

Educational Choices and Conundrums of Bhutia Tribes:

A Study

A Thesis Submitted

To

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In Partial Fulfilment of the Requirement for the

Degree of Doctor of Philosophy

By

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DECLARATION

I, **KUNZANG PEDEN BHUTIA**, hereby declare that the research work embodied in the thesis titled” **Educational Choices and Conundrums of Bhutia Tribes: A Study**” submitted to the Sikkim University in partial fulfilment of the requirement for the **Degree of Doctor of Philosophy** is my original work. This thesis has not been submitted for any other degree of this University or any other University.

This is being submitted to the Sikkim University, for the degree of Doctor of Philosophy in Education.



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This is to certify that Thesis titled “**Educational Choices and Conundrums of Bhutia Tribes: A Study**” submitted to Sikkim University for the partial fulfillment of the degree of Doctor of Philosophy in the Department of Education, embodies the result of bonafide research work carried out by KUNZANG PEDEN BHUTIA under our guidance and supervision. No part of the dissertation has been submitted for any other Degree, Diploma, Association and Fellowships.

All the assistance and help received during the course of investigation have been duly acknowledged by her.

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CHAPTER I

INTRODUCTION

1.1 INTRODUCTION

Education is a form of learning where the knowledge, skills and habits are transferred from one generation to another through teaching and training. Education usually takes place under the guidance of others, but may also be self-studied. It helps in building a character of an individual and also plays an important role in transmitting culture, values and beliefs to others society. Education is the cornerstone for development and empowerment for every nation and it plays an important role in the life of an individual. It helps in creating new ideas and meeting the growing needs of every nation. Education helps in transforming knowledge into skills; it helps an individual to understand in a rational way. It is considered as an instrument which can change the world and lifestyle of an individual by bringing confidence in them. It is the only factor which bridges the gap between traditional and modernity. Education in modern society is largely based on the potentiality of an individual, both mental and social. It is regarded as an instrument of change and is really one of the major means available to a civilized society for improving lot of its member. The role of occupation has created sociological impact in the lives of an individual. Young people passing out from their schools are entering in the world of work, when they enter the new place of work they face various problems adjusting in their social life. Education interacts with and is interdependent on the process of development, social structures, policies and goals exert their influence on education sector. And it becomes impossible for development of a society without bringing change in education, where each and every

class gets equal education irrespective of any discrimination. Education in the widest sense is very important whether it be formal education or informal education. It helps in enhancing the quality of the life of an individual as well as community.

One of the dilemmas for young people is educational choices. Educational choices of the students are based on the choices they make at senior secondary school level. Choosing an educational course at senior secondary level (after class X) means choosing a path of life. The choice which the students make at this stage is directly related to the vocation which they tend to adopt after finishing the schools. Today, occupation has become very important for an individual. This helps in identifying their social status and personal interest, hence the youths have become very cautious in making the educational choices. It affects every aspects of human life like their life styles, friends, marriage, leisure-time activities and above all vocation they adopt.

Senior Secondary education serves as a bridge between secondary and higher education. Here the student makes decision among various subjects he/she has to choose. Senior secondary level is also known as a crucial stage of an individual life. The students decide at this stage for their future prospects. The decision at this stage is very important as it helps the young people to prepare for the future. At this stage the students is in a place where they sees different roads in front of them which put them in dilemma. This is the stage where the students have to choose their academic plans and careers. Everyone make decision about their choices in every stage of life and it becomes very crucial decision for an individual to make choices regarding their education. Deciding on what to choose will always have consequences which lead to confusion. The result of the decision that has been chosen will sometimes hinder or help the individual in future. Choosing the right path is more important for the young

learners. They have to take into account of so many factors while choosing their education. There are so many factors which may influence their decision while choosing their education.

1.2 INDIAN SOCIETY

India is the second most populous country in the world after China. India is a pluralist and multi-cultural country, with rich diversity, reflected in the multitude of culture, religions, languages and racial stocks. India consists of different caste, communities and social groups. The existence of such pluralism has made the society stratified resulting in the distribution on the basis of caste and class affiliations. In India, society has traditionally been strongly patriarchal and strongly hierarchal (Sujatha, 1994). The presence of caste system has made India, caste and rank oriented. India is famous for its diversity having various ethnic groups and linguistics having vast number of different regional, social and economic groups each with different cultural practices. India consists of different religious differences Like Hindus, Muslims, Buddhists, Jain, Jews, Parsis, Sikh and practitioners of tribal religion as well. They have their own unique and different culture and traditions. About 70% of the people of India live in villages and the villages are not in good condition. The social structure of Indian society is heterogeneous in nature. Social structure here refers to the relationship where human beings interact with each other according to their status and patterns of society (Ghosh, 2019). According to Radcliffe Brown “The components of social structure are human beings, the structure itself being an arrangement of persons in relationship institutionally defined and regulated”.

India is considered as pluralist society where various ethnic groups, communities, social groups having diversified culture and tradition live together, which reflects the multitude of culture, religions, languages and racial stocks.

1.3 TRIBES IN INDIA

The term tribe in the sixteenth century has referred to groups and/ or communities living under primitive and barbarous conditions in a similar fashion (Xaxa, 2008). The tribal population of India is widely dispersed, but there are also concentrations in certain regions. About 85% of the tribal population lives in 'middle India', a wide band stretching from Gujarat and Rajasthan in the west to West Bengal and Orissa in the east, with Madhya Pradesh, Jharkhand, Chhattisgarh and parts of Maharashtra and Andhra Pradesh forming the heart of this region. Of the remaining 15%, over 11% is in the North Eastern states, leaving only a little over 3% living in the rest of India. If we look at the share of tribal's in the state population, then the North Eastern states have the highest concentrations, with all states except Assam having concentrations of more than 30%, and some like Arunachal Pradesh, Meghalaya, Mizoram and Nagaland with more than 60% and up to 95% of tribal population. In the rest of the country, however, the tribal population is very small, being less than 12% in all states except Orissa and Madhya Pradesh (Haimendorf, 1982). The ecological habitats covered include hills, forests, rural plains and urban industrial areas. In terms of language; tribes are categorized into four categories. Two of them, Indo-Aryan and Dravidian, are shared by the rest of the Indian population as well, and tribes account for only about 1% of the former and about 3% of the latter. The other two language groups, the Austric and Tibeto-Burman, are primarily spoken by tribal's, who account for all of the first and over 80% of the second group. In physical-racial terms, tribes

are classified under the Negrito, Australoid, Mongoloid, Dravidian and Aryan categories. The last two are again shared with the rest of the population of India (Xaxa, 2008). In terms of size, tribes vary a great deal, ranging from about seven million to some Andamanese islanders who may number less than a hundred persons. The biggest tribes are the Gonds, Bhils, Santhals, Oraons, Minas, Bodos and Mundas, all of whom are at least a million strong. The total population of tribes amounts to about 8.2% of the population of India, or about 84 million persons (Ministry of Tribal Affairs, 2011)

India is the home for large group of indigenous people who are still untouched to the modern society. With almost more than 84.4 million, India is having largest population of tribes in the world. These tribal people are also known as Adivasi's, who are the poorest in the country and are still dependent on hunting, farming and fishing. The major tribes of India includes: Gonds, Khasis, Santhals, Angamis, Bhils, Bhutias and Great Andamenese. These tribal people have their own unique identity, culture, tradition and life style (Sujatha, 1994)

The Bhutia community is one of the Scheduled tribe's categories in Indian Constitution. Bhutias, they called themselves "Lhopo" or "Lhorees" which means "The dwellers of the southward" and one of the earliest inhabitants of "The Greater Sikkim". They originally migrated from different places of Tibet. The Bhutias are known by their place of habitation such as the Drukpas are people from Drukul of Bhutan, the Chumbipas, people from the Chumbi valley, Dhophthapas, inhabitants Dhoptha, a place in south Tibet, the Tromopas or Do-mu-pas, inhabitants of Do-mu. Bhutia tribes are of the Tibetan origin. They migrated to Sikkim around 16th century.

In the northern part of the Sikkim they are known as the Lachenpas and Lachungpas. (Balikci, 2008)

1.4 TRIBAL EDUCATION

India, a second most populous country in the world, has also the second largest concentration of tribal population. The Tribal population is almost seen in all the parts of the country. The constitution of India, in Article 366, has defined the Scheduled tribes as such of those tribes or tribal communities which have been so declared by constitutional order under Article 342 for the purpose of the constitution (NationalPortal, 1977). There are 574 tribal groups who have been identified as Scheduled Tribes. they have been previously described as ‘aborigines’, ‘primitives’, ‘adivasis’, ‘vana jatis’ etc (Sujatha, 1994). Tribal people have achieved their due share in the post-independence period as they have contributed a lot to shape the culture and society of the region. Generally the tribes are not able to economically cope up positively with the changing nature of society.

Constitutional Provisions for tribes

Constitution has provided various provision for their upliftment and protection of tribes in India. The Article 350A of the Constitution of India states that “every State and the local authority should provide adequate facilities for instruction in the mother tongue at the primary stage of education of the children belonging to linguistic minority group, providing primary education through mother tongue of the tribal children remains a problem due to multiplicity of the tribal languages in the State, undeveloped form of the languages, and lack of scripts and written form for such languages”(NationalPortal, 1977). The Indian Constitution identifies for special

consideration certain ethnic minority groups, traditionally referred to as tribes or tribal's, as Scheduled Tribes (STs) who constitute around 8 per cent of the total population of the country. There are 573 STs living in different parts of the country(Babu, 2016). Most of the tribal communities have their own languages different from the language spoken in the state where they are located. There are more than 270 such languages. The tribal languages in India belong to all major language families among which the Austric, the Dravidian, Tibeto-Chinese, and Indo European families are the dominant ones (Sujatha, 1994).

Article 15(4) empowers the State to make any special provision for the advancement of any socially and educationally backward classes of citizens or for Scheduled Castes and Scheduled Tribes. This provision was added to the Constitution through the Constitution (First Amendment) Act, 1951, which amended several articles. This provision has enabled the State to reserve seats for SCs & STs in educational institutions including technical, engineering and medical colleges and in scientific & specialized courses. In order to provide safeguard to scheduled tribes various articles were established ; Article 29(1)provides that any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same(Ministry of Tribal Affairs, 2006). This Article further provides that no citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on grounds only of religion, race, caste, language or any of them. This Article has special significance for the Scheduled Tribes (Ministry of Tribal Affairs, 2006).

Article 350 A provides that it shall be the endeavour of every State and of every local authority within the State to provide adequate facilities for instructions in the mother

tongue at the primary stage of education to children belonging to linguistic minority groups. It further provides that the President may issue such directions to any State as he considers necessary or proper for securing the provision of such facilities. Most of the tribal communities have their own languages or dialects, which usually belong to a different family of languages from the one to which the State's official language belongs. This provision, however, should not be misunderstood to mean that education to tribals should be imparted only in their language, thereby making them isolated and alienated. Tribals should be educated in the language of the State as well as the national Language so as to expose them to the outside world (Ministry of Tribal Affairs, 2006).

The oldest ones are the aboriginal tribes in the country. The tribal groups are subjugated in many ways like their lands were taken away; they were placed in some hilly areas and gorges. These incidences are happening for millennia; the oppressor forced them to work under them without any payment. There are almost 40 million of the tribal population in India today who are in need of special attention from the government as they are largely isolated from the national culture. As national integration should be maintained in the nation and it is very difficult to bring the isolated tribes into the main stream India. Hence the Government of India found a solution that education is main factors for helping tribal people adjust with national integration. As education is a factor of change and it helps in determining the security, success and prosperity of the tribal's life. The literacy rate of general as per census 2011 is 73% but for tribes it is only 59% (Ministry of Tribal Affairs, 2011). It becomes necessary only through education that tribal population will get a place in a society.

1.5 COMMISSIONS AND COMMITTEES ON TRIBAL EDUCATION

The tribal education was important for commissions and committees. There were several commissions and committees which played a crucial role in the development of tribal education. Jawaharlal Nehru (1958) talked about tribes of India that, “The aboriginal tribes of India are the oldest inhabitants of the country. For millennia, tribal societies have been subjugated by more recently arrived groups; their land was taken away, they were pushed further into the hilly gorges and wilds, and they were forced to work for their oppressors often without payment. Today, tribal groups, which number more than 40 million, require special attention from the government even though they live largely isolated from the national culture”.

The PESE (The Panchyat Extension to Scheduled Areas) Act, 1996, has made it mandatory for the States having scheduled areas to make specific provisions for giving wide-ranging powers to the tribes on the matters relating to decision-making and development of their community. A centrally sponsored government scheme of ashram school exclusively for ST children from elementary to higher secondary levels was initiated in the 1970s. But the poor quality of education in ashram schools, however, has undermined confidence in education as vehicle for social mobility (Sahu, 2014).

1.5.1 Dhebar Commission recommendations on tribal education

The Dhebar Commission was established in 1960-61 identified certain specified reasons for the educational backwardness of tribal's. They were vague generalizations like inappropriate and unattractive teaching methods adopted by the teachers, etc. It also touched other problems like poor economic condition and subsistence economy

(Ministry of Tribal Report, 2002-2004). The Dhebar Commission made recommendations to provide the mid-day meal, clothing, free book, reading and writing materials, etc. to all the tribal children in backward areas. The commission further recognizing the topographical factors recommended the opening of schools in localities where there were at least 30 school-going children, though there should be a school within one mile. The commission then suggested adjustment of timing, vacations, and holidays of schools to suit the tribal social and cultural life. It even proposed to create an atmosphere of tribal culture in the schools (Ministry of Tribal Report, 2002-2004).

1.5.2 Kothari Commission recommendations on Tribal Education

Kothari Commission (Ministry of Human Resource Department, 1964-66) stressed to pay special attention to the education of Scheduled Tribes. The commission also made a recommendation on Tribal education highlighting that tribal deserves education with great emphasis and attention. It is agreed with the observation of the former commission headed by U. Dhebar on Scheduled Tribes for ensuring all round development of the tribal. They were as follows:

- Percentage of ST enrolment was very much lower in most areas indicating the extent of educational backwardness.
- Education of tribal's was relatively better developed at the lower primary stage only in few states like Assam, Gujarat and Maharashtra.
- Wastage among the tribal's was much greater than that in the population as a whole.
- The principal weakness in tribal education was really in the age group 11-17 which needed greater attention.

- Vocational education was more popular with tribal students everywhere. The tribal's had a natural aptitude for such practical programmes which deserved every encouragement.

The following recommendations were then made by Kothari Commission (Education and National Department, 1964-66) for strengthening primary education of ST:

- Intensive efforts will have to be made among the tribal people to provide five years effective education for all children by 1975-76.
- There will be an intensive programme of parental education.
- Special encouragement should be given to the education of girls.
- The teachers should be invariably conversant with the tribal languages. The medium of education in the first two years of the schools should be specially prepared in these languages for use at this stage. During this period, the children should be taught by oral instruction in the regional language and their familiarity and command over it should be improved.
- By the third year, the regional language shall be the medium of education.
- It is necessary to improve the provision of educational facilities which are often very meager.
- To attract children to school and to hold them, the working and programmes of the schools should be harmonized with the environment.
- Vacations and holidays should coincide with agricultural and forest operations and social festivities.

- The school hours should be fixed to suit the work, the children are required to do for their families.
- The introduction of work-experience and emphasis on art education would attract the tribal children as would the teaching of folk songs, stories and riddles which are very popular with the tribal's. Tribal game and archery as well as tribal music and dances should be introduced as extracurricular activities.
- In several tribal areas, there is a lack of rapport between the teachers and tribal people. So there should be separate sub-cadres in which persons will be selected for their competence and aptitude for work among the tribal's. They will have special incentives.
- The young tribal's should be given special training to develop leadership among them.
- In tribal areas, each group and area should be studied closely and proper education programmes, institutions and priorities should be proposed. There should be separate section in center and state to study the needs of the tribal people and assist them in developing educational systems best culminated to promote their welfare and development.
- The education of tribal people in particular is a major programme of equalization and of social and national integration. No expenditure is too great for the purpose.

1.5. 3 National Policy on Education 1986 on Tribal Education

According to the National Policy on Education, 1986, the proportion of enrolment of ST children was found to be much less than the proportion of their population and the

drop-out rate continued to be very high at all levels of education (Ministry of Human Resource Department, 1986). The problem was more severe in case of girls. It called for systematic efforts directed towards the educational development of ST. It advocated the following policy, targets and implications for strategy.

- The focus is on educational development of ST so as to achieve equalization with the non-ST population at all stages and levels of education.
- It aims at attaining cent percent enrollment of ST children in the age group 6-11 (Classes I-V) ensuring their retention in school leading to satisfactory completion of the primary stage of education or its equivalent through the non-formal stream by 1990.
- The operational strategy for achieving the above goals and targets for implementation will be as follows:
 - Incentives to indigent families to send their children to school regularly till they reach the age of 14.
 - The coverage will be cent percent of all eligible ST children.
 - There will be pre-metric scholarship for children of families engaged in occupation like scavenging, flaying and tanning.
 - Constant micro-planning and verification will be done to ensure that enrolment, retention and successful completion of courses by ST students do not fall at any stage. Recruitment of teachers from ST.
 - Provision of hostel facilities for ST at district head quarters
 - Location of school budding, balwadis in tribal villages
 - Utilization of National Rural Employment Programme (NREP), Rural Labor Employment Guarantee Programme (RLEGP) resources to provide education facilities for ST

- Content and value orientation of the deprived class particularly in respect of ST; Preparation of primers for classes I and II in respect of tribal languages having more than one lakh speakers should be completed by the end of VII plan.
- Measures will be further strengthened to ensure that incentives in the form of scholarships, uniforms, book and stationery, etc. reach the clientele groups.
- A single nodal agency for co-ordination of all programmes leading to development of ST may be developed at the central and state levels.

National Policy on Education (NPE), 1986 was unambiguous about removal of disparities and attainment of equalization of educational opportunities for STs, especially for girls. Despite the policy pronouncements in 1986, the implementation of the various schemes had not commensurate with the goals set up for each scheme.

1.5.4 National Policy on Education POA (Programme of Action) in 1992 on Tribal Education

A number of centrally sponsored schemes were continued in the 8th Five Year Plan (1992-97) for STs. They covered (i) Post-metric scholarship; (ii) Grant-in-aid to voluntary organizations (iii) Pre-metric scholarships for children of those engaged in scavenging occupations; (iv) Book banks; (v) Boys' and Girls' Hostel; (vi) Coaching and allied schemes (vii) Educational complex in low literacy tribal pockets for development of women's literacy.

Taking into account the experience gained in the implementation of NPE, 1986 and Programme of Action (POA), 1986, the following strategies were proposed in POA, 1992(Ministry of Human Resource Development, 1992)

- Every scheduled tribe habitation will be provided with a primary school or other suitable institution before the end of 8th Five Year Plan in order to ensure universal enrolment and participation.
- In tribal areas, educational plan will be implemented in an integrated manner. The integrated educational complex will be responsible for total education within its area serving all children in the age group 6-14 and adults in the group 15 and above.
- It will be the responsibility of the teachers to organize drives at the beginning of every academic session to enroll all school-age children specially girls belonging to STs and others. For this purpose active assistance of voluntary agencies and local communities shall be taken. Traditional and folk media can be very effective in reaching parents and children in remote areas to motivate them.
- Adequate incentives will be provided for the children of ST in the form of scholarships, uniforms, text books, stationery and mid-day meals.
- All schools, Non Formal Education Centers and pre-school centers in ST habitations will be equipped with necessary and essential infrastructural facilities in accordance with the norms laid down for Operation Black Board (OBB) and for achieving Minimum Levels of Learning (MLL).
- Operation Blackboard shall cover, within a period of two years, all schools in tribal areas.

