment in time D.Other
- 22] Any member of your family has adition of cigarette, tobacoo, alcholal or other thing.
 A. Yes B. No
- 22.1] If respondant say yes who had and what things?

23] What type of school you teach your children.

- A. Government School
- B. Co-operative
- C. Boarding school
- D. Other

23.1 What is the cause.....

24] How many percent of your income is spending in family education per month.

- A. 0-25%
- B. 25-50%
- C. 50-75%
- D. 75-100%

25] Do the children of above 12 years have computer in your family?

- A. Yes
- B. No

26] Are you give equal education for your son and daughter?

- A. Yes
- B. No

If respondent say no what is the cause

27] Are you think you are able to give good education to your children?

- A. Yes
- B. No

28] Did any member of your family leave his study due to lack of money?

- A. Yes
- B. No

29] What are the motivate factors to you to invest on family health and education?

- A. Self knowledge
- B. Social relation
- C. Communication media
- D. Roles of NGO/INGO
- E. Others

Thank you for your help

Appendix: 2

Yearly Expenditure Pattern of Tharus Households

S.N.	Amount in Rs	Titles																					
		He.		Edu.		Fo.		Shel.		Clo.		Fes.		Agri.		Fu.		Tra.		Oth.		Total	
		E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N
1	0-500	-	-	2	1	-	-	-	-	-	-	-	-	2	1	-	1	-	-	-	-	4	3
2	501- 1,000	-	1	-	-	-	-	-	-	-	-	1	2	-	-	2	2	3	7	-	-	7	12
3	1,001- 1,500	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1
4	1,501- 2,000	-	1	1	2	-	1	1	-	-	2	1	-	-	1	3	-	-	5	-	5	6	17
5	2,001- 3,000	-	-	-	-	-	-	1	1	2	-	-	1	-	3	2	9	11	1	1	1	16	16
6	3,001- 4,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	1	6	5	6	3	14	9
7	4,001- 5,000	17	19	5	11	4	7	-	-	18	22	18	21	8	10	12	13	-	10	15	17	97	130
8	5,001- 10,000	8	6	3	5	13	11	19	23	6	4	6	3	13	8	7	3	-	2	6	3	81	68
9	10,001- 15,000	3	2	-	1	1	4	7	5	2	1	2	2	3	5	2	1	-	-	2	1	22	22
10	15,001- 20,000	1	-	7	5	2	1	2	1	2	1	2	1	4	2	-	-	-	-	-	-	20	11
11	20,001- 30,000	-	-	3	-	3	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	1
12	30,001- 40,000	-	-	-	-	2	2	-	-	-	-	-	-	-	-	-	-	10	-	-	-	12	2
13	40,001- 50,000	-	-	5	3	5	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10	6
14	50,001- 75,000	-	-	2	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	1
15	75,001- 1,00,000	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1
16	More than 1,00,000	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
	Total	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	300	300

Where, He.= Health, Edu.= Education fo.= Food, Shel.=ShelterClo.= Cloath,
Fes.= Festival, Agri.= Agriculter, Fu.= Fuel, Tra.= Travel, Oth.= Other
E.=Remittance earning Hoseholds N.= Remittance Non-earning Households