- The indigent families among ST will be given incentives to send their children, particularly girls, to schools.
- Children from tribal communities will be taught the mother tongue in the earlier stages in primary school. Teaching/learning material in the tribal language will be prepared providing for a transition to the regional language by class III.
- Standard teaching/learning material will be re-written to make them intelligible to ST children especially in areas where the standard language and the learners' dialect are different.
- It will be ensured that MLL already set-up for primary schools will be achieved. Effective methodologies for measurement of MLL will be implemented.
- Books of proven quality including classics from Indian and foreign languages will be abridged, adopted, translated, reproduced and be made available at subsidized rates to the children and neo-literates in ST communities.
- Implementation of reservation policy will be notified at all levels and failure to adhere to the same will be made punishable.
- Reservation in recruitment of teachers from ST communities will be ensured in all educational institutions.
- Where teachers are not available in schools located in ST localities, crash programmes for giving suitable training to eligible persons from STs will be started. The eligible amongst them will be appointed as teachers in the schools.

- Specified teacher training institutions such as District Institutes for Educational Training (DIET) will be identified for training of ST teachers on a large scale.
- Education in tribal areas should be linked without door activities.
- There is a need to incorporate among teachers and students about the richness of the culture of ST and their contribution to culture and economy.
- Monitoring of education in ST areas will be entrusted to the local committee with adequate representation of ST members, especially women.
- There is a need for systematic utilization of the reports for taking corrective action.
- 20 At state level and national level, joint monitoring system should be evolved.

1.5.5 National Educational Policy 2020

National educational policy 2020(Ministry of Human Resource Development, 2020) gave much more emphasis on the promotion of native language. The policy identified the perception and experience of native speakers which should be promoted. The policy suggests the use of mother tongue and multi-lingual in teaching learning process. In order to encourage students towards education the textbooks at the primary level will be based on mother tongue/ home language. This encourages the child to use more of native language. The policy emphasized on endangered language and discusses about the preservation of language through education. Further the policy recommends of establishing Schedule 8 languages and suggests the establishment of Schedule 8 by State government in collaboration with the centre. In order to preserve endangered languages the policy suggests the documentation of

languages via web- based platform/ portal/ wiki. The platform will contain videos, dictionaries, recordings, and more, of people (especially elders) speaking the language, telling stories, reciting poetry, and performing plays, folk songs and dances, and more. People from across the country will be invited to and able to contribute to these efforts by adding relevant material onto these platforms/portals/wikis. Universities and their research teams will work with each other and with communities across the country towards attaining rich such platforms. Further National Education Policy made major recommendation on Multilingualism and the power of language by implementation of three language formulae in order to promote multilingualism. It suggests that all languages will be taught in an enjoyable and interactive style, with plenty of interactive conversation, and with plenty of early reading and subsequently writing in the mother tongue in the early years – with skills developed for reading and writing in the other two languages in Grade 3 and beyond. All language learning will aim to be experiential and enhanced through art, such as music, poetry, and theatre. There will be a major effort from both the Central and State governments to invest in large numbers of language teachers in all regional languages around the country, and in particular all Schedule 8 languages. States, especially states from different regions of India, may enter bilateral agreements to hire teachers in large numbers from each other, to satisfy the three-language formula in their respective states, and also to encourage the study of Indian languages across the country (Ministry of Human Resource Development, 2020). It also suggests that teachers should be encouraged to use bi-lingual approach in their teaching learning process. The native language is given platform for exploration by this policy.

1.6 OVERVIEW OF HISTORY OF SIKKIM

Sikkim situated in the lap of eastern Himalayas is blessed with various ethnic groups like Lepchas, Bhutias and Nepalis. The word “Sikkim” has been derived from the word

“*Sukhim*”, the word brought from Limboo language meaning “New House” and later on it was modified to Sikkim. Lepchas refer Sikkim as “*Mayel-lyang*” which means heaven and Bhutias refer as “*Dejong*” which means valley of rice. Sikkim was a small kingdom before merging with Indian Union which was ruled by “*Chogyal*” which is also called as king. The history of Sikkim started with an advent of Chogyal dynasty where Phungtsok Namgyal was first consecrated as the King of Sikkim in the year 1641. Before him different parts of Sikkim were ruled by Lepcha, Limboos and Mangar Chiefs (Balikci, 2008). The history of Bhutia tribe and its migration to Sikkim can be traced when the 25th King of Kham Mi-nyak dynasty of Tibet started his journey with his sons towards the south of Tibet, as guided by the words of the Gurdrag which is said to be one of the ancestral diety who gave the power to their forefathers to invade most of the provinces of China (Balikci, 2008). The diety asked the descendant of the Kham Mi- Nyak dynasty to go to the hidden lands which is lying in the South of Tibet called *Dema-jong*(Sikkim). Moving southwards, the King along with his sons stayed at various places for quite a long time like in Sakya. Here the eldest Prince of the immigrant raised the pillar of the monastery. For his contribution the name was given to the prince as Khye- Bhumsa, which means the strength of the lac of men. He dwelt in Sakya for quite a long time and even he married there (Gazetter of Sikkim, 2013). Ironically Khye-Bumsa came to know about the Lepcha wizard called The-Kong-Tek, who was said to be the incarnation of great Lama, who can bestow the boon of progeny. He went to the

Lepcha wizard after consulting with Lamas along with his 16 followers. It is said that with his grace Khe-Bumsa was blessed with three sons. Khye-Bumsa and The-Kong-Tek developed an eternal friendship and formed blood brotherhood with Lepchas. To strengthen their relationship one historic step of blood brotherhood was build up between the two chieftains at place called Kabi-lungtsok, where the mount Kangchen-Dzond-nga was kept as a witness to this historic agreement. Thus the relation between Bhutias and lepchas has paved the way of living togetherness and both the communities celebrate the grand Pang Lhabso (Gazetter of Sikkim, 2013) in the fond memory of this agreement. Sikkim later on becomes the 22nd state of Indian Union with the Constitutional Amendment Act passed on 4th September 1974 by parliament of India. Sikkim, one of the youngest and the second smallest state of Indian Union next to Goa , it becomes full-fledged state of Indian Union on 16 May 1975 with the Constitutional Amendment Act 36 and 37 (Gazetter of Sikkim, 2013).

On 8th May 1998, Sikkim was made a full-fledged member of the North-Eastern Council- “A mining Planning Commission” for the region during the meeting of the Chief Ministers of North Eastern states held under the chairmanship of the Prime Minister A.B. Vajpayee. In the month of November 2002 Sikkim was also recognized as the 8th sister of North East Council along with Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland and Tripura. Sikkim is small in size but with beautiful landscape one can see various ethnic communities living together (Bhutia & Mishra, 2014).

The total area of Sikkim is 7096 Sq. Km, barely 144 km long and 64 km wide. Sikkim is situated in the North Eastern Himalayas of India, spread below the Mount Kanchendzonga, the third highest peak in the world. Sikkim shares the borders with Nepal in the West, Bhutan in the East, and Tibet in the North and also shares the

border of neighboring state West Bengal in the South Sikkim lies between 27 5' and 28 10' North latitudes and 88 4' and 88 58' East longitudes. According to 1981 census report of India the total population of Sikkim was 313685 and according to 1991 census report of India the total population of Sikkim was 406457 (Sikkim Human Development Report, 2015). The total number of population is 5, 40, 93 in Sikkim. The latest census carried out in 2011 should spread some cheer among those who were dissatisfied with Sikkim's population results in 2001. As per the results of 2011 census the population of Sikkim is 607,688 (6.1 Lakhs) (Ministry of Home Affairs, 2011).

1.7 ETHNIC TRIBES OF SIKKIM

It is believed that Lepchas were the aborigines of Sikkim. With the migration of Bhutias from Tibet in 15th and 16th century, they are also the native inhabitants of land of Sikkim. The other migrants were Nepalese especially: Limboos and Mangars. Sikkim is a state where people belonging to all the community live with harmony and peace. These three communities i.e Lepchas, Bhutias and Nepalese are considered as main and distinct people of Sikkim (Gazetter of Sikkim, 2013).

The Lepchas: The Lepchas claim to be the autochthons of Sikkim. The Lepchas (in Nepali the word '*Lap*' means 'speakers' i.e. vile-speakers, a contemptuous term as Lepchas spoke their own dialect and refused to adopt Nepali), "the *Rong* (the ravine-folk) as they call themselves are known to the Tibetans as '*Mon-ba*' or '*Mon-rik*', people of the Mon Country- a general Tibetan name for the lower Himalayas from Kashmir to Assam and Burma". (Sinha, 1975). The Lepcha concentration is normally found in the slopes of the hills in various parts of Sikkim. They are divided into a number of patrilineal clans (*Ptso*), which are supposed to have originated from supernatural and mythological ancestry. (Sinha, 1975). Earlier the

'*Ptso*' represented a geographical unit The Gazetteer of Sikkim mentions 39 clans of Lepcha⁵ along the banks of Talung river, each of which is attached to a locality. (Risley, 1911). The Lepchas had a simple material culture - a subsistence type of hunting and collecting as well as a primitive form of slash and burn type of cultivation of rice, maize and millet. Although they are now Buddhists originally their religion was basically animistic Bon and their priest, '*Boongthing*' or '*Mun*,' symbolizes the combination of holy specialists, magicians and medicine man. The male priest is called "*Boong-thing*" and the female is generally called *Mun*. Every clan has a priest, who in fact is an exorcist. Siiger, who also worked in the Dzongu area, states that "every *Ptso* has its own priest called *Boong-thing* or *padem*, whose office is hereditary in his own *Ptso*"(Siiger, 1956).

The Bhutias: The Bhutias, who provided the royal dynasty in Sikkim represent the Tibeto -Burmese stock. They were the carriers of the Tibetan culture, Tibetan language, the Lamaist Buddhism and a combination of Pastoralism and semi-settled agricultural practices. The earliest phase of Bhutia immigration probably started with the Tibetan grazers and the missionary Lamas, who came to Sikkim in search of pastures and potential converts to their religion. The Bhutias who had migrated in the next phase were the traders, who were in the lookout for new markets for bartering their goods. Finally came the Tibetan peasants in search of paddy fields. All these stocks found in *Dermer-Dzong* (*Denzong*- the valley of rice-a Tibetan term for Sikkim) wide scope of expansion. (Sinha, 1975). The establishment of blood-brotherhood in later half of the 15th Century, between a Bhutia patriarch named Khye-Bumsa from Phari (Chumbi Valley - Tibet) with the then Lepcha chief, The Kung-Tek, laid a strong foundation for strengthening Lamaism. Phuntsoh Namgyal, a descendant of KhyeBumsa, installed him as the first ruler of Sikkim(Sinha, 1975).

The Bhutia immigration took place in phases. Risley has identified the original families and the sequence of their arrival. The earliest immigrants represented 14 families of Tibetan origin. Of these, 6 were descendents of Khye-Bumsa and 8 were of other Khampas, now known as the *Lbeps-m-Tshanb Gyad*, or the tribe of 8 respectable names. In addition, there were 8 *Rui-Chhung* or little families, who came to Sikkim at various times, since the establishment of the monarchy. After this, came the *Chumbipas*, immigrants from Kham in Tibet and Hah in Bhutan to the lower reaches of the Monchu near Chumbi, which has further six sub-divisions. In the north, the Lachen-Lachung Valleys were colonized by other immigrants from Hah and Paro in Bhutan, now known as the *Lhopen-Lhundub* (Risley, 1911).

The Nepalese: The term Nepalese is a very broad and generic term, which encompasses within itself, a number of hill community as well as Hindu castes. The Nepalese community in Sikkim is inclusive of three sub-cultural sectors: the Kiratis, the Newaris and the Gorkhas. The Kiratis include Limbu, Rais, Magars, Gurungs, Tamangs and host of other marginal tribal stocks. Among these Limbus and Magars are supposed to be the autochthonous inhabitants of Sikkim. The origin of the Limbus is veiled in obscurity. There are three 'septs' among them. One belonging to *Lhasa gotra* believed to have migrated from Tibet, while the Limbus belonging to *Kasigotra*; are believed to have come from Benaras (Sinha, 1975). A large number of them are believed to have emerged from the 'mother' earth, hence are called *Bhuiputta*. While a large majority of them are animistic and Hinduized some of them, particularly those belonging to *Lhasa gotra*, follow Lamaism. Risley narrates a Limbu folk-story taken from an old Limbu manuscript about the origin of Lhasa and *Kashi gotra* (Risley, 1911). They have their own mythology, which delineates the creation of the (Universe and Man) and specific customs and laws. These *Mundhums*

constitute the basis of their peculiar religion *Yuma Sam Samyo or Yumasam* Religion. The limbu priests called *Phedangmas*, *Yebas* and *Yamas* (the last being female priests) are the prominent members of the Limbu society and are responsible for all household rituals, ceremonies relating to marriages and funerals with divinations and exorcism of evil spirits through animal sacrifice (Desai, 1988). They are called *Tsongs* (cattle or yak merchants and butcher) by the Bhutias and Lepchas and Limbus by the Nepalese. There are other tribes of Nepali like Kirati. The Kirati tribes, with may broadly be classified into two groups, on the basis of their absorption into the larger civilizations. There are the animists-cum-Hinduized Gurungs, Magars, Rais, a section of the Limbus, and the Lamaist Tamangs, Sherpas and a section of the Tsongs. The second sub-cultural stock of the Nepalese in Sikkim includes Chhetris, Thakuris, and the Bahuns. With the emergence of the Gorkha power in Nepal during the reign of Prithvi Narayan Shah around the middle of the 18th Century, the Nepalese made numerous raids eastwards and clashed with the Bhutias as well as the Kiratas. The settlement of Gurkhas can be traced back to this period (Sinha, 1975). The Newars, the third sub-cultural stock of the Nepalese, also entered Sikkim during this period, with the liquidation of Newari power in Kathmandu Valley by the Gurkhas. They monopolized the copper mines and mining industry in Sikkim. The Newars in Sikkim are, by and large, Hindus with the highest socio-economic prominence. Some of the most enterprising even emerged as the Nepali-counterpart of the Kazis and were drawn' into policymaking and administrative process during the Maharaja's time. Along with them came a large number of service castes such as Brahmins (Bahuns), barbers and artisan castes such as smiths (Kamis), tailors (Damai) and shoe-makers (Sarki) (Sinha, 1975) of the Nepalese, who settled in Sikkim, the Bahuns occupy the highest position in the Nepali social hierarchy. They are mainly the agriculturists and

are mostly orthodox Hindus, who would not normally have any matrimonial relations with other castes. However the rigidity of social attitude and behavior, which the Brahmins maintained rigidly, is somewhat disappearing with the passage of time. The next in social rank are the Thakuris and Chhetris. They are entitled to wear the sacred thread and have Brahminical prejudices. Although there are some cases of inter caste marriage, such marriages are still considered exceptions rather than rules. (Gupta, 1985).

Other Groups: Apart from these three predominant ethnic communities of Sikkim, mention must be made of the 'plainsmen'. They constitute a socially –and economically significant group. The Marwaris are the owners of the commercial establishments in the urban areas; they also have stretched their hands well into the villages through money-lending business. Besides, there are the *Madesia* traders and number of other plainsmen's community from different states to serve in the administrative and other posts (Gupta, 1985).

1.8 BRIEF HISTORY OF BHUTIA TRIBE

Bhutia is a generic term used all over the country for those people who come from Tibet. The term Bhutia may also be spelt and pronounced as Bhotia as derived from the original habitat “*Bhot*” meaning Tibet. The Bhutias of Sikkim call themselves as Lhopos (Balikci, 2008). The Bhutias of Sikkim refer Sikkim as *Denjong i .e.* the “Valley of Rice” which is the cash crop of this community and which represents the agrarian nature of society. The Bhutias, also known as “*Lhoris or Lhopos*”, are divided into several sub-groups, each named after their original place of habitation: the Drukpas from Drukyul/Bhutan, the *Chumbipas* from the Chumbi valley of Eastern Tibet, the *Dopthapas* from Doptha in South Tibet, the *Tromopas or Dro-mo-pas* from

Dro-mo and Lachenpas and Lachungpas from the North Sikkim's Lachen and Lachung valley respectively. (Gazetter of Sikkim, 2013).

Bhutias spreaded Buddhism into a large scale among other communities also; even many of Lepchas worship Buddhism.(Namgyal Institute of Tibeteology, 2012). Bhutias are said to have descended from the eight clans known as Beb-Tsen-Gyat of the great ancestor of Khye-Bhumsa. Presently there are two divisions among the Bhutias of Sikkim which are Beb- tsen- Gyat and Tong-du-rizhis:the Beb-tsen-Gyat(eight clan of the settlers) which include i. Bonpa, ii. Gonsarpa or Gantagputsa, iii. Namtsangkor, iv. Tagchungdars, v. Karsorpa, vi. Gyonto-pa, vii. Tsungyapa and viii. Topa or Dokhangpa. The other clan which is Tong-du-rizhis (the four regiments of 1000 in each) as follows: i. Shandarpa, ii. Tse-chu-dar, iii. Guru Tashi and iv. Nyimagyalpo.(Human Ecology and Statutory Status of Ethnic Entities in Sikkim, 2008) The Lepchas of Sikkim gradually came in close contact of Bhutias. This relationship turned into a new chapter when the descendant of Khye-Bhumsa, who was from Lhopo Bhutia community and follower of Buddhism, Phuntsog Namgyal, was crowned as the 1st King of Sikkim in 1642 by the three Lamas at Yuksam became the first consecrated ruler and a centralized authority was set up in Sikkim for the first time. The limbo chiefs accepted Phuntsog Namgyal's suzerainty and kingdom was extended beyond its present frontiers up to Thang La (Tibet), in east upto Tagong la (Bhutan) in south up to kishanganj (Bihar) and in west Timar Chorten (Nepal). In this way, from Bhutia community came the ruling house of Sikkim. Thus, Buddhism entered in Sikkim with the emergence of Bhutia Tribe during 16th century when the Bhutia Chieftain Khye Bhumsa came to Sikkim and his descendant became the first King (Chogyal)(Gazetter of Sikkim, 2013). The legacy of Namgyal dynasty remained from the year 1642 to 1974. The political scenario of Sikkim changed from the

Monarchy system to the Democratic form of government in 1975. With the 38th Amendment Bill of the Indian parliament, Sikkim became the 22nd state of India. After the merger, a new era of political system of democratic setup was introduced. Sikkim was accorded with a special status with Article 371 (F) protecting the identity of Sikkim people.(Gazetter of Sikkim, 2013).

1.9 EDUCATION IN SIKKIM

Traditional indigenous system of Education has been deeply rooted in the culture of Sikkim. As *Chogyal* of Sikkim brought the Buddhism along with him and this religion was spread all over the state, Buddhism became the state religion during the reign of *Chogyal* dynasty. Since then monastic education was considered as an indigenous system of education. Monastic education basically focused on the philosophy and religious script of Buddhism. The curriculum of monastic education was based on fundamental Buddhist teachings along with diversified subjects such as painting, sculpture, astrology, philosophy, and literature etc.,(Gazetter of Sikkim, 2013) “The establishment of monastic school as in the institutional form provides education on the basis of religion where the medium of instruction was Tibetan. The people from Buddhist religion are allowed to take admission on it, rest of the habitation are neglected on the basis of religion. To spread the Buddhism in kingdom, rulers of Sikkim constructed number of monasteries within the kingdom”(Namgyal Institute of Tibeteology, 2012). Earlier there was only monastic education for the preparation of Monks to priesthood. Schools in Tashiding, Pemayangtse and Sangha Choeling monasteries were the famous centers for monastic education in those days(Bhutia, 2012).The monastic education has spirituality in nature, so after getting monastic education the students mostly tend towards “Lamaism”. Being indigenous education system of Bhutia community, monastic education has got a prominent place among

them. On the other hand with the advent of modern education system in Sikkim, the Bhutia community also got influence like other communities. Later on with the British administration in Sikkim modern system of education was introduced with the establishment of English schools in different parts of Sikkim (Gazetter of Sikkim, 2013). Before the British administration, Sikkim has its own traditional lamaistic system of education. During the British period three types of schools were established apart from Lamaistic education imparted in the monasteries. They were: Government Schools, Missionary Schools and the Village Schools maintained by the Thikadars and the people (Gazetter of Sikkim, 2013). From then English literature remained as a compulsory subject all over Sikkim since the establishment of Schools. Then after the course content was implemented after 1902. Later on with the annexation of Sikkim with the Indian government in 1975, Sikkim became the 22nd state of India. After joining the mainstream, Sikkim witnessed rapid and phenomenal expansion of education with influence of constitutional responsibility and gradually educational practices and policies were implemented. However the educational patterns were changed in to Indian system(Sharma, 2016).

The number of colleges also increased to nine colleges and one central university and private universities. This shows a tremendous increase in the number of schools in Sikkim state. Today Sikkim is one of the most literate states of India having literacy rate of 81.42%(Gazetter of Sikkim, 2013).

1.10 DEVELOPMENT OF BHUTIATRIBE OF SIKKIM SINCE 1975

Bhutia people since 1975 were engaged in so many profession which describes the development of Education Bhutias in Sikkim. The Bhutia tribe people are hardworking and they are slightly traditional in nature. They are involved in all kinds of job and profession in the state and they are noted for their hardworking nature, and

do not bother about other people. They have done very well in farming which is observed in villages where they are successful producer of crops like paddy, wheat and rice, various vegetables beside which they are known for successful animal husbandry and poultry farming. As the education grew, the children of farmers acquired education and started getting employed at various jobs and profession. Few of the Bhutia people have excelled in their field. This study has mentioned and discussed some of the Bhutia Tribe people who have excelled in their profession and those who are first Bhutia people to get into the job and profession and serve the people and nation. The following are the details of Bhutias of Sikkim who have contributed their work towards different profession:

1. Bhutia Language Teachers

The study has found these prominent Bhutia language teachers who have immensely contributed in developing the Bhutia language.

Baichung Tshichudarpa is the first person to introduce Bhutia's tradition into larger section by making Bhutia movie called *Bya Kay* in 2017. He is presently working as an Assistant Professor in the department of Bhutia, Sikkim University. He is a permanent Resident of Yangyang, South Sikkim. His Qualification: Acharya(MA) (in Buddhist Philosophy) from Sikkim Institute of Higher Nyingma Studies (Sheda), Gangtok, Sikkim. He has contributed a lot for the betterment of the Bhutia society. He received Sikkim Sahitya Samman 2013 from Govt. of Sikkim, Certificate of appreciation on best Bhutia Video Album in 2018, from Channel ACE Production, Gangtok. He received Certificate of appreciation from Hon'ble M.P Rajya Sabha Shri O.T Lepcha 2007. He also received a Letter of felicitation from Arithang Gyaltsen Tsogpo in 2013.

He also received Letter of Felicitation from Bhutia Kayrab Yargay Tsogpo, North District in 2013. He also worked as General Secretary, Arithang Gyaltzen Tsogpo 2002-2004. He worked as a President, Arithang Gyaltzen Tsogpo-2011-2014. He is also a Joint Secretary, All Sikkim Bhutia Kayrab Yargay Tshogpo –till 2012. And also he is a Convener, Sikkim Akademi, Gangtok Sikkim, participated & represented India in South Asian Poetry festival for peace in Kathmandu, Nepal 2015. His achievements are: Loosong Book, festival of Sikkemese Bhutia (1994), Nhethik Poem in Bhutia (1995), Richhi first Novel in Bhutia (1996), Lotho Yearly calendar from 1996, Namtok Drama in Bhutia 1997, Denzong Sunglu Sikkemese song book (2004), Lho Lhu frist video Album in Bhutia (2006), Tshigcheth Nhatshogs Poem Book in Bhutia (2008), Geway Lamdron Religious Book in Bhutia (2008), Sangayki Zenam Life of Buddha in Bhutia (2008), Thrabton Gojhoeth Sumden Drama in Bhutia(2008), Bochoy Dragen Denboy LLU Nursery Rhymes(2008), Honyo Phichung Poem in Bhutia(2014), Phu Tshering Comic Bhutia and Nepali (2014), Loketh- Lhabkay Book 1 (2016). He also contributed in Bhutia society by releasing a movie called Bya Kay Bhutia Short Movie in the year 2017.

Lharipa Ganden Lama is the first to initiate traditional arts from his village. He was born on 10th January 1932 in Phodong, North Sikkim. At the age of twelve, Ganden Lama started his career as an artist in traditional arts. He underwent apprenticeship with one of the most renowned artists of that period Lharipa Rinzing Lama and over the years, gained considerable experience and expertise in the art of thanka painting in which he excelled. In 1955, he was appointed as traditional Art Instructor in Enchey School. During 1956 he represented the State of Sikkim at International Handicraft Exhibition held at Calcutta, Madras and Bombay and represented Sikkim at the World Crafts Conference at New Delhi in 1960. Nine years later Lharipa Ganden Lama

became a Member of the World Crafts Council, Washington and United States of America.

With the establishment of the Government Institute of Cottage Industries at Gangtok, Lharipa Ganden Lama was transferred from Enchey School to the Institute in 1957. He was later promoted as Master Artist and continued to serve the Institute till his retirement from service on 30th December, 1992.

Norden Tshering Bhutia is the first person to introduce a first Bhutia Script. He is a resident of Tathangchen, East Sikkim. He was awarded the Bachelor of Education degree from the Regional College of Education, Bhubaneshwar, Orrisa. He was appointed as Teacher in Enchey School in 1968. In 1971 he was promoted to the Gazetted post of Inspector of Schools. During his tenure as inspector of Schools, he studied and conducted research work into the Sikkimese-Bhutia language for seven years. In 1977, he brought the Bhutia language into a written form and he was the author of the first self-teaching Bhutia book in Sikkim.

He was promoted to the post of Deputy Director, Education in 1980 and Joint Director, Education Department in 1984. He was then inducted into the State Civil Service Cadre and posted as Joint Secretary in Sikkim Police. He also served as Joint secretary In the Ecclesiastical Department. He also worked as Secretary, Sikkim Public Service Commission and also as the Chief Executive Officer of the Sikkim Khadi and Village Industries Board. He was posted back to his parent Department as Director, Education in November 1999. He also initiated the inclusion of the Bhutia, Lepcha and Limboo languages in colleges in Sikkim at the under graduate level.

In his entire exemplary career, he pursued his single-minded aim to uplift the Sikkim Bhutia, Lepcha and Limboo languages. Keeping in view all these achievements he was awarded the highest award of the Subba Community. His commendable work in the development of languages has been recognized nationally and internationally. He retired from service on 31st March, 2001.

2. Medical

The study found four male and female medical doctor who represented first in their profession. Besides them there are number of Bhutia doctors who have evolved during the time.

Dr. Pempa Tshering Bhutia is the first orthopaedic Surgeon. He did his education from Tashi Namgyal Senior Secondary, Gangtok. He did his MBBS from Nagpur University, Government Medical College and later MS also from Nagpur University. He started working from 1991 May to August in STNM Hospital.

After he went to Namchi hospital till May 1993 then again came back to STNM Hospital, for 4 to 5 years he visited Namchi hospital to look after his patients while working in STNM. In November 2019 he became Secretary in Health Department. He took active participation in many Medical camps. He has also worked with Viklang Sahitya Samiti. In 2015 he was the administrator in Health Department and later in 2015 only he became Principal Director. In November 2019 he was appointed as Secretary in Health Department.

Dr Tshering Tendup Kazi, was the first to qualify as Medical Doctor. He is the first one to qualify the degree among Bhutia people. He served at General Hospital, Namchi, South Sikkim in 1925. He was admired for his selfless service to humanity.

His dedication towards the profession was reflected in the work done for the welfare of the people.

Dr. T.R Gyatso joined as a Medical Officer at STNM Hospital in 1969, went to Gayzing District Hospital in 1977 and retired as Secretary Health in 2005. He was hardworking and exemplary to many in the family and society. He rendered his services to the state government of Sikkim for almost very long period. His dedication and hard work reflected in the work he had done for the welfare of the state.

Dr. Mrs Laki Dadul was the first female doctor in Sikkim (1955). She is also the first female doctor among Bhutia people. Her contribution towards medical field is more. She was compassionate and also laborious towards her profession. She is a torch bearer towards empowerment of women in the Kingdom of Sikkim.

3. Civil Servants

The study found first few civil servants from Bhutia community who provided service to Sikkim

Tashi Dadul Densapa was from Bhutia community popularly known as Barmoik Athing. He was born in 1902, one of the reputed Tibetan scholar of Sikkim. Athingla evinced a keen interest in Tibetan studies and received his learning under the guidance of several eminent Rinpochees; Barmoik Rinpoche, Barmoik Kushu. He was appointed as a member of Sikkim State Council. His also served to the Royal Bhutan Government. Later he was appointed Secretary to Chogyal Tashi Namgyal. During World War II, he held several important positions in the government. In 1948, Athingla was placed in charge of the portfolios of Home, Ecclesiastical, Constitutional and External Affairs. He was dedicated Scholar during his time and

contributed many writings to the State. His contribution towards the state is numerous and he always worked for the welfare of the State.

Victoria Cross Ganju Lama (1924- 2000) was the first Bhutia who received the most highest and prestigious award for gallantry in the face of the enemy that can be awarded by British and Common wealth forces. He was born in Sangmo, South Sikkim. His birth name is Gyamtso Shangderpa. His contribution and achievement towards the nation was numerous. He joined the 1st Battalion 7th Gurkha Rifles, near Imphal, India. During his tenure in the Indian Army in the World War II because of his bravery and courageous defeat to his enemy, he was awarded with India's most prestigious award. His bravery was reflected in his awards and he received various awards like Military Medal, which was announced in London Gazette. After India gained its independence, he joined the Indian 11th Gorkha Rifles. He was appointed honorary ADC to the President of India for life. He died at Gangtok on 1st July 2000. His contribution towards State and Nation is always admired by the people.

Karma Topden, (1941- 2018) was a first Bhutia Indian Ambassador to Mongolia. He obtained a degree at Manchester University in the United Kingdom. He served to the state of Sikkim in many field. His career first began as a police officer and became administrative officer later. After Sikkim became a part of India, he was then taken into Indian Administrative service. He was the first person from Bhutia community to join civil service. During his tenure in serving the state Topden, held various pots in Sikkim government until later he was elected to the Upper house to the Indian Parliament, the Rajya Sabha from 1988-1993 and in 1994-2000. He was most enthusiastic and dedicated person. He was one of the trusted and amiable person

amongst his friend. His dedication and hard work always reflected in the services he has provided to the state and people welfare.

Rinzing Ongmu Bhutia, is the first Bhutia women IAS from Sikkim. She served as an Indian Administrative Service to the state in west district from 1990 to 1993. She is a resident of Geyzing Yangthang. She worked as a Chief Secretary to Government of Sikkim. She is a retired as Chief Administrator now.

C.L Denzongpa, is the IRS(Indian Revenue Service) from Bhutia community. At present, he is a member of Economic Revival Committee as Economic and Financial advisor to the government of Sikkim. He was contributed his service as Secretary, in Human Resource Development Department. During his tenure he provided various services to the department for the development of education in Sikkim.

Sonam Gyatso Dokhampa, is the first Bhutia to participate in acting and directed a play “Bumchu” at a Tagore theatre at Chandigarh in 1990 hailing from a resident of Dolling Berfung, South Sikkim. He rendered his service to an autonomous institute like”Namgyal institute of Tibetology” under various capacities w.e.f. 1992 to 2006. Initially he served over 10 years as Tibetan/ Bhutia language Teacher in different Schools of East Sikkim and as well served in Department of Ecclesiastical Affairs, Government of Sikkim over 20 years.

He retired from Department of Ecclesiastical Affairs as Additional Director and obtained an Award of State Meritorious Service in 2014. He is been a programme broadcaster of the Sikkemese Bhutia in All India Radio, Gangtok since 1983, with a talk titled “Role of a teacher in modern society”.

P.T Gyamtso, is a resident of Nampung, Lingdok, East Sikkim. He Served as Assistant Manager, Sikkim Government Press (4th Dec 1967-1974). In 1980 he was recruited as Joint Director in Information and Public Relations Department. He was also the editor of Sikkim Herald in the year 1980, October. He was also appointed as representative of State Trading Corporation of Sikkim in Calcutta. In September 1983 he was appointed as Resident Commissioner, Government of Sikkim, Calcutta. He was also appointed as Managing Director in State trading Corporation in the year 1984.

He was then appointed as Joint Secretary cum Joint Development Commissioner, Planning and Development Department in the year 1986 and 1987. He was also appointed as Secretary to Printing and Stationary with additional charge of the Scheduled Caste and Scheduled Tribe Department 1988 & 1989. In 1992 he became Secretary, Industries Department. In 1995- August 2000 he was appointed as Secretary to Chief Minister of Sikkim as well as Secretary Excise Department. And he was also elected to Rajya Sabha as a member of parliament in 2000. His role in Parliamentary Standing Committee is commendable. He worked in Defence (2000 to 2002), Welfare of Scheduled Caste & Scheduled Tribes (2000 to 2002), Finance (2002 to 2004), Food Consumer Affairs and Public Distribution (2004 to 2006). His roles in Parliamentary Consultative Committee were in sectors like Tourism & Culture (2000 to 2004), Railways (2000 to 2004), and Agriculture (2004 to 2006). His role in other Parliamentary Forum were as Vice Chairman, North- East MP's Forum (2005 to 2006), Convener, All Party Indian Parliamentary Forum for Tibet, Secretary, Scheduled Castes & Scheduled Tribes Parliamentary Forum (2004), Member of indo-EU Parliamentary Forum (2004), Member, Himalayan MP's Forum, Member, World Bank Parliamentary Forum.

Tseten Tashi Bhutia is currently associated with number of NGOs and other social-religious organizations across Sikkim and jointly heads the Sikkim Bhutia-Lepcha Apex Committee (SIBLAC). He was 'Best Cadet Gold Medalist' in the Senior Division N.C.C. from the North-East Region, India. He led Assam state in the Mountaineering Institute, Manali, securing- A1 certificate. In fact, he was associated with all the adventurous sport while simultaneously managing to secure scholarships of merit throughout his academic career. However, in 1994 he joined the political mainstream. On 20th April 1974 he was even detained by CPRF Jawans while actively attending one of the rallies of the pre-annexation era in Gangtok. His ten year tenure as a legislator(1994-2004) saw much upheaval that always precipitated common awareness, as well as subsequent turmoil, while the essence was always 'the Common Sikkimese Cause' and his spontaneous concern for and urgency to address it. His courage to stand up even against his own party leadership followed by his sacrifices, agenda and such activities from the real spirit of this debut book of his: *The Awakening; Struggle for Survival*.

4. Law

The study found as prominent judges and lawyers among Bhutia tribe. They provided tremendous services to the state of Sikkim in law field.

Justice Sonam Phintso Wangdi is the first Judge from Bhutia community and rendered numerous service to the state of Sikkim. He was enrolled as an advocate on 5th July 1982, and also appointed as a senior advocate by the Calcutta High Court in January, 2000. He was appointed as Junior Central Government Counsel in 1983, Additional Central Government Standing Counsel in 1985 and then as Central Standing Counsel in 1987 and later he was re designated as Assistant Solicitor

General of India. His contribution towards law was numerous. In 1995 he was appointed as Special Public Prosecutor and in 1988 he was then appointed as Additional Advocate General of the State thereafter as an Advocate General in the same year until his elevation as Judge. During his tenure as a Judge, he held numbers of assignments. His assignments were Chief Justice of Sikkim High Court, Judge Administration (C& D), Member, Executive Committee of National Legal Services Authority, Chairman High Court Legal Services Committee, President, Sikkim State Consumer Disputes Redressal Commission, President, Sikkim Judicial Academy, Judge-in-charge; e- Courts project, Juvenile justice, Administration, Buildings Committee, Library Committee, etc. Later he joined as Judicial Member in the National Green Tribunal from 2016 after demitting his office from the Sikkim High Court.

Dr Doma Bhutia, is the first women Lawyer of Sikkim. Bhutia completed PhD in Law from Mumbai University and has over 20 years of litigation experience. She has appeared before the Supreme Court of India as well as various high courts like the Sikkim High Court, Bombay High Court, Delhi High Court, Jabalpur High Court (Principal Bench), Indore High Court and Gwalior High Court. Her area of practice includes civil as well as criminal matters, writ petitions, public interest litigation, and human rights including the rights of women, sexual and reproductive rights and children's rights. The lawyer has served in the capacity of senior legal consultant for Human Rights Law Network; a leading NGO based in Delhi, and has worked extensively on various human right issues.

She has also provided pro-bono legal consultation services to a number of NGOs in Sikkim like Ashi NGO, Spastic Society and Viklanga Satayaha Simiti. She was also

associated as a guest lecturer with Sikkim University and Sikkim Government Law College, Tadong. Bhutia was appointed as a member of the Bezbaruah Committee constituted by the Union ministry of home affairs on racial discrimination of Northeast citizens. She has also served as a member to the Gender Sensitization Unit of Sikkim University. She has also contributed articles and columns in local dailies and national magazines. In addition, she has also authored various handbooks on human trafficking, sexual harassment at the workplace, etc. which were aimed at sensitizing the community and concerned stakeholders. She passionately speaks for women and rights, children rights against human trafficking and sexual harassment. She is an exemplary leader and a hope to the state.

5. Higher education and research

The study found that there were number of Bhutia communities for higher education. The Bhutia people in higher education and research are mentioned below.

Dr. Rinzin Ngodup was the first person from his village to study research in Buddhist studies. In 1972, he joined the Namgyal institute of Tibetology as a ‘scholarship holder’. During this initial two-year period he read Buddhist Philosophy and received teachings from Ven. Khenpo Loday Zangpo, a learned scholar of the Institute. He was appointed in 1974 to the post of Assistant in the Tibetan Library. In 1975, he received *bka’ma* teaching and initiation from H. E Dodrup Chen Rinpoche. In 1978, he received the oral transmission of the *kLong chen mdzod bdum* form H. E. Dodrup Chen Rinpoche at Pehnsang monastery, North Sikkim. In 1978, he was transferred to the post of Museum Assistant. In 1985, he received the initiation of the *kLong chen snying thing ya bzhi* form Dodrup Chen Rinpoche. Again in 1985, he received the Grub Skor rnam Gsum initiation and oral transmission from H. E.

Taglung Tsetul Rinpoche at Tashdiing. In 1988, he obtained the Acharya degree in Buddhist Philosophy from the Institute of Higher Nyingma studies, Gangtok and was promoted to Research Officer in 1992.

Dr Rinzin Ngodup wrote a book on Buddhist ritual objects and obtained his Ph. D. Degree from the International Indo-Tibetan Nyingmapa Buddhist Cultural Preservation Society, University of Shantineketan, West Bengal. Dr.Rinzin Ngodup has published numerous articles in the Bulletin of Tibetology including ‘Origin of Bumchu of *Brag dkar bkra shis sding*’ (1992.2003), ‘A Brief account of the Life of *Nga’ bdag sems dpa chenpo 1591-1656*’(1996), ‘*Sbas Yul’ bras mo ljongs*’ (1998), ‘Biography of *Gter ston Rig’ dzin rgod kyi ldem phrul can*’(199)and ‘A Short Biography of *rNal ’byor mched bzhi*’ (200). His last book on the life of Padmasambhava remains unpublished. He passed away in the morning of the 7th March 2005. Dr. R.N Dokhampa was the Namgyal Institute’s most learned scholar.

Dr Tsewang Gyatso Bhutia completed his PhD from Sampurnanand Sanskrit University, Varanasi. He is General Secretary of BKYT (Bhutia Literary Association), Namchi South Sikkim. He has published numerous articles related to Buddhist studies. He is presently working as an Assistant Professor in department of Bhutia, Namchi Government College, Sikkim.

Dr Namdul Bhutia was the first lecturer in Bhutia language. He joined in Sikkim Government College Tadong as Bhutia lecturer in 2003. During his service he took an initiative to upgrade the Bhutia language from partial subject as MIL to elective and honours level. And with his effort and initiative Bhutia language as subject was also introduced in master level. He is the chairman for syllabus drafting and also the secretary for syllabus review of Bhutia Subject. He is also a member of text book

committee for school education. He is an enthusiastic Bhutia Scholar who remained President of Bhutia literary association for six years. His literary contributions are poetry, Sikkim history, Bhutia folk and culture. He is actively engaged in language interviews for different posts. He is masters in Buddhist philosophy and Bhutia language.

6. Politics

The study found that Bhutia community also contributed their services in politics. These are the few Bhutia people who rendered their contribution for the development of Sikkim.

Tashi Tshering was the first Chief Minister of Sikkim and his tenure was very short from 9th May 1949- 6th June 1949. Tashi Tshering was one of those from Bhutia community who fought against abolition of Landlordism and the formation of democratic government in Sikkim. He later on took a movement for Satyagraha. Before this he had been for many years employed under the British Political Office. He also contributed a lot for the establishment of democratic government.

Kazi Lhendup Dorjee Khangsarpa (1904- 2007) also known as Kazi Lhendup Dorjee was the first Chief Minister of Sikkim officially from 1975-1979 after Sikkim got annexed to India. He was born in Pakyong, East Sikkim in 11 October 1904. He was the head Lama of Rumtek Monastery. He remained Head Lama for eight years in Rumtek Monastery. He along with his brother Kazi Phag Tshering founded a large number of Schools in West Sikkim and was an important figure in bringing social and other reforms in Sikkim.

His Political career started when he founded Sikkim Praja Mandal in 1945 and served as its first president. He also became presidents of Sikkim State Congress in 1953 and served till 1958. In 1962, Lhendup helped in founding Sikkim National Congress Political Party along with non-communal party. The Sikkim National Congress merged with India's Congress Party in 1970s following Sikkim annexation with India. Kazi Lhendup Dorjee was the key figure in 1975 union of Sikkim with India. He was also honored by the government of India with Padma Vibhushan in 2002. He was also awarded Sikkim Ratna by government of Sikkim in 2004. He died of heart attack on 28th July 2007. His funeral took place in Rumtek, Sikkim.

Shree Karma Gompu Lama was the first minister elected to Sangha seat. Sangha seat in Sikkim is the representation of monk seat in legislative assembly. This seat holds a special position to render the services related to monasteries and monks. The tenure of Shree Karma Gompu Lama as a Sangha minister started from 1975 to 1979. During his term he contributed for the welfare and development of the State and rendered his service through dedication.

Tseten Tashi Bhutia is currently associated with number of NGOs and other social-religious organizations across Sikkim and jointly heads the Sikkim Bhutia-Lepcha Apex Committee (SIBLAC). He was 'Best Cadet Gold Medalist' in the Senior Division N.C.C. from the North-East Region, India. He led Assam state in the Mountaineering Institute, Manali, securing- A1 certificate. In fact, he was associated with all the adventurous sport while simultaneously managing to secure scholarships of merit throughout his academic career. However, in 1994 he joined the political mainstream. And he was twice elected as a Member of legislative assembly. On 20th April 1974 he was even detained by CPRF Jawans while actively attending one of the

rallies of the pre-annexation era in Gangtok. His ten year tenure as a legislator (1994-2004) saw much upheaval that always precipitated common awareness, as well as subsequent turmoil, while the essence was always 'the Common Sikkimese Cause' and his spontaneous concern for and urgency to address it. His courage to stand up even against his own party leadership followed by his sacrifices, agenda and such activities from the real spirit of this debut book of his: *The Awakening; Struggle for Survival*.

7. Arts and Creativity

The study found that Bhutia people also had a role in arts and creativity. They played a crucial role as an inspiration for young people of the state of Sikkim.

Late Topgyal Tshering Bhutia an unsung hero of Sikkimese Bhutia community who first produce old Sikkimese Bhutia songs into audio cassettes format during late 80's.

He was also singer himself gave his soulful voice along with his wife popularly known as Aie Tenzing in reviving old Sikkimese songs. He sowed the seed for popularizing melody is old folk song among the mass.

Tshering Phintso Denzongpa also known as Danny Denzongpa was born on 25 February 1948) is an Indian film actor, singer and film director. He is the first Bhutia to make his place in Bollywood. He has mainly worked he has worked in various Nepali, Hindi and Telugue films. He was also a Padmashree awardee. He also played a movie with an international star Brad Pitt. He was awarded as a best actor especially in suspense movies.

Pem Dorjee Chingapa popularly known as Neelu was born in 12 July 1958 at Gangtok. He was the member of the first Sikkemese team to play as a State in the National Championships held at Patna in 1976. Thereafter he represented Sikkim regularly. Pem Dorjee represented the famous Mohammadan Sporting Club of Calcutta for number of seasons from 1980 and was chosen to represent India in the pre-Olympic tournament held in 1982 at Malaysia. He had the singular distinction of being the first Sikkemese to captain the National Team. In his career as a footballer, he played for many clubs like Mahendra Club, Nehru Gold Cup in the year 1983, and the President Cup in 1983-84.

Bhaichung Bhutia was born on 15 December 1976, Tinkitam, South Sikkim, also spelled as Baichung Bhutia, is the first International football player from Bhutia community. He is a former Indian professional footballer who was a striker. Bhutia is considered the torchbearer of Indian football in the international arena. He is often nicknamed the Sikkimese.

In 1999, when he joined in English club, during those times he was the first Indian to sign contract with European club. He made the state really proud by playing many national and international football. He was also the captain of Indian football team. Baichung is a true and hardworking sportsman who dedicated his life to the football career. He is an inspiration to many young boys and girls in the field of football. Also he is a young social and political leader, in the state.

1.11. NEED AND SIGNIFICANCE OF THE STUDY

Sikkim is a state where various types of ethnic communities live together in harmony in spite of their different culture and traditions. The researcher conducted a study on

one of this ethnic group i.e Bhutia Tribe of Sikkim. As the Bhutia tribe is also known as Lhopos or Lhorees (Gyamtso, 2011) are evolving tribe of State Sikkim, and it becomes necessary to understand the educational choices and conundrums of young learners of Bhutia Tribe. The educational problems of the tribes are studied with regard to certain established theories but still there is a need to understand the complex educational processes of tribal society by developing a substantive theory from data that is collected in natural settings which calls for research. The present study is an attempt to explore the educational choices and conundrums of Bhutia tribe students. Educational choices and conundrums play an important role in shaping the career of students as well as it also helps the student to aspire in education field. A student entering the senior secondary school has to make very crucial decision of their life. The choice of stream and various courses in a stream makes a great deal of difference for the future of the students. Even within academic stream, the student has to decide whether he/she should opt for science stream or arts or commerce. The student choices at this stage are determined by many factors. Adolescent students are generally swayed by the environmental factors; society, family, friends and more. In this way they come across many confusion and problems regarding their choices. Further, the factors have to be identified accordingly and this is exactly that motivated the researcher to undertake the present research. It is necessary to collect sufficient statistical information regarding the spread of education among the tribal people. There should be special investigations also regarding important aspects of the spread of education amongst the tribal's and their effects. A continuous programme of research and evaluation has to be developed for this purpose. There is no study on educational choices and conundrums on Bhutia tribe, therefore the researcher has decided to explore and develop theory on educational choices and conundrums.

1.12 STATEMENT OF THE PROBLEM

The present study attempted to study on Educational choices and Conundrums of Bhutia Tribes of Sikkim. The researcher conducted a grounded theory methodology where the researcher explored the factors affecting choices and developed a theory on educational choices and conundrums of Bhutia tribe students of Sikkim. Hence the problem is stated as “Educational Choices and Conundrums of Bhutia Tribes: A Study”.

1.13 OPERATIONAL DEFINITION OF THE TERMS USED

Educational Choices: refers to the options, decisions, aspirations and preferences of Bhutia tribe students.

Conundrums: refers to the dilemmas, difficulties, complexities and problems while making educational choice by Bhutia tribe students.

Bhutia Tribes: refers to the lhopos Bhutia students studying in senior secondary school of Sikkim only.

1.14 OBJECTIVES OF THE STUDY

The objectives of the study will be as follows-

1. To study the development of education among Bhutia tribe of Sikkim since 1975.
2. To explore the educational choices and conundrums of Bhutia tribe students of Sikkim.

3. To explore the effect of gender, aspiration and socio economic status with educational choices and conundrums.
4. To explore the educational problems faced by Bhutia tribe students of Sikkim.

1.15 RESEARCH QUESTIONS

1. How is the development of education among Bhutia tribe of Sikkim since 1975?
2. What are the educational choices and conundrums of Bhutia tribes of Sikkim?
3. How gender, socio economic status and aspiration effect the educational choices and conundrums?
4. How the Bhutia students view the educational problems?

1.16 DELIMITATION OF THE STUDY

The Study is delimited to only areas having a concentration of Bhutia Tribe in all the four district of Sikkim i.e. Pelling from West Sikkim, Phodong from North Sikkim, VGCL Ravangla from South Sikkim, Sang Martam from East Sikkim. The study is delimited to the “lhopo Bhutia” tribe students of senior secondary schools.

1.17 LIMITATION OF THE STUDY

The applicability of the grounded theory methodology for the tribes for understanding the educational choices and conundrums was challenging task for a researcher. The data was limited only to Bhutia Lhopo students studying in senior secondary schools of Sikkim.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

This chapter involves a review of related to the present study. Review of literature is a key step in research process. Review of literature refers to an extensive, exhaustive and systematic examination and publications relevant to the research. The significance of the review of literature shows that it provides a basis for future investigations, justifies the need for replication, throws light on the feasibility of the study, indicates constraints of data collection and helps to relate the findings of one study to another (Flick, 2014). Review of related literature is an important research effort as it provides comprehensive understanding of what is already known about the topic. The main function of citing review of literature is to provide a basis for developing a frame work. It can never be undertaken in isolation of work that has already been done on the problems which are directly or indirectly related to a study proposed by researcher (Creswell, 2014). The literature review in qualitative research can be used in several studies. It can be used to explain theoretical underpinnings of the research study. Strauss and Corbin (1990) specified that the literature review can be conducted before data collection. Further the literature review provide information about the situations that is needed in the study in order to uncover the phenomena that are important for developing a theory (Johnson & Christensen, 2011). The purpose of review of related literature is to gain insights of the existing research in order to present that knowledge in a written form as well as it helps the researcher to understand the topic in-depth. The reviews of related literature helps the researcher in

exploring regarding the topic and also have a good command over the topic (Creswell, 2014). Conducting review of related literature helps the researcher to build knowledge related to the studies as well as it also helps in building concepts regarding the field. Further it helps the researcher to understand about the presentation of findings, understanding existing research gaps and also addressing those gaps (Flick, 2014). Review of related literature not only helps in filling the gaps but it also clarifies the researcher to work on filling the gaps by identifying new ways to interpret the present study. Overall review of related literature helps the researcher to avoid duplication of the research work (Newby, 2014)

The different aspects of educational choices and conundrums have been studied by scholars and research writers throughout the world. In fact the factors and aspects of educational choices, aspirations and problems of tribal education have been discussed in various research paper and books. But a few studies discuss the in-depth studies on educational choices, process of choices, problems and conundrums with regard to tribal education. Hence, the studies are reviewed and arranged chronologically under the following themes:

- Development of tribal education
- Educational choices
- Educational choices and gender
- Educational choices and socio-economic status
- Educational aspiration among tribes
- Conundrums and problems of tribal students

2.2 DEVELOPMENT OF TRIBAL EDUCATION

Mayadri (2012) in a paper titled “Education for Tribal Children: An Engine for Human Development” had aimed at analysing the problems in the field of Tribal children education in Khamman districts of Andhra Pradesh. The lack of suitable teachers was one of the major reasons for the slow growth of education in tribal areas. The teachers appointed who were non-tribal have in schools showed little appreciation of tribal way of life and value system. Hence, the effort from the teachers side to understand the tribal life and their culture was missing which was why the rapport between the students and the teachers were found missing. Also the researcher had highlighted the wastage of tribal students in the schools along with absenteeism and low enrolment. Financial difficulties created major hindrance for the parents to send their children for studies.

Sahu (2014) in her study on “Challenging Issues of Tribal Education in India” analysed the status of tribal education with literacy rate, gross enrolment ratio, dropout rates and Gender Parity Index in India. The gross enrolment ratio of tribal students implies that the tribal enrolment declines significantly in higher class. The study also found the major problems like medium of language, the geographical location of the village, poor economic condition, attitude of parents, and absenteeism of teachers in schools and lack of proper monitoring of schools existing in India in regard to tribal education.

Kumar, Nagaraju, & Ramanjaneyulu (2014) conducted a survey on Education and Health status of Scheduled of Tribes in Andhra Pradesh. The study was based on secondary data, and it was found that male literacy rate which was 47.66% and female literacy rate which was 26.11 % showed a little improvement but was very low as

compared to other population in the state. From the study it was observed that even though the literacy rate was improved, but growth of the literacy rate is very low and the proper medical facilities for the tribes were also reported very low as compared to the other population of the state.

Daripa (2017) in the study on Tribal Education in India: Government Initiatives and Challenges. The study mentioned various constitution for educational, social, economic and cultural safeguards for tribal population. The study also extensively showed the educational status of Scheduled Tribes and identified the gaps prevailed in education. Further the study compared the gap between tribal and social group and it was found that rate of dropout of tribal students rate at secondary level was very high (21.6) and quite low (8.6 %) at primary level. The study further suggested various schemes and programmes for tribal development which should be implemented in order to bring better outcomes.

UNICEF (2017) studied on reviewing the status of education in tribal areas in Maharashtra. The report is an extensive study on the status of school education from primary level to the higher education level among the tribals and also the policies and programmes related to the education of tribals in Maharashtra. The study is about the gradual development of tribal education in the state of Maharashtra. This study was a comprehensive study including secondary data reports and also the involvement of respondents. It was found that the tribal population in Maharashtra had higher rates of schooling levels- primary, upper-primary, secondary and higher secondary. However it was found that the gaps in Gross Enrolment Ratios still exist in tribal population as it showed variation across districts and GER for tribal upper primary level was low. Another observation with regard to school participation was that Net Attendance

Ratios were significantly lower than Gross Attendance Ratios. Similarly the other findings related to the poor participation of the schools were because of poverty and low household income of the tribal population. This study showed the development of tribes from primary to upper secondary level. The primary students of class II was found to be most successful on the learning assessment as par with the students from other classes. Overall the study argued about addressing the problems of the tribal students and also issue of the poor outcomes and suggested for holistic development of education for tribal population.

Lal (2019) made an observation in Tribal Development in India: Some Observation. The study discussed about the tribal development in the 20 years span from 1961 to 1981 has not made any significant impact in improving the conditions. Further the study also highlighted about the degradation natural resources in tribal region, which resulted in extreme poverty among tribal people. The study also argued about the tribal population being the most backward and most underdeveloped in India. Apart from this the study mentioned that in spite of rich culture, tribal people are facing number of problems like land alienation, indebtedness and exploitation of economical and physical. The study further suggested for imparting education to local tribal women by providing health facilities, adequate nutritional diet as well as remunerative prices provide to the tribal forest as well.

Summary of the reviews on development of tribal education

The review of related studies on development of tribal education highlighted about the educational status among tribes. The majority of the study has found that problems of tribal education Sahu, 2014; Daripa, 2017. Comprehensive observation was done to look into the development of tribal education during the span of 20 years and

discussed about the degradation of natural resources in tribal regions extensively Lal, 2019. The study also argued about the tribal population backwardness and low enrolment ratio in the school Lal, 2019; UNICEF 2017. However Mayadri, 2012 argued about the lack of tribal teachers in tribal areas. Further Daripa, 2017 concluded that various schemes, programmes and policies for the tribal education should be implemented in order to bring better outcomes in the field of education.

2.3 EDUCATIONAL CHOICES

Dunn, Slumkowski, and Beardsall (1994) studied on Sibling relationships from the pre-school period through middle childhood and early adolescence. The findings of the study highlighted that the impact of siblings were important while making educational decision in an adolescent's life. The birth order of an individual also influenced his or her choice of education.

Alloway et al. (2004) in the study School students making education and career decisions: Aspirations, Attitudes and Influences. The findings of the study revealed that the students coming from low socio-economic status and from rural school expressed greater interest in becoming teacher rather than those coming from middle and upper socio-economic status school, as they did not preferred teaching because they believed that teaching salary could not support their life style.

Ferry and Natalie (2006) conducted a qualitative study which explored factors that play key roles in rural high school seniors and young adult's career choice process. Participants of the study included high school groups, college groups and young adults. Focus group process was selected as the preferred research method. The study confirmed existing knowledge about the great impact that family, school and

community have upon young adult's self-identity and career choice. All come into play in providing input into the adolescent's perception of self, educational efficacy and vocational interests. The study adds to the understanding of the critical role parents play in shaping career choice. Through educational expectations and perceptions of occupational appropriateness, parents were found to have key roles in shaping career choices. The findings also revealed that the importance of extending career educational efforts beyond adolescents to families and communities.

Jungen and Anne (2008) conducted a study on Parental Influence and Career Choice: How Parents Affect the Career Aspirations of their Children. Parents have been found to greatly impact the career selection process of their children. Many parents were unaware of all the ways they can influence their children's career decisions. Work ethics, family values and gender stereotyping in the family have greater impact than previously thought and it is was revealed further that children and adolescents do not defy their parent's values and expectations regarding career options.

Edwards et al. (2011) in a study examined factors influencing career choice among form four secondary school students in Kisumu municipality, Kenya. The findings of this study indicated that availability of advancement opportunities and learning experiences were the most influencing factors affecting career choice among students. While males reported learning experiences and career flexibility as the most influential factors, females however reported availability of advancement opportunity and opportunity to apply skills as the most influential factors. However, no variance was reported for persons influencing career choice by gender.

Mocetti (2012) studied on Educational choices and the selection process: before and after compulsory schooling. The study focused to analyse the determinant that leads

to the school failures, dropouts and upper secondary school choices/ decisions of the Italian students. Further the main objective of the study was to investigate the educational choices of the youngsters immediately after completion of the compulsory school (both the dropouts and the one who continue education was included). The impact of family background as well as the policies implemented for reducing school failures and dropouts was also checked. And the family background played an important role in making educational choices. This study revealed that the educational choice of an individual depends on the educational level and the socioeconomic status of the parents.

Almon et al. (2012) conducted a study to determine factors influencing career choice and aspirations among South African students. A quantitative paradigm guided this study. A survey method in the form of a structured questionnaire was used in this study in order to identify the factors that influence career choice and aspirations among South African students. A purposive sample of 133 first and second year university students (77 females, 56 males) participated in the study. The study found that the family; the ability of the learner self to identify his / her preferred career choice; and teachers were significant factors that influence the career choice and aspirations of students.

Puaca (2013) studied on Educational choices of the future: A sociological inquiry into micro politics in education. The findings of the study revealed the lack of correspondence between, on the, political notions of how rational and utility maximizing choices should be made based on effective matching of education and working life and, on the other hand, how young people form their paths into the future in practice through education choices. Students often made their educational choices

due to a lack of better alternatives and were often uncertain about where their choices will take them in life. These results show that there is a need for concrete support in schools in order to turn students' insecurity about the future into useful strategies for educational and occupational paths.

Shakya et al.(2013)conducted a study in Kanpur City on 300 adolescents (137 boys and 163 girls) randomly selected from 6 degree colleges to assess their career preferences (science and technology, commerce and management, tourism and hospitality, mass media and journalism, art and designing, medical, agriculture, defence, law and order and education) using standard career test. Data revealed that adolescents were in age group between 16-19 years and in the sample 45.33% were male and remaining 54.33% were female. Higher number of respondents belonged to business (23.66%) and service class (24.00%) families while lowest number of adolescents belonged to families working in factories (16.33%). Data on career preference revealed that education and science and technology were the most preferred career of adolescents and agriculture as least preferred career. Girls preferred medical, mass media and journalism and art and designing than boys while the latter had more preference to science and technology and commerce and management than the former. Over time, preference of adolescents changed more for art and design, science and technology and medical in one month to six months. It is evident from the results that science and technology and education are the most preferred careers while agriculture and defence are the least preferred careers among adolescents. Preference of adolescents for career changed in time.

Holmegaard, Ulriksen, and Madsen (2014) studied on The Process of Choosing What to Study: A Longitudinal Study of Upper Secondary Students Identity Work When

Choosing Higher Education. The main objective of the study was to explore through narratives that how do young people perceive and ascribe meaning to their choice of higher education: what do they point to as crucial when choosing their future study and how do their narratives interact with their choice-strategies and identity work when they are about to choose higher education?. The study was a longitudinal qualitative study in which 134 students were followed from the end previous year in Danish upper secondary school. The study revealed that choosing what to study after upper-secondary school was a complex ongoing and social process, rather than an isolated individual event. The students articulated that they can choose whatever they want to do, but they still struggle to find out what they really want and what would be suitable for them. The students strive to choose a study program that fits their present interests while at the same time trying to achieve a proper match between a study program and their ideas about various trajectories of life in general, and an attractive study life and working life in particular.

Theresa (2015) studied on Factors that Inform Student's Choice of Study and Career. It was revealed from the study that regarding the students choice of study, the students tend to rely on external factors rather than knowing who they are and what they are capable of doing in respect to choice of study and career. Nonetheless, it was encouraging to note in the study that majority of students were pursuing their desired choices of programme of study. This at least gave the impression that these adolescents know what is good for them. There were few students who also admitted that their choices were informed by parents, siblings, teachers and others.

Holmegaard (2015) conducted a study on Performing a Choice-Narrative: A Qualitative Study of the Patterns in Stem Students' Higher Education Choices The

result showed that how cultural discourses about how a proper choice is made set the scene for the students' choices. The study raised some concerns for science education.

Sofi (2016) studied on Factors Determining Choice of Particular Stream at Secondary level of Education. From the findings it was revealed that previous academic achievement of students, Father's academic qualification, ability and interest are the pertinent factor which influenced the students' choice of selecting a particular stream at secondary level of education.

Upadhyaya and Sisodiya (2016) studied on a study on interest of secondary school students in selection of subject and source of guidance. The findings of the study revealed that the students were mostly interested in fine art and science subject. It was also revealed that the students were confused in selecting subject at 10+ 2 level.

Kristinn and Ingrid (2016) conducted a study on Parental influence in educational decisions: young people's perspectives. The findings showed no differences in experiences of parental influences related to social class. Minority students experience their parents as positive/supportive to the same degree as majority students but as more strongly influencing the decision-making process. Nevertheless, minority and majority youth expressed having made their own choice to the same extent. Negative and strong parental opinions sometimes complicate the choosing process and threaten young people's sense of autonomy.

Helland and Heggen (2017) studied on Regional Differences in Higher Educational Choice? The study was conducted to examine how the choices of field and institution in Norwegian higher education vary between different parts of the country and between urban and rural municipalities. The findings of the study revealed that the

people had a close relation to their region and they tend to choose studies close to where they grew up. As it was observed that very less people moved to the urban areas for their study. It is because that the rural culture was less academic and more practically oriented as geographical location also determined the choice of education.

Hedges and Speckesser (2017) studied on Peer Effects and Social Influence in Post-16 Educational Choice. The findings of the study mentioned that the compositions of secondary school peers are an important determinant of a student's post-16 education choice. It was also found that the main driver of educational choice was an individual's ability and young people with higher ability more decide in favour of academic rather than vocational education. And also the results indicated that students from more deprived families were significantly more likely to choose a vocational course, other things being equal, than those from better off families.

Kazi and Akhlaq (2017) studied on Factors Affecting Students' Career Choice. The findings of the study revealed that the role of school counsellors was minimal when it comes to making informed career choice. It also revealed that the youth is impressionable, and get swayed by peers, and impressed by media when it comes to choosing a career. It also highlighted the role of the teachers who motivated and inspires their students. The study revealed that students from these institutions were not influenced by the parent's profession, or pressurized. It also revealed that girls were more inclined towards their peers, and their choices were dependent on them.

Lo(2017) studied on Gender, Culture, and the Educational Choices of Second Generation Hmong American Girl. The study explored the role of gender and culture in the educational achievement of second-generation Hmong American girls and how they respond. It was found that gender inequality was shared among the majority of

second-generation Hmong American girls. For instance, the girls found discontent with the privileges boys enjoyed in the home and the higher value placed on sons. Hmong American girls interpreted the gender norms in their ethnic culture as static and innately oppressive of women against the narrative of gender equality in White-dominated mainstream. Consequently, the girls reject their ethnicity and adopt White standards of gender through education.

Vaarmets (2018) studied on Gender, academic abilities and postsecondary educational choices. It was found that men were also more influenced by their abilities in obtaining a professional higher education. The choices of social sciences were quite similarly affected by the academic abilities of men and women. The study also provided an evidence that, on average, individuals choose their field of study according to their academic abilities.

Fareo and Garkuwa (2018) conducted a study on Factors Influencing the Career Choice of senior Secondary School Students in Hong Local Government Area of Adamawa State, Nigeria. The findings of the study revealed that parent socio-economic status; education and family career preferences influence student's parental influence on choice of career. Based on the findings it was concluded that career choices of students were greatly influenced by parents 'occupation, attitude and family career preferences.

Ikonen et al. (2018) conducted a study on the influence of parents, teachers, and friends on ninth graders' educational and career choices. The study indicated that ninth graders have most discussions regarding their education- and career related choices with their parents, friends and school guidance counsellors, with the parents topping the list. It was revealed that the participation of parents in the career-choice

process and the views and choices of friends were more influential factors. The ninth graders reported to have future education and career-related discussions mostly with their parents, friends, and school guidance counsellors but only rarely with their subject teachers. According to guidance counsellors, the parents were the main source for occupational gender-stereotypes, and gender-typed views were clearly present in education- and career-related discussions in friend groups.

Brown et al. (2019) studied on *Aspiring to Higher Education? Choice, complexity and confidence in secondary students' decision making*. It was revealed from the study that interestingly, none of the students were heavily influenced by the perspectives of their family. The statements related to the family and friend's perspectives were placed to the students. Instead it was found that the students were more influenced by their perspectives of themselves as learners to aspire in higher education. The students decided themselves whether they want to aspire for higher studies.

Ouano et al. (2019) in their study on *Factors Influencing on Grade 12 Students Chosen Courses In Jagobiao National High School – Senior High School Department*. Students encountered the different factors that influence in their selection of course which includes decision-making and interest, peer influence, considerations about the institution and future job opportunities. These factors gave an impact towards the graduating learners in selecting a course in college. But much with more importance to the considerations about the institution. Institutional factors that influenced students' college decision include location, educational facilities, cost and employment opportunities.

Summary of the reviews on educational choices

The review of related literature on educational choices is summarized comprehensively with the findings of all the researches done on educational choice. The majority of the study has found that the students from low socio-economic, Fareo & Garuka, 2018. Beside which gender stereotyping in the family also had an impact in the educational choices, Gungen & Anne, 2008. The studies also reported that family is the major factor in educational choices. Some of the studies are Ferry & Natalie, 2006; Gungen & Anne, 2008; Mocetti, 2012; Almon et al., 2012; Theresa, 2015; Fareo & Garkuwa, 2018; Brown et.al, 2019. Another factors which influence educational choices of students are teachers as reported in the study by Theresa, 2015; Almon, 2012. Socio-economic factors also influence educational choices of students, as reported in the study by Alloway et al., 2004. Beside these educational choices also depends on their students' abilities and interest as reported by Vaarmets, 2017; Brown et al., 2019. Like any adolescence peer also influenced in the educational choices of the students Ikonen et al., 2018. The review of related literature pointed out that not a single factors affects the educational choice, this choice being a process are influenced by various factors like family, teachers, external factors etc.

2.4 EDUCATIONAL CHOICES AND GENDER

Linda, Petra, and Dieter (2002) studied on decreasing gender differences and attitudinal changes: factors influencing Australian and English pupil's choice of career in science. In the study it was found that popular images projected in the media focusing more on a females appearance and popularly seem to influence young women's career choice and female tend to avoid science related subjects.

Mastekaasa and Smeby (2008) in the study Educational choice and persistence in male and female dominated fields. The findings of the study revealed that students who made gender traditional choices more often had an early preference for the study programme they enrolled in. And it was also found that female students reported more often than male students that they had been encouraged by their parents and peer. There were no differences between students in gender traditional and non-traditional programmes with regard to encouragement from parent's and students' confidence that they made the right choice.

Favara (2012) in the study The Cost of Acting "Girly: Gender Stereotypes and Educational Choices. It was revealed from the findings that the highest achieving students were more inclined than the other students to accept a gender identity loss and adjust their choice, selecting more of the opposite-gender stereotyped subjects. The better a girl is at traditionally male subjects, the higher is her incentive to specialize in male subjects. The study concluded that the school environment played a crucial role in shaping the girls' educational preferences.

Vleuten et al, (2016) studied on Boys 'and girls 'educational choices in secondary education: The role of gender ideology. This study evaluated how adolescents' gender ideology affects educational choices via competence beliefs, occupational values and subject preferences in upper secondary education in the Netherlands. They argued that adolescents with a more traditional gender ideology have more traditional competence beliefs, occupational values and subject preferences, leading them to make more gender-stereotypical educational track choices. Results showed that a more traditional gender ideology lead to more traditional occupational values for boys, but not girls. In line with the breadwinner ideology, boys with a more traditional gender ideology

value having a high income in a future occupation and find helping others less important. These gender-stereotypical traditional values only partially affect educational choices. Boys, who value helping others in a future occupation, were more likely to opt for a track with a focus on biology and physics (science & health).

Dryler (2016) in the study *Parental Role Models, Gender and Educational Choice*. It was examined the impact of family background variables like parental education and occupation, on choice of educational programme at upper secondary level. In the analyses, it was found that social origin made big differences in making educational choice and highly educated parents and service class parents promoted gender-typical choices of study more than working-class parents or those with a shorter education.

Lo (2017) studied on *Gender, Culture, and the Educational Choices of Second Generation Hmong American Girl*. The study explored the role of gender and culture in the educational achievement of second-generation Hmong American girls and how they respond. It was found that gender inequality was shared among the majority of second-generation Hmong American girls. For instance, the girls found discontent with the privileges boys enjoyed in the home and the higher value placed on sons. Hmong American girls interpret the gender norms in their ethnic culture as static and innately oppressive of women against the narrative of gender equality in White-dominated mainstream. Consequently, the girls reject their ethnicity and adopt White standards of gender through education.

Vaarmets (2018) studied on Gender, academic abilities and postsecondary educational choices. It was found that based on secondary, non-survey data, female students tend to outperform males in subjects requiring creativity. Consistent with this comparative advantage, female students also tend to be more affected by their abilities in choosing and preferring the related field of humanities as a higher education. In line with female students' choices, the results presented in the study confirmed that men were more inclined towards exact and natural sciences, even though they do not prove to have stronger abilities in related subjects.

Schone, Slmson, and Strom (2019) studied on Peer gender and educational studies. The study revealed that an increase in the share of female peers made both girls and boys more inclined to choose relatively more STEM (Science, Technology, Engineering and Mathematics) and fewer language classes in upper secondary school. The probability of choosing a vocational track also increased. The similar pattern for boys and girls may suggest that they both react to the gender composition of their peers by making more gender typical choices when they are in the relatively smaller gender group. The result indicated that gendered social mechanisms had long term effect on educational choices and eventually on labour market opportunities for boys and girls.

Summary of the reviews on educational choices and gender

The reviews of related studies on educational choices and gender highlighted that gendered ideology may have effect on educational choices and also that educational choices may depend on individual's ability. There was no difference between gender in choosing traditional and non-traditional programmes as mentioned by Mastekaasa & Smeby, 2008 and Dryler, 2016. It was found that children of highly educated parents

and semi- class parents promoted gender atypical choices or course among their children. Female students tend to avoid science related subject and preferred choosing from the related fields by Miller et al. 2002; Vaarmets, 2018; Mastekaasa & Smeby; 2008; Vleuten et al. 2016. However Favara, 2012 concluded in the study that the school environment plays a crucial role in shaping students preferences.

2.5 EDUCATIONAL CHOICES AND SOCIO-ECONOMIC STATUS

Arabsheibani (1988) conducted a study on Educational choice and achievement: The case of secondary schools in the Arab Republic of Egypt. This study explored the determinants of secondary school choice and the factors likely to affect like family background representing father's occupation. The results indicated that individual with fathers in high occupational categories tend to attend general secondary schools whilst those with fathers in low ranking occupation tend to enrol in technical or koranic schools. Family background has a positive and significant effect on examination results.

Jimenez and Velasco(2000) studied on modelling educational choices. A binomial logit model applied to the demand for Higher Education. Their study examined modelling educational choices. The study concluded that socio- economic factors determined the choice of higher education.

Ray (2007) studied on Degrees of choices; social class Race and Gender in higher education. The findings of the study revealed that the impact of social class, race and gender in higher educational choices. He proved that choices were influenced by the socio-economic and racial background of the family.

Gaeta and Maio (2015) studied on Post high school education choices in Italy: an empirical analysis. It was found that having a good family background, with highly educated parents who hold prestigious professional positions, is associated to a preference for enrolment at university rather than stopping studying. This correlation is both direct and through the choice of academic-oriented secondary school track. On the other hand, the choice of attending professional courses rather than stopping studying seems to arise mainly from the type of secondary school track attended even if some family background characteristics influence the probability of stop studying instead of attending a professional course. Overall the results showed that family background significantly affects post-secondary educational choices.

Kyrgiou and Tsiplakides (2017) conducted a study on similar performance, but different choices: social class and higher education choice in Greece. This study is a sociological research on first year university students from medical school and department of Primary school education. The students having different socio-economic background were chosen keeping in view their similar levels of performance. After interviewing with the students of two departments of university it was revealed that almost 55% of the respondents reported that the reason behind choosing medical is to get a secure job with high incomes in future. And with regard to the respondents from the Primary school education, they had an interest in choosing a higher education but they see it as a riskier and unequal choice. The respondents choose the subject according to the employability.

Li and Qui (2018) conducted a study on how does family background affect children's educational achievement? Evidence from Contemporary China. The findings of the study revealed that the family has a large impact on children's

academic achievement. The urban student's academic performances were more heavily affected by their families' socio-economic status compared to rural students.

Summary of the reviews on educational choices and socio-economic status

The review of related literature on educational choices and socio-economic status maybe summarized as with the statement that socio-economic status has greatly influenced on the educational choices of the student (Jiminez & Valesco, 2000; Ray, 2007; Gaeta & Maio, 2014; Li & Qui, 2018). Further, Arabsheibani, 1988 found that family background and fathers occupational category has impact on the educational choice.

2.6 EDUCATIONAL ASPIRATION AMONG TRIBES

Gupta et al. (1985) proposed a radical study on Scheduled Caste and Tribe Students in Higher Education with regard to IIT, Bombay. The study traced the backgrounds of SC/ST students and their academic performance and main problem areas for these students. Very interestingly they found out that non-SC/ST students generally appear to be comparatively more realistic in their ambitions whereas ambition and academic performance do not match in the case of SC/ST students. They tend to dream and to fantasies. However, some SC/ST students (though few) were very realistic. With regard to problems, a higher number of SC/ST students (27) do not have any social problems in comparison with the non- SC/ST students (19).

Pothen (2012) studied the Trends of Higher Education among the Tribal Students: A Case Study of Madhya Pradesh. The study found that the enrolment of male tribal students was larger than the female tribal students. In the faculties of engineering and medicine, no female student was found. Very few tribal students go for tutorials

because of the lack of finance. Though the government provided them scholarships, but it has been found out that the money were insufficient for them. Most of the students appeared for Public Service Examination. They were found to be ambitious.

Talawar and Das (2014) studied on a Study of Relationship between Academic Achievement and Health of Secondary School Tribal Students of Assam. The findings of the study revealed that there is a significant relationship between academic achievement and mental health of secondary school tribal students of Assam. There is a significant difference between boys and girls of secondary school tribal students of Assam with respect of their mental health. Mental health of tribal boys are greater than the tribal girls. There is a significant difference between urban and rural secondary school tribal students of Assam with respect of their mental health. Mental Health of urban tribal students are greater than the rural tribal students.

Deb and Bhattacharjee (2016) studied on a study on academic achievement of schedule tribe secondary level schools students of rural and urban areas in Tripura. From the findings it was revealed that there was a wide difference in the academic achievement of children from different background in our society. The children from more privilege group from the society achieve better result in schools as well as in other educational field compare to other deprived group.

Kao and Tienda (2016) put forward a study on Educational Aspirations of Minority Youth. The study revealed that the relative shared of minority youth who have had high educational aspirations were from eighth to twelfth grades. However, ethnic groups differ in the extent to which high educational aspirations were maintained such that black and Hispanic youth have less stable aspirations. The results of the study revealed that family socioeconomic status (SES) not only contributed to ambitious

aspirations in eighth grade but, more important, to the maintenance of high aspirations throughout the high school years.

Prajina (2016) studied on a study on the academic achievement motivation among the Tribal children with special reference to Kannur district Kerala. The study showed that the poor socio-economic condition of tribal people reflects in their academic performance and their academic achievement motivation. Majority of the tribal children had low academic achievement motivation. Their gender, community, family system etc. were some of the factors influencing the academic achievement motivation.

Louis and Subramanyam (2016) studied on a study on Tribal students of Surguja district in Chattisgarh to find out the effect of Life skills on Academic Aspiration. The findings of the study revealed that the dimension of Life Skill was not affecting the Academic Aspiration of Tribal adolescents. This means that the life skills of tribal students were not supporting their Academic Aspiration.

Biswal and Patel (2017) studied in Educational Aspiration and Choice of Occupation among Adolescents in a Village of Sambalpur District of Western Odisha. The study showed that there was a significant effect on adolescent educational aspirations of parent's educational level, perception of fathers and mother's aspiration for adolescent and parents influence on high school plans. Adolescents whose parent's educational level was high were more likely to have high aspirations. Similarly, adolescents whose parents' educational level was low were more likely to have low aspirations. Young people with higher socio-economic status were more likely to aspire to and attain post-secondary education, as were those whose parents had higher achievements.

Panda (2019) studied on Impact of Acculturation on Educational Aspiration among Tribal Girls Students. The findings of the study revealed that there exist a significant positive relationship between acculturation and educational aspiration among secondary school tribal girl students. Acculturation has significant impact on the educational aspiration among the tribal girl students.

Summary of the reviews on educational choices among tribes

Review of related literature on educational aspiration among tribes were studied through different lenses such as socio-economic status and the location as well as the tribal students were compared with the non-tribal students. Kripal et.al, 1985 found that non SC, ST students were realistic in their ambitions whereas SC, ST students tend to dream and fantasize. The family's socio-economic status contributed to the aspiration of students Kao & Tienda, 1988; Deb& Battacharjee, 2016; Prajina, 2016; Biswal & Patel 2017. Pothen, 2012 found that the tribal students were ambitious and had high aspiration. Louis & Subramanium, 2016 mentioned that lifeskills of tribal students do not match with academic aspiration. Acculturation had significant effect on educational aspiration among tribal girl's students as revealed in the study by Panda, 2019.

2.7 CONUNDRUMS AND PROBLEMS OF TRIBAL STUDENTS

Narayan(1986) stressed on Tribal Youth: Problem and Prospect. It was revealed from the study that the essential phenomenon about the attitude of the tribal youth is that they always keep the whole panorama of the regional groups in perspective and try to do away with isolation and prescribe social communication with adjacent groups. They never concede rank to any of the neighbouring group and adhere to a policy of

revitalization of their culture with a pragmatic approach. Thus on the one hand this leads to amalgamation, affiliation, solidification, attachment and on the other fission, dissension, and division.

Preet (1994) has explicitly given a detailed study on Tribal Problems: A Gandhian Perspective. The study traced the problems faced by tribes. The study discussed about the problems of tribes like land alienation, and educational facilities where he mentioned that the causes of low literacy rate of tribes is poverty of parents, irrelevant content of education, inadequate educational institutions and supporting services, absenteeism of teachers, medium of instruction and education policy. The study further collaborate these problems and discussed about the implementation of Gandhi's principles. Here the study suggested that tribal education should be context-specific, vocational and should be taught in their mother tongue. Sufficient facilities and financial support must be provided to tribes. The ASHRAM system started by Thakkar Bapa needs to be extended all over tribal India. Relevant content and reading matter should be created. It should be related to tribal habitat and symbolism.

Sujatha (1994) conducted a study on Education among Scheduled Tribes. Various problems related to tribal education was found. The problems identified were external constraints, internal constraints, socio-economic and cultural constraints. External constraints are related to problems and difficulties at levels of policy, planning, implementation, and administration. Internal constraints referred to the problems associated with the school system, content, curriculum, medium of instruction, pedagogy, teacher-related problems etc.

Pathania, Kaur, and Pathania (2005) studied on Problems faced by the tribal students in education. The study was conducted in Himachal Pradesh in three tribal districts.

Three community were interviewed; Kinnaura community, Bhot community and Gaddi community. The findings portrayed that home constraints were perceived as medium-level constraints, whereas physical facilities in the classroom, non-availability of books, and stress and fears experienced at school faced high level constraints. The findings of the present study also showed that the Bhot respondents perceived home, school, and personal and community constraints more than the Gaddi and Kinnaur respondents and were significantly different from two communities. Non-significant differences were observed in the perception of constraints among high, medium and low income group respondents.

Abdul and Madhu (2008) studied on Perception of tribes regarding the educational problems in Wayanad district. The major problems among the tribes were categorized under three major heads: Family related problem, school related problem, and personal related problems. The findings of the study revealed that the tribal students were facing educational problems and the factors that are creating hindrances in their education were family related problems which included: illiteracy of parents, poor economic conditions, liquor use of parents, poor condition at home, lack of mass-media, assisting parents in their occupation. And also the school related problem were identified as language mismatch, inefficiency of government aid, curriculum not in match with the life style, lack of adequate attention from teachers, pathetic condition of hostels, lack of higher education. The personal related problems which created hindrances in the education of tribal students were identified as hereditary and communicable disease, child labour, inferiority complex, lack of future orientation in studies and early marriages.

Croll (2008) studied on Occupational choice, socio- economic status and educational attainment: a study of the occupational choices and destinations of young people in the British Household Panel Survey. It was found that the young people in the survey were occupationally ambitious: many more aspire to professional, managerial and technical jobs than the likely availability of these occupations. In general ambitions and educational attainment and intentions were well aligned but there was also many instances of misalignment; either people wanting jobs which their educational attainments and intentions had not prepare them for, or people with less ambitious aspirations than their educational performance would justify. Children from more occupationally advantaged families were more ambitious, achieve better educationally and had better occupational outcomes than other children. However, where young people were both ambitious and educationally successful the occupational outcome was as good for those from disadvantaged as advantaged families. In contrast, where young people were neither ambitious nor educationally successful, the outcomes for those from disadvantaged homes were very much poorer than for other young people.

Biswas (2009) studied on the Development of School education among the Tribes of North East India: A Complementary Approach. The study examined that one of the main hurdles in devising an effective educational programme for the tribes has been the unwillingness to use their language as a medium of instruction. With regard to the language, it was found that even the constitution has provided to implement the regional language in the primary stage but there is scarcity of teachers having knowledge of tribal education. The study also suggested that teachers should be appointed so that the tribal students should get benefit and at least the tribal folksongs, folk tales, riddles, proverbs should be used. The study has mentioned the inclusion of

the standard of living of the tribes, the political, economic situation in the content of the books.

Akula (2013) studied on Education for children of Tribal community- A study of Adilabad District". The findings of the study revealed that the Tribal student's academic achievement was below average and very poor. The study also indicated the reason for low academic achievement were: poor economic background of the family, poor health status of the tribal school children, tribal parents are not aware about the education of the children and they make them participate in agriculture and domestic works, poor health and nutritional status of the tribal school children. And also the language was found as one of the major problems where the tribal children could not out perform in schools.

Basu and Chatterjee (2014) studied on Status of educational performance of tribal students: a study in Paschim Medinipur District, West Bengal. It was found from the study that the academic performance of the tribal students were poor. The reason for poor academic performance were poor infrastructural facilities in school, inaccessible school area, poor supply of higher education because of which especially the girls had to leave their education mid-way. It was also found that the teacher's attitude towards the students was rude and not friendly because of which the tribal students tend to leave school early. And the linguistic gap was also found as one of the major hindrance in low achievement of the tribal students. The medium of instruction in schools was Bengali language and at home they use their mother tongue while conversing, this created much more confusion in tribal children.

Behera (2014) studied on Status and Problems of Educational Scenario of particularly vulnerable tribal groups in Odhisha: Government initiatives. It was revealed that the

tribal dropout rate is very high as compared to mainstream population. Because of the poor socio-economic condition the tribal children are not sent to schools. Language and dialects are the major problem where the children from tribal background were unable to understand the language used in schools. The problems like low funds in the school, improper infrastructures are the major hindrances for tribal children.

Savatkar (2014) studied on Problems of education among scheduled tribe P.G. students in Karnataka. The study revealed that most of the respondents have agreed that family discouragement was the main reason for the educational backwardness among scheduled tribe girls irrespective of sex of the respondents. Other than this reason most of the female respondents have opined that financial problem was the main reason for their educational backwardness, whereas most of the male respondents said that cultural background was responsible for educational backwardness among girls of scheduled tribes.

Sahu (2014) conducted a study on Challenging Issues of Tribal Education in India. The study identified various problems related to tribal education. Medium of language was considered as one of the important constraints of tribal children which prevents them to access to education, the location of village created a hindrance for the tribal children to attend the school. The economic condition of tribal people was found to be one of the major problems in educating the child. Some major problems identified were attitude of the parents, teacher related problems and lack of proper monitoring.

Anbuselvi and Leeson (2015) studied on Education of Tribal Children in India: A case study. The study was conducted in Idukki district including 12 tribal settlement. The study found the major hurdle of the tribal children in pursuing education. They found that the tribal students are facing problem reaching to school because of the

inaccessible resident's area of the tribes. Absenteeism of teachers as well as students was found because of lack of transport facilities. Lack of resources, imbalanced diet, lack of medical facilities were the major reason for frequent illness among tribal children.

Ganguly (2016) studied on Tribal Education and North East India. It aimed to study the status of tribal education in India. The findings of the study revealed that large number of tribal lived in sparsely populated habitation in the interior and in inaccessible hilly and forest areas of the country, the provision of educational facilities were unreachable to them. The issue of language was also found as an obstacle in getting proper education to the tribal children and which led to high dropout rates. Another striking problem was the economic condition of tribal people was poor that they do not desire to send their children to the schools.

Maharana and Nayak (2017) studied on Educational status among the particularly vulnerable tribal groups of Odisha. The findings of the study revealed that low literacy was found in the tribal areas and the main causes for low literacy were socio-economic factors. Majority of the tribal parents were not showing interest in sending their children to the school due to economic reason. Most of the fathers were addicted to alcohols and other beverage items which created mental and economic problems and the children tend to drop out school. People viewed that the lack of interest of the parents to send their children to school. Those were illiterate, they do not allow them to understand the long-term values of education. However, the education does not yield them any immediate economic return; therefore, they prefer to engage their children in remunerative employment, which supplements the family income and strengthens the family economy. Further, a few parents, who have become aware of

the values of education, they send their children. In addition, there were lack of encouragement by the community, low social interaction between students and teachers and between teachers and parents etc. Apart from the above, there were others causes which was also responsible for the educational problem like; belief on religious conversion, creation love affair between the boys and girls, scared on physical harassment of their girl child.

Kapur (2019) studied on Problems in Tribal Education. The study aimed to acquire an understanding of tribal education. The study discussed major challenges experienced by tribal students in acquisition of education: financial problems of the tribal parents encourage the children to get engaged in income generating activities, managing household responsibilities makes the child unable to attend schools, less parental support in academic learning as the tribal children are unable to acquire support from their parents. These were regarded as one of the major challenges for tribal children in acquiring education. The study also discussed about measures to enhance tribal education.

Summary of reviews on conundrums and problems of tribal students

Various review of related literature on educational conundrums and problems showed that the tribal education faced varied problems related to family, school and their own personal problem. Majority of studies has shown school problem. The tribal students faced school related problems such as language mismatch, inefficiency of government aids, curriculum not in match with their life style, lack of adequate attention from teachers, pathetic conditions of hostels and lack of opportunity for higher education as found in the research by Abdul & Madhu, 2008. Other school problems are irrelevant content of educational, inadequate educational instruction and supporting services,

absenteeism of teachers, medium of instruction and educational policy as found in research by Preet, 1994; Sujatha, 1994; Basu & Chatterjee, 2001; Anbu Selvy & Leeson, 2015; Ganguly, 2016. One of the major problem faced by the tribal students is the linguistic gap leading to low achievement among tribal students Basu& Chatterjee, 2014; Biswas, 2009; Ganguly, 2016. The tribal students also faced family related problem such as illiteracy of parents, poor economic, liquor use of parents, lack of mass media, Abdul & Madhu, 2008; Akula, 2013; Maharana & Nayak, 2017; Kapur, 2019. Savatkar, 2014 has gone forward to reveal that family discouragement is one of the main reasons for educational backwardness among ST girls. Ganguly, 2016 had mentioned that the geographical habitation of tribal in inaccessible in hilly and forest areas of the country adds the difficulty in reaching educational facilities to them.

2.8 RESEARCH GAPS IDENTIFIED

The study made numerous reviews on development of tribal education, educational choices and the factors affecting it as well as conundrums and problems amongst the tribal students. The research gaps has been identified that the majority of the study has been done on educational choices on tribal students located at other states of India. The study also found that the review has highlighted a not single factor that affects the educational choices of tribal students. The review of related studies also showed the gap that there are only studies on educational choices based on gender, and socio-economic status separately. The conundrums and the problems of tribal students based on review of related literature showed that all the findings are from tribals of other states of India and abroad. The study also highlighted in the development of tribal education focusing the problems and various challenges faced by tribal population.

Therefore, the research gaps is that there is no study on educational choices among Bhutia tribe students of Sikkim. The gap further found is that there is no research on studying educational choices from the lens of gender, socio-economic status, aspiration among the Bhutia tribe students of Sikkim. The research gaps identified further was that regarding the development of Bhutia tribes, no research has been conducted so far. The conundrums and problems are also found from the other tribal students of India. Thus, the investigator finds it essential and necessary to conduct the research on educational choices and conundrums of Bhutia tribe students of Sikkim.

CHAPTER III

METHODOLOGY

3.1 INTRODUCTION

The purpose of this study was to explore the Educational choices and conundrums of Bhutia Tribes in order to generate a substantive theory of this community student studying in various schools of Sikkim. This qualitative study used unstructured interview followed by Straussian grounded theory design to guide the collecting and coding of interview data as to identify emerging categories and generate substantive theory. The researcher explained in detail about the study setting. The study explained details about the different categories, themes and patterns which gave direction to the researcher. The study commenced with general introduction of the students and after that asking their choice of subject, further the students also reflected their problems and conundrums in selecting their choice while interviewing. In accordance with grounded theory methodology, the researcher collected data as follows:

- Interviewing Bhutia students
- Conducting constant comparison analysis of the data
- Coding (open coding, axial coding and selective coding)
- Interviewing with key Informant
- Letting the data drive the process of generating categories and then generating theory

3.2 SCOPE OF THE STUDY

The researcher's aim was to study educational choices and conundrums of Bhutia Tribes of Sikkim. Since there were very few studies on Bhutia Tribe, the study developed a grounded theory on educational choices and conundrums on Bhutia Tribe which evoke new thoughts and may help the policy framers to implement new policy for Scheduled Tribes. The study also documented the development of Bhutia Tribe since 1975 and it will remain as an important historical document which may help the future researcher's on Bhutia Tribe of Sikkim.

3.3 RESEARCH DESIGN

The research methodology is a systematic way to go to the bottom of research problem. During that problem solving process the researcher has to find an appropriate method and techniques for effective and successful research. The exploratory design has been adopted for the proposed study where the study is concerned with conducting a specific theory by adopting grounded theory. The research design is qualitative in nature.

3.3.1 Rationale for Qualitative Research Approach

Qualitative research can be defined as “an approach to social science research that emphasizes collecting descriptive data in natural settings, uses inductive thinking and emphasizes understanding the subject's point view” (Bilken & Bogdan, 2007). Qualitative research has established itself in many social sciences, in psychology, in education, in nursing and like. As either novice to the field or an experienced researcher, one can use great variety of specific methods, each of which start from different premises and pursue different aims. Rapid social change and the resulting

diversification of life worlds increasingly confront social researchers with the new social contexts and perspectives. As a result the traditional deductive methodologies are failing, due to the differentiation of objects. Instead of starting from theories and then testing them, research is increasingly forced to make use of inductive strategies: in the process, “sensitizing concepts” are required for approaching the social context (Flick, 2007). The main purpose of qualitative research was to explore, understand and describe the experiences of the participants. The researcher selected qualitative research to understand educational choices and conundrums of Bhutia tribes by extracting different factors involved from the study. The main advantages of adopting qualitative research are as follows:

- a. In order to understand the process of choices, it becomes necessary for the researcher to use unstructured interview. By using this method the researcher got a chance to explore various dimensions. Qualitative research seeks answer to those questions which involve why & how. In order to explore more about educational choices and conundrums, the researcher used unstructured interviews.
- b. The interpretive characteristics of the qualitative research helped the researcher to collect more rich data about educational choices and conundrums of the Bhutia tribe.
- c. Qualitative approaches provide great flexibility. The present research problem demands very intensive inquiry to the problem. In order to understand educational choices and conundrums of Bhutia Tribe and also to get the rich data, exploring the process of educational choices as well as problems and conundrums of the Bhutia tribe was important. Here, the Grounded theory that is one of the qualitative approach was used for collecting and analyzing the

data. The data collection process involved unstructured interviews in which the researcher used flexibility in fetching a data.

- d. The data depends upon the uniqueness in the responses of the respondents. Here the difference in the perception of the students while making their educational choices and the homogeneity was that they belong to the same tribe. Their heterogeneity was that their different thinking in making educational choices.

3.4 GROUNDED THEORY

The present study adopted grounded theory method. The Grounded theory is theory grounded in data which have been systematically obtained through social research. Barney Glaser and Anselm Strauss are the first one to develop Grounded Theory in 1967. Glaser and Strauss began their collaboration on a research project focused on dying in hospitals. They worked together to develop the method of grounded theory as a way to generate theory grounded in empirical data (Walker & Myrick, 2006). The Strauss and Corbin approach acknowledges that researchers have prior knowledge on the topic of study and that reading the literature prior to the study is acceptable, but that an exhaustive knowledge of the literature is not necessary (Corbin & Strauss, 1990). Knowledge of the literature allows the researcher to increase sensitivity to subtle distinctions in data (Corbin & Strauss, 1990). A researcher's prior experiences and reading of the literature provides a basis upon which comparisons can be made. This approach overtly acknowledges that some of the relevant concepts are not yet known. Without the expectation for having exhaustive knowledge for the relevant literature, researchers are hopefully more open to hearing what the data have to say, as the goal is for new concepts or relationships between concepts to be revealed

throughout the research process. A grounded theory “is discovered, developed, and provisionally verified through systematic data collection and analysis of data pertaining to that phenomenon” (Corbin & Strauss, 1990). The goal of a grounded theory is to build a theory which proposes relationships between concepts, sheds light on a phenomenon and can eventually be used to guide action (Corbin & Strauss, 1990).

The basic assumptions of grounded theory, research are following (Flick, 2007). The objectives of grounded theory research is to generate or discover a theory which is field based rather than testing hypothesis

- i. It follows theoretical sampling methods to refine new ideas as these emerges from the data
- ii. The researcher has to set aside prior theoretical assumptions to allow the field based context specific theory to emerge which represent the reality.
- iii. The method of data collection followed in grounded theory is in-depth interviews, field works.
- iv. Data analysis starts with first set of data and it is flexible too. Which proceeds from open coding to theoretical coding
- v. Data analysis progresses through constant comparison
- vi. The data collection process stops when it reaches a saturation point, where new more data is not available.
- vii. Emergence of data and theory formation

3.4.1 Rationale for Using Grounded Theory Approach to the Study

Grounded theory methodology was the best approach for this study because relatively little is known about the educational choices and the conundrums of Bhutia Tribe community, as very less research has been conducted so far on this community. By conducting grounded theory study, it was hoped to learn more about Bhutia Tribes and the educational choices and conundrums of the students. As the Bhutia Tribe also known as *Lhapos or Lhorees*(Gyamtsso, 2011) are evolving tribe of the state Sikkim, and it is also necessary to know the choices of education and conundrums of the young learners of this tribe. As less is understood about this particular group of tribe, there were two primary reasons for pursuing this line of enquiry. The first is that increasing the knowledge base will enhance our ability to assess the factors of choices of education and conundrums in choosing education. Secondly, when there is a conundrum in choosing an education, there are consequences for the young learners in terms of their familial, financial and societal interference in their education. Grounded theory allows for the exploration of the educational choices and conundrums using multiple sources of data to contribute to an in-depth understanding.

The researcher chose the traditional grounded theory approach for this study. “Grounded theory is a method that is inductively derived from the study of the phenomenon” (Corbin & Strauss, 1990). This approach provides structure while allowing for the data to inform the resulting theory which is developed towards practice. As one of the goals of this research study was to provide increased knowledge for researchers and practitioners, it is important that the end is increased knowledge and guidance for future practice. The purpose of utilizing this design was to allow a rich understanding of educational choices and conundrums of Bhutia tribe

students. The focus of this study was generation of theory related to educational choices and conundrums of Bhutia tribe students.

Following the Grounded Theory methodology, open, axial and selective coding was utilized to help develop the concepts and their dimensions and properties. A continual process of interviewing and coding continued until the saturation was achieved. The purpose of this study was to develop a set of interrelated concepts, categories, and sub-categories and identify their relationship in order to explain the phenomenon of educational choices and conundrums.

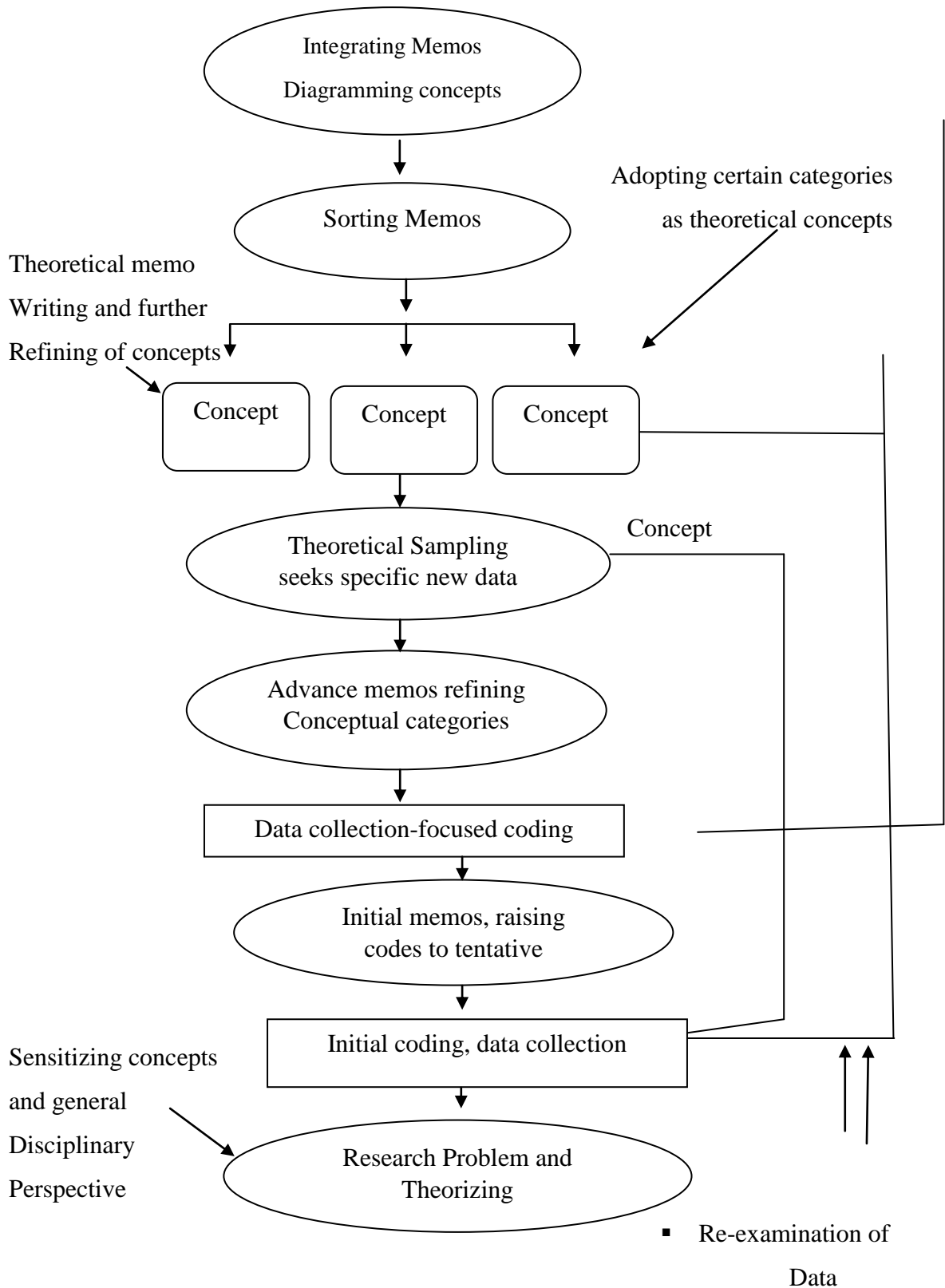


Figure 3.1: Grounded Theory Process

Source: *Constructing Grounded Theory*, Charmaz (2006)

3.5 POPULATION AND SAMPLE

- Population: The universe of the study was senior secondary Bhutias students of Sikkim
- Sample: In order to assess the educational choices and conundrums of Bhutia Tribe students were the sample. 30 Bhutia students included students studying at 4 Senior Secondary School from all the four districts of Sikkim i.e. Sang Senior Secondary School, East Sikkim, Phodong Senior Secondary School, North Sikkim, Pelling Senior Secondary School, West Sikkim and VGCL Ravangla Senior Secondary School, South Sikkim. Further 10 key informants were also interviewed in order to validate the primary data and also to saturate that data these key informants were contacted and the data was collected from them.
- Sampling Technique: Theoretical Sampling is an important feature of Grounded theory. Theoretical Sampling is the process of data collection for generating theory whereby the analyst jointly collects, codes and analyzes his data and decides what data to collect next and where to find them, in order to develop his theory as it emerges (Glaser & Strauss, 2017). The sample was selected purposefully, and the respondents were chosen accordingly. Theoretical Sampling was used to flesh out the properties of a tentative category in Grounded Theory.

Theoretical Sampling procedure was adopted for collecting data from the respondents. The data should have theoretical sensitivity, i.e. ability to generate concept from the data and to relate models of theory in general and theory development in sociology in particular (Glaser & Strauss, 2017). To satisfy the objective of the study the samples were collected from 30 Bhutia Tribe students studying in Senior Secondary Schools of Sikkim for interview. The data collection

and constant comparison continued till fresh data or new respondents no longer produce new insights i.e. theoretical saturation. Respondents who were willing to participate in the research according to that the saturation level was 10 key informants. Keeping in mind the absence of new insights the researcher interviewed to next 10 key informants.

- Inclusion Criteria and Exclusion Criteria: Students both male and female studying in Senior Secondary Schools were selected. Keeping in mind the age level and experience of students studying in secondary schools were excluded.

3.6 PROCESS OF DATA COLLECTION

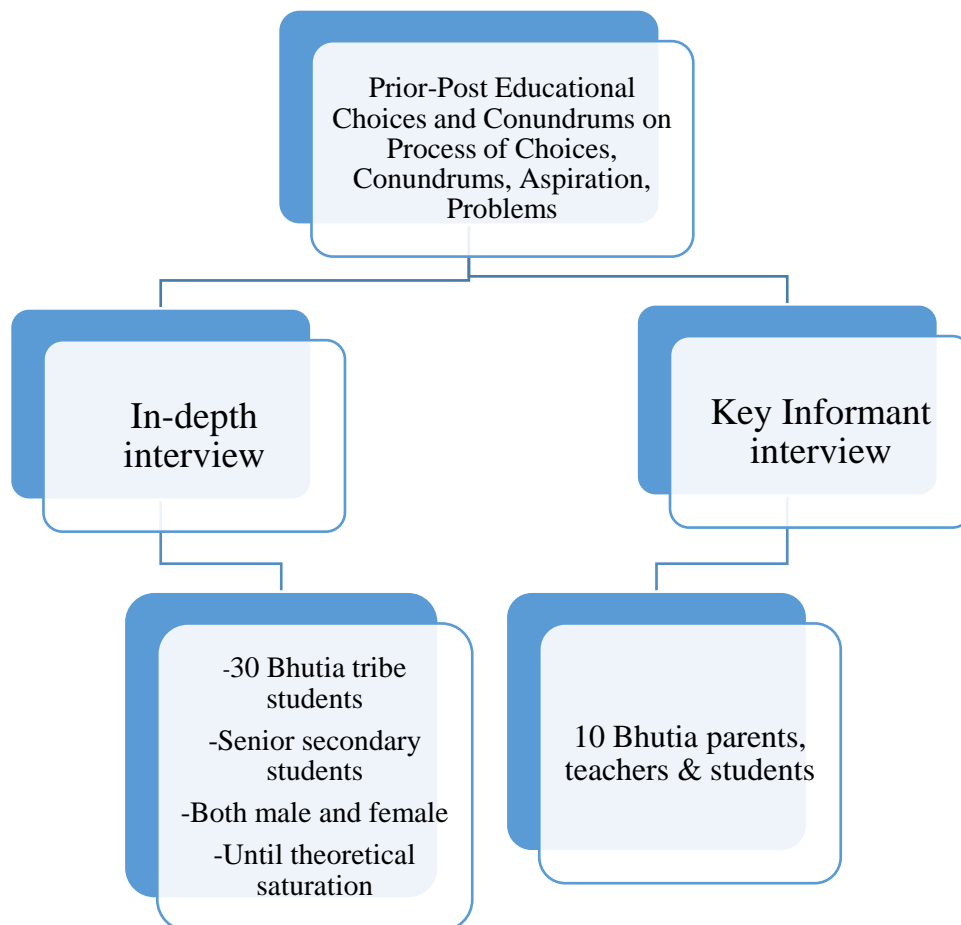


Figure 3.2: Process of Data Collection

Data collection is a process in research where the researcher collects data for meeting the research requirement and also fulfilling the research process. The data can be usually primary or secondary and both in every research. The collection of data varies according to the nature and requirement of the study as well as the type of data. The researcher asks question or make observation in qualitative research(Flick, 2007). The present study used grounded theory method and methodology, and it follows certain method for gathering rich and relevant data. The data should be focused, detail and full. They reveal participants' views, feelings, intentions, actions as well as the context and structure of their lives (Glaser & Strauss, 2017). The qualitative data helps in identifying the strength and relevance of the emerging theory generated. According to the demands of the situation, the methods in qualitative research are flexible enough to adjoin and eliminate its items or questions. Grounded theory method helps in increasing the flexibility and similarly provides more focus on the specific area(Corbin & Strauss, 1990). This method helped in shaping and reshaping the method of data collection and offered authentic tools for gathering, mining and making sense of data. The background assumptions and disciplinary views were helpful to find out the possibilities and processes in the data. Field notes, interviews, information in records, observations were also used for data collection.

In the present study different methods were adopted for collecting of the data. In-depth interviews with the Senior Secondary students of Bhutia Tribe were done individually. And also key informant interview were adopted for collecting primary data. Additionally, the study used educational aspiration scale among purposively selected sample. The secondary data collected were from different journal (national and international), articles, books, annual report, websites etc.

In- depth Interviews: An interview is a directed conversation with the respondents. It is a crucial element of a qualitative research. An interview is an oral- verbal stimulus in terms of oral –verbal response method of data collection process. In qualitative research, an in–depth interview is frequently the main source of information which will explore the phenomenon in detail. It is an inquiry which offers a flexible approach. Exploration of facts or experience is being put forward in in-depth interviews. The in-depth nature of method elicits each respondent’ interpretation of his/her experience (Glaser & Strauss, 2017). As a tool of inquiry, broad open ended, non-judgmental questions are framed. The tools are open ended, directed and unrestricted, the in-depth interview of qualitative research fits grounded theory method. In order to correct tendencies to follow preconceived notions about the study setting, this helps the learning to start from the outset of research. Therefore the combination of flexibility and control inherent in-depth interview techniques fit grounded theory strategies for increasing analytic results(Flick, 2007).

The theoretical sampling procedures were used for selection of sample. Bhutia students were selected from all the four districts of Sikkim. The participants were the Bhutia tribe students studying in Senior Secondary Schools of Sikkim.

3.7 DATA COLLECTION

Interview guide included the questions about the respondents’ educational choices, the factors involved in choosing their education, their problems and conundrums while making their educational choices and their perception about their educational choices and conundrums. So for the present study unstructured interview schedule was used for the in depth study and data collection.

During the interview it was observed that majority of the students of North Sikkim were indecisive when being asked about their career. There is in numerous reason for their indecisiveness of which parental involvement was seen as one of major reason. Also, the researcher analysed that students of North Sikkim were not much exposed to other new professions or careers as the students of East district. Their career choice was limited to being a teacher, army and doctor. It was interesting to know that majority of the career choices of the students in north district were to join military. This could be due to the influence of the geographical location and the homogeneity of para- military forces protecting the border of the state.

In regard to the students of East District, who were more in proximity to the urban lifestyle and the capital, their career choices were varied. New interests; to become chef, professional dancers, baker, lawyers etc. were introduced by the students. This was partly due to the media influence as shared by the students. They were fascinated watching Television reality and inspiring movies and shows because of which their drive could have been developed towards these areas.

Taking the age as a factor, peer pressure was also found to be the most dominating factor in making the career choices of the students. Teenage students are likely to be more influenced by their friends. The students that were interviewed were all teenagers and while being asked on their career choices two to three cases had the same interest as their peers. During the school vacation, when one of the friends attended hospitality management diploma course provided by the government, the interviewee also joined to give a company. And that lead to the career development in the mind. Subsequently, imitation was also found as another factor in the process of career choices. Sibling influence was also found in making the career choices among

those students. Usually the eldest sibling's successful career influences the younger sibling career choice during the teens. They built the career of their sibling as their own by the success and the fame.

Sometimes the materialistic gimmick also works in attracting the young minds of the students. As was evident while conversing with those students, some of the students wanted to become a doctor and traveller. This career choice was interesting especially to become a traveller. The sparkle in the eyes of the student while explaining to the interviewer showed confidence and the desire. The relationship between educational choices and the cultural and socio-economic conditions of the home and family in many ways influence in making career choices among the adolescents. Social-economic status condition was also seen as one of the driving force for career enhancement among the young students. Their aspiration level to continue further for higher studies was seen to be low than the rest of the students. The students' awareness of their family economic status also becomes a hindrance in decision making for educational choices. Those students were also there who wanted to desperately work after their schooling to support their family. But aspiration was seen to be there among the few to pursue higher studies regardless of the constraints that they were facing. They wanted to pursue online education through distance mode.

Students get influenced by their teachers as well. During the course of interview it was observed that several students were highly influenced by their teachers to make their educational choices later in their lives. Some of the students wanted to take up their own language as the major course during the graduation. Those tribal students where majority of the students belonged from Bhutia society, their choices also were found to be influenced by the culture. Preservation of one's culture by taking up

language for further studies was their concern. But those students belonging from mixed up community had slightly different educational choices.

Also, some students expressed parents to be their backbone to aspire for further studies. Supportive parents were seen as one of the factor for their educational status. There were few cases when during the interview the students expressed that they were not satisfied with the educational choices that they have taken. On further probing on it, it was discovered that too much involvement of the parents in making up educational choices pressurizes the children to such an extent that they have to compromise with their life. Indecisiveness and lack of confidence were found as conundrums among those students whose parents were involved too much in their career making process.

Contrary, lack of parental encouragement leads to having low aspiration level as some of the students when being questioned about their plans for higher studies, they showed no interest and determination. The parents being illiterate or busy in their own work could be the factor for not being there for their children to help them choose or show the right options in regard to education and career choices. Many of the students belonging from rural areas and whose parents are agriculturists and survived on farming, the majority of those students aspiration level was found to be high and few were there who had very low aspiration level. Even though their aspiration level was high, they had little knowledge about their career and educational choices. Influence from uncle, family members, relatives were some of the other process of choice for students.

3.8 PHASES OF DATA COLLECTION

Table: 3.1

Phases of Data Collection

Phase I	Phase II	Phase III
<ul style="list-style-type: none"> • Visited Education Department, Government of Sikkim for getting permission to enter the study area • Formal meetings with the head of the institution • Informal meeting with the key respondents 	<ul style="list-style-type: none"> • Visited the setting for building rapport with the respondents • Visited various schools for collecting more information of Bhutia Tribe students • Getting consent paper signed from each of the respondents • Educational Aspiration scale was administered • In-depth interviews with the respondents • Informal discussion with the participant 	<ul style="list-style-type: none"> • Further exploring 10 key informants including Bhutia students , Teachers and Parents

3.9 DATA ANALYSIS

Data collection was followed with a complex procedure of data analysis. An unstructured interview method was adopted and the responses were written for finding the development of Bhutia people since 1975 which included the whole profile and their contribution for the society. A grounded theory methodology was used for textual analysis for educational choices and conundrums of Bhutia Tribe students of Sikkim. The grounded theory allows the use of quantitative data to supplement the study (Glaser & Strauss, 2017). Similarly, the present study used the Educational aspiration scale in order to study the educational aspiration of purposively selected study. The data of quantitative study was organized as per the norm given by the tool and the frequency and percentage was used.

3.10 TRANSCRIPTION

All the audio records which were recorded in the voice recorder. The interviews were then first written down thoroughly and then line by line coding was done. The aim of extracting all the essence and meaning of the original interview the entire process was done by the researcher. Field notes, observation notes, other formal and informal information, photographs which are appropriate to get the rich data were maintained. Memos, codes, categories, sub-categories, concepts and patterns were emerged from the transcribed interviews. After transcription line by line coding was done manually by the researcher, which involved the initial step of analysis.

Table 3.2

Data Analysis Process

Stage	Procedure	Purpose
1.	Listening and Transcribing	Ground work for data analysis
2.	Line by line open coding, paragraph by paragraph coding	To identify codes data was fragmented
3.	Transforming codes into categories	Combining of codes and representing information into concepts and categories
4.	Constant Comparison, axial coding Memo Writing	Contrasting and comparing codes and categories until saturation level
5.	Mapping of categories	Conceptualizing the relationship between codes categories by evolving patterns for the development of theory
6	Selective Coding	Visual representation of categories, effective expression of phenomenon and relationships.

3.11 CATEGORIES IDENTIFIED

The data's from respondents were coded through open coding and axial coding and the categories and sub-categories were identified. Thorough and line by line transcription and coding was done until the new information was evolved from the narratives. The data's were further arranged as per the categories, themes and the patterns were identified for theory generation.

Table 3.3

Categories identified for Educational Choices

Focused codes	Initial categories	Higher Level Concepts
<ul style="list-style-type: none"> • Impact from family members • Effect from teacher • Influence from media • Influence from society 	<ul style="list-style-type: none"> • Self-Confident • Time • Encouragement from brother in pursuing higher studies • Inspiration from society • Influence from society and teacher • Influence from brother • Teacher Influence • Encouragement from uncle • Time • Aspirant family members • Media Influence 	Process of Choices

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- | | | |
|---|---|-------------------|
| <ul style="list-style-type: none"> • Influence from peer | <ul style="list-style-type: none"> • Peer Influence | |
| <ul style="list-style-type: none"> • Persistent and Confident | <ul style="list-style-type: none"> • Aware of Social problem-choice influenced from society | <p>Aspiration</p> |
| <ul style="list-style-type: none"> • Clarity in Choice | <ul style="list-style-type: none"> • Parental Influence • Supportive Parents • Culturally inclined choices | |
| <ul style="list-style-type: none"> • Aspiring for Higher education | <ul style="list-style-type: none"> • Supportive Parents • Aware of her culture and have a determined choice | |
| <ul style="list-style-type: none"> • Low Aspiration and Despair | <ul style="list-style-type: none"> • Interest in preserving culture and Bhutia Language • Influence from teacher | |
| <ul style="list-style-type: none"> • Unaware of available choices in their studies | <ul style="list-style-type: none"> • Influence from siblings • Peer Influence • Television influenced in his choice • Societal influence • Societal Influence • Media Influence • Parents are concerned • Peer Influence • Parental Support • Media influence | |
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- Environmental influence
 - Choice based on interest of subject
 - Teacher Influence
 - Sibling influence
 - Aspiration for higher education
 - Aspiration from parents
 - Aspiration from Father
 - Persistent and confident
 - Low Aspiration
 - Firm Aspiration
 - Persistent regarding aspiration
 - Knowledge about her choice
 - Clarity of her choice
 - Positive impact of teacher, society and family
 - Clarity in her choice
 - Decisive and having clarity
 - Informative and decisive
 - Low aspiration- Earning money is his prior choice
 - Low Aspiration
 - Clarity in his choice
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- Determined about her choice
 - Determined Choice
 - Clarity in his choice
 - High aspiration
 - Confident
 - Confident
 - Confident in choosing his
subject
 - Confident, focused and in
depth knowledge about his
culture
 - Confident and clarity in his
choice
 - Focused and confident in her
choice
 - Willing to take up challenges
-

Table 3.4

Categories identified for Conundrums

Focused codes	Initial categories	Higher Level Concepts
	<ul style="list-style-type: none"> • Lack of awareness 	
<ul style="list-style-type: none"> • Confusion 	<ul style="list-style-type: none"> • Uncertainty 	
<ul style="list-style-type: none"> • Contradiction 	<ul style="list-style-type: none"> • Indecisiveness 	
<ul style="list-style-type: none"> • Perturbed in taking up different subjects 	<ul style="list-style-type: none"> • Less time devotion • Uncertainty 	Conundrums
<ul style="list-style-type: none"> • Uncertainty 	<ul style="list-style-type: none"> • Indecisiveness 	
<ul style="list-style-type: none"> • Indecisiveness 	<ul style="list-style-type: none"> • Uncertain of requirement 	
<ul style="list-style-type: none"> • Identity Problem 	<ul style="list-style-type: none"> • Siblings not helpful as creating an example 	Problems
<ul style="list-style-type: none"> • Household work engagement 	<ul style="list-style-type: none"> • Not fluent in Mother Tongue 	
<ul style="list-style-type: none"> • Least interest in studies 	<ul style="list-style-type: none"> • Confusion and in confident • Indecisiveness 	
<ul style="list-style-type: none"> • Siblings not helpful example 	<ul style="list-style-type: none"> • Confusion in choosing a subject 	
<ul style="list-style-type: none"> • Low socio economic status of the family 	<ul style="list-style-type: none"> • Confusion in previous options • Having various choices because f this gets easily influenced 	
<ul style="list-style-type: none"> • No parental concern 	<ul style="list-style-type: none"> • No Clarity in choosing a subject 	

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- Indecisiveness because of parental interference
 - No clarity
 - Confused in choice
 - No determination in his choice
 - Confusion
 - Numerous Choice
 - Confused Choice
 - Indecisiveness
 - Uncertainty
 - Confused about his choice
 - Confused and insecure
 - Household work engagement
 - Low Socio economic status
 - Unwell parents
 - Low SES of parents---Self-support finance
 - No parental support
 - Low socio-economic condition of parents
 - Because of this he wants to earn money rather than studying further
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- Low socio-economic status of family
 - Compromising her choice
 - No parental encouragement
 - Low Socio-Economic Status of family
 - Lack of information
 - Parental pressure in his choice
 - No parental encouragement
 - No parental support
 - Least interest in studies
 - No affinity to mother tongue
 - No clarity
 - No proper information
 - In confident
 - No proper guide
 - No clarity
 - No proper guidance
-

Further the tools used for the study were discussed and the coding, categories and themes emerged from the present study were discussed in this chapter.

3.12 ETHICAL CONSIDERATIONS

Getting informed consent from the respondents was one of the important tasks to ethical research practice. Written consent has being obtained from each of the respondents. Before interviewing, the objectives were explained to the respondents. The assurance was given to the respondents that they can withdraw themselves from the research process without prior information. Also the information provided by the respondents was kept confidential and it was not used for any other purpose rather than research. The names of the respondents were not revealed in the research.

3.13 CONCLUSION

This chapter is an attempt to clarify the methodological assumption. The qualitative research, grounded theory methodology and its applicability and different stages were discussed in this chapter. The chapter also discussed briefly about the justification of the grounded theory methodology and qualitative studies for the present studies. Ethical consideration and informed consent were discussed in this chapter in order to provide the conducting of research honestly.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

It is important to necessitate textual analysis, like any other qualitative research. The textual analysis has been conducted to explain the perspectives of the students with regard to their educational choices and conundrums. This chapter is an attempt to look into the collected data to know the experiences about the educational choices and conundrums of Bhutia Tribe students. Their experience of the journey while making the educational choices and also various factors involved while deciding their educational choices and conundrums were analysed using grounded theory methods. The study also explored the research question: to study the development of Bhutia people since 1975. The researcher interviewed and collected information from the Bhutia people who was the first to join various professions. The information of the development of Bhutia people since 1975 were also presented in this chapter. The first part explained the profile of the participants including gender, annual income and educational aspiration of the respondents. This part is followed by the second part which explains the process of choices of the respondents in deciding the educational choices and conundrums. In the third part, educational choices and conundrums as per educational aspiration, gender and socio-economic status of the participants were discussed.

The constant comparative method is a method for analysing data in order to develop grounded theory. The constant comparative method was used by the researcher to develop concepts from the data by coding and analysing at the same time (Kolb,

2012). Comparative analysis can be used for social units of any size. Comparative analysis is a strategic method for generating theory that assigns the method to its fullest generality for use on social units of any size, large or small. Comparative analysis can be used to generate two basic kinds of theory: substantive and formal. Substantive theory is developed for substantive, or empirical, area of sociological inquiry, such as patient care, race, relations, professional education, delinquency, or research organization (Glaser & Strauss, 2017). Formal theory is developed for a formal, or conceptual, area of sociological inquiry, such as stigma, deviant behaviour, formal organization, socialization etc. Both of the substantive and formal theories may be considered as “middle range”, which means they fall between the “minor working hypotheses” of everyday life and the “all inclusive “grand theories”. Substantive and formal theories exist on distinguishable levels of generality, which differ only in terms of degree. Therefore, in any one study, each type can shade at points into the other. With the focus on a substantive area, the generation of theory can be achieved by a comparative analysis between or among groups within the same substantive area (Glaser & Strauss, 2017).

4.2 DEVELOPMENT OF BHUTIA PEOPLE AFTER 1975

Bhutia people have progressed in various field and professions which led to the development of Bhutia over a period of time. They have made their mark in different field like politics, law, medicine, sports, arts and creativity and many more. Few of the first and prominent Bhutia achievers in various fields were interviewed. The researcher collected the data regarding their life and achievement and also their contribution towards the society. The study found that there were various Bhutia achievers engaged in different field which are discussed briefly as follows:

1. Bhutia Language Teachers

The study has found these prominent Bhutia language teachers who have immensely contributed in developing the Bhutia language.

Baichung Tshichudarpa is the first person to introduce Bhutia's tradition into larger section by making Bhutia movie called *Bya Kay* in 2017. He is presently working as an Assistant Professor in the department of Bhutia, Sikkim University. He is also a Joint Secretary, All Sikkim Bhutia Kayrab Yargay Tshogpo –till 2012. His achievements are: *Loosong Book*, festival of Sikkemese Bhutia (1994), *Nhethik Poem in Bhutia* (1995), *Richhi first Novel in Bhutia* (1996), *Lotho Yearly calendar* from 1996, *Namtok Drama in Bhutia* 1997, *Denzong Sunglu Sikkemese song book* (2004), *Lho Lhu frist video Album in Bhutia* (2006), *Tshigcheth Nhatshogs Poem Book in Bhutia* (2008), *Geway Lamdron Religious Book in Bhutia* (2008), *Sangayki Zenam Life of Buddha in Bhutia* (2008), *Thrabton Gojhoeth Sumden Drama in Bhutia*(2008), *Bochoy Dragen Denboy LLU Nursery Rhymes*(2008), *Honyo Phichung Poem in Bhutia*(2014), *Phu Tshering Comic Bhutia and Nepali* (2014), *Loketh- Lhabkay Book 1* (2016).

Lharipa Ganden Lama is the first to initiate traditional arts from his village. He was born on 10th January 1932 in Phodong, North Sikkim. At the age of twelve, Ganden Lama started his career as an artist in traditional arts. He underwent apprenticeship with one of the most renowned artists of that period Lharipa Rinzing Lama and over the years, gained considerable experience and expertise in the art of thanka painting in which he excelled. In 1955. With the establishment of the Government Institute of Cottage Industries at Gangtok, Lharipa Ganden Lama was transferred from Enchey

School to the Institute in 1957. He was later promoted as Master Artist and continued to serve the Institute till his retirement from service on 30th December, 1992.

Norden Tshering Bhutia is the first person to introduce a first Bhutia Script. He is a resident of Tathangchen, East Sikkim. He was appointed as Teacher in Enchey School in 1968. In 1971 he was promoted to the Gazetted post of Inspector of Schools. During his tenure as inspector of Schools, he studied and conducted research work into the Sikkimese-Bhutia language for seven years. In 1977, he brought the Bhutia language into a written form and he was the author of the first self-teaching Bhutia book in Sikkim. He was promoted to the post of Deputy Director, Education in 1980 and Joint Director, Education Department in 1984. He was then inducted into the State Civil Service Cadre and posted as Joint Secretary in Sikkim Police. He also served as Joint secretary In the Ecclesiastical Department. He also worked as Secretary, Sikkim Public Service Commission and also as the Chief Executive Officer of the Sikkim Khadi and Village Industries Board. He was posted back to his parent Department as Director, Education in November 1999. He also initiated the inclusion of the Bhutia, Lepcha and Limboo languages in colleges in Sikkim at the under graduate level.

2. Medical

The study found four male and female medical doctor who represented first in their profession. Besides them there are number of Bhutia doctors who have evolved during the time.

Dr. Pempa Tshering Bhutia is the first orthopaedic Surgeon. He did his education from Tashi Namgyal Senior Secondary, Gangtok. He did his MBBS from Nagpur

University, Government Medical College and later MS also from Nagpur University. He started working from 1991 May to August in STNM Hospital. After he went to Namchi hospital till May 1993 then again came back to STNM Hospital, for 4 to 5 years he visited Namchi hospital to look after his patients while working in STNM. In November 2019 he became Secretary in Health Department. He took active participation in many Medical camps. He has also worked with Viklang Sahitya Samiti. In 2015 he was the administrator in Health Department and later in 2015 only he became Principal Director. In November 2019 he was appointed as Secretary in Health Department.

Dr Tshering Tendup Kazi, was the first to qualify as Medical Doctor. He is the first one to qualify the degree among Bhutia people. He served at General Hospital, Namchi, South Sikkim in 1925. He was admired for his selfless service to humanity. His service to the state of Sikkim is always remembered.

Dr. T.R Gyatso joined as a Medical Officer at STNM Hospital in 1969, went to Gayzing District Hospital in 1977 and retired as Secretary Health in 2005. He was hardworking and exemplary to many in the family and society. His hard work and dedication in his profession is an inspiration to the Bhutia community.

Dr. Mrs Laki Dadul was the first female doctor in Sikkim (1955). She is also the first female doctor among Bhutia people. Her contribution towards medical field is more. She was compassionate and also laborious towards her profession. She is a torch bearer towards empowerment of women in the Kingdom of Sikkim.

3. Civil Servants

The study found first few civil servants from Bhutia community who provided service to Sikkim.

Tashi Dadul Densapa was from Bhutia community popularly known as Barmoik Athing. He was born in 1902, one of the reputed Tibetan scholar of Sikkim. Athingla evinced a keen interest in Tibetan studies and received his learning under the guidance of several eminent Rinpochees; Barmoik Rinpoche, Barmoik Kushu. He was appointed as a member of Sikkim State Council. His also served to the Royal Bhutan Government. Later he was appointed Secretary to Chogyal Tashi Namgyal. During World War II, he held several important positions in the government. In 1948, Athingla was placed in charge of the portfolios of Home, Ecclesiastical, Constitutional and External Affairs. He was dedicated Scholar during his time and contributed many writings to the State. His contribution towards the state is numerous and he always worked for the welfare of the State.

Victoria Cross Ganju Lama (1924- 2000) was the first Bhutia who received the most highest and prestigious award for gallantry in the face of the enemy that can be awarded by British and Common wealth forces. He was born in Sangmo, South Sikkim. His birth name is Gyamtso Shangderpa. His contribution and achievement towards the nation was numerous. He joined the 1st Battalion 7th Gurkha Rifles, near Imphal, India. During his tenure in the Indian Army in the World War II because of his bravery and courageous defeat to his enemy, he was awarded with India's most prestigious award. His bravery was reflected in his awards and he received various awards like Military Medal, which was announced in London Gazette. After India gained its independence, he joined the Indian 11th Gorkha Rifles. He was appointed

honorary ADC to the President of India for life. He died at Gangtok on 1st July 2000. His contribution towards State and Nation is always admired by the people.

Karma Topden, (1941- 2018) was a first Bhutia Indian Ambassador to Mongolia. He obtained a degree at Manchester University in the United Kingdom. He served to the state of Sikkim in many field. His career first began as a police officer and became administrative officer later. After Sikkim became a part of India, he was then taken into Indian Administrative service. He was the first person from Bhutia community to join civil service. During his tenure in serving the state Topden, held various pots in Sikkim government until later he was elected to the Upper house to the Indian Parliament, the Rajya Sabha from 1988-1993 and in 1994-2000. He was most enthusiastic and dedicated person. He was one of the trusted and amiable person amongst his friend. His dedication and hard work always reflected in the services he has provided to the state and people welfare.

Rinzing Ongmu Bhutia, is a first Bhutia women IAS from Sikkim. She served as an Indian Administrative Service to the state in west district from 1990 to 1993. She is a resident of Geyzing Yangthang. She worked as a Chief Secretary to Government of Sikkim. She is a retired as Chief Administrator now.

C.L Denzongpa, is the IRS(Indian Revenue Service) from Bhutia community. At present, he is a member of Economic Revival Committee as Economic and Financial advisor to the government of Sikkim. He was contributed his service as Secretary, in Human Resource Development Department. During his tenure he provided various services to the department for the development of education in Sikkim.

Sonam Gyatso Dokhampa, is the first Bhutia to participate in acting and directed a play “Bumchu” at a Tagore theater at Chandigarh in 1990 hailing from a resident of Dolling Berfung, South Sikkim. He rendered his service to an autonomous institute like “Namgyal institute of Tibetology” under various capacities w.e.f. 1992 to 2006. Initially he served over 10 years as Tibetan/ Bhutia language Teacher in different Schools of East Sikkim and as well served in Department of Ecclesiastical Affairs, Government of Sikkim over 20 years.

He retired from Department of Ecclesiastical Affairs as Additional Director and obtained an Award of State Meritorious Service in 2014. He is been a programme broadcaster of the Sikkemese Bhutia in All India Radio, Gangtok since 1983, with a talk titled “Role of a teacher in modern society”.

P.T Gyamtso, is a resident of Nampung, Lingdok, East Sikkim. He Served as Assistant Manager, Sikkim Government Press (4th Dec 1967-1974). He was also the editor of Sikkim Herald in the year 1980, October. He was also appointed as representative of State Trading Corporation of Sikkim in Calcutta. In September 1983 he was appointed as Resident Commissioner, Government of Sikkim, Calcutta. He was also appointed as Managing Director in State trading Corporation in the year 1984.

In 1992 he became Secretary, Industries Department. In 1995- August 2000 he was appointed as Secretary to Chief Minister of Sikkim as well as Secretary Excise Department. And he was also elected to Rajya Sabha as a member of parliament in 2000. His role in Parliamentary Standing Committee is commendable. He worked in Defence (2000 to 2002), Welfare of Scheduled Caste & Scheduled Tribes (2000 to 2002), Finance (2002 to 2004), Food Consumer Affairs and Public Distribution (2004

to 2006). His roles in Parliamentary Consultative Committee were in sectors like Tourism & Culture (2000 to 2004), Railways (2000 to 2004), and Agriculture (2004 to 2006). His role in other Parliamentary Forum were as Vice Chairman, North- East MP's Forum (2005 to 2006), Convener, All Party Indian Parliamentary Forum for Tibet, Secretary, Scheduled Castes & Scheduled Tribes Parliamentary Forum (2004), Member of indo- EU Parliamentary Forum (2004), Member, Himalayan MP's Forum, Member, World Bank Parliamentary Forum.

Tseten Tashi Bhutia is currently associated with number of NGOs and other social-religious organizations across Sikkim and jointly heads the Sikkim Bhutia-Lepcha Apex Committee (SIBLAC). He was 'Best Cadet Gold Medalist' in the Senior Division N.C.C. from the North-East Region, India. He led Assam state in the Mountaineering Institute, Manali, securing- A1 certificate. In fact, he was associated with all the adventurous sport while simultaneously managing to secure scholarships of merit throughout his academic career. However, in 1994 he joined the political mainstream. On 20th April 1974 he was even detained by CPRF Jawans while actively attending one of the rallies of the pre-annexation era in Gangtok. His ten year tenure as a legislator(1994-2004) saw much upheaval that always precipitated common awareness, as well as subsequent turmoil, while the essence was always 'the Common Sikkimese Cause' and his spontaneous concern for and urgency to address it. His courage to stand up even against his own party leadership followed by his sacrifices, agenda and such activities from the real spirit of this debut book of his: *The Awakening; Struggle for Survival*.

4. Law

The study found as prominent judges and lawyers among Bhutia tribe. They provided tremendous services to the state of Sikkim in law field.

Justice Sonam Phintso Wangdi is the first Judge from Bhutia community and rendered numerous service to the state of Sikkim. He was enrolled as an advocate on 5th July 1982, and also appointed as a senior advocate by the Calcutta High Court in January, 2000. He was appointed as Junior Central Government Counsel in 1983, Additional Central Government Standing Counsel in 1985 and then as Central Standing Counsel in 1987 and later he was re designated as Assistant Solicitor General of India. His contribution towards law was numerous. In 1995 he was appointed as Special Public Prosecutor and in 1988 he was then appointed as Additional Advocate General of the State thereafter as an Advocate General in the same year until his elevation as Judge. During his tenure as a Judge, he held numbers of assignments. His assignments were Chief Justice of Sikkim High Court, Judge Administration (C& D), Member, Executive Committee of National Legal Services Authority, Chairman High Court Legal Services Committee, President, Sikkim State Consumer Disputes Redressal Commission, President, Sikkim Judicial Academy, Judge-in-charge; e- Courts project, Juvenile justice, Administration, Buildings Committee, Library Committee, etc. Later he joined as Judicial Member in the National Green Tribunal from 2016 after demitting his office from the Sikkim High Court.

Dr Doma Bhutia, is the first women Lawyer of Sikkim. Bhutia completed PhD in Law from Mumbai University and has over 20 years of litigation experience. She has appeared before the Supreme Court of India as well as various high courts like the

Sikkim High Court, Bombay High Court, Delhi High Court, Jabalpur High Court (Principal Bench), Indore High Court and Gwalior High Court. Her area of practice includes civil as well as criminal matters, writ petitions, public interest litigation, and human rights including the rights of women, sexual and reproductive rights and children's rights. The lawyer has served in the capacity of senior legal consultant for Human Rights Law Network; a leading NGO based in Delhi, and has worked extensively on various human right issues.

She has also provided pro-bono legal consultation services to a number of NGOs in Sikkim like Ashi NGO, Spastic Society and Viklanga Satayaha Simiti. She was also associated as a guest lecturer with Sikkim University and Sikkim Government Law College, Tadong. Bhutia was appointed as a member of the Bezbaruah Committee constituted by the Union ministry of home affairs on racial discrimination of Northeast citizens. She has also served as a member to the Gender Sensitization Unit of Sikkim University. She has also contributed articles and columns in local dailies and national magazines. In addition, she has also authored various handbooks on human trafficking, sexual harassment at the workplace, etc. which were aimed at sensitizing the community and concerned stakeholders. She passionately speaks for women and rights, children rights against human trafficking and sexual harassment. She is an exemplary leader and a hope to the state.

5. Higher education and research

The study found that there were number of Bhutia communities for higher education. The Bhutia people in higher education and research are mentioned below.

Dr. Rinzin Ngodup was the first person from his village to study research in Buddhist studies. In 1972, he joined the Namgyal institute of Tibetology as a 'scholarship holder'. During this initial two-year period he read Buddhist Philosophy and received teachings from Ven. Khenpo Loday Zangpo, a learned scholar of the Institute. He was appointed in 1974 to the post of Assistant in the Tibetan Library. In 1975, he received *bka'ma* teaching and initiation from H. E. Dodrup Chen Rinpoche. In 1978, he received the oral transmission of the *kLong chen mdzod bdum* form H. E. Dodrup Chen Rinpoche at Pehnsang monastery, North Sikkim. In 1978, he was transferred to the post of Museum Assistant. In 1985, he received the initiation of the *kLong chen snying thing ya bzhi* form Dodrup Chen Rinpoche. Again in 1985, he received the Grub Skor rnam Gsum initiation and oral transmission from H. E. Taglung Tsetul Rinpoche at Tashdiing. In 1988, he obtained the Acharya degree in Buddhist Philosophy from the Institute of Higher Nyingma studies, Gangtok and was promoted to Research Officer in 1992.

Dr Rinzin Ngodup wrote a book on Buddhist ritual objects and obtained his Ph. D. Degree from the International Indo-Tibetan Nyingmapa Buddhist Cultural Preservation Society, University of Shantineketan, West Bengal. Dr. Rinzin Ngodup has published numerous articles in the Bulletin of Tibetology including 'Origin of Bumchu of *Brag dkar bkra shis sding*' 1992.2003

Dr Tsewang Gyatso Bhutia completed his PhD from Sampurnanand Sanskrit University, Varanasi. He is General Secretary of BKYT (Bhutia Literary Association), Namchi South Sikkim. He has published numerous articles related to Buddhist studies. He is presently working as an Assistant Professor in department of Bhutia, Namchi Government College, Sikkim.

Dr Namdul Bhutia was the first lecturer in Bhutia language. He joined in Sikkim Government College Tadong as Bhutia lecturer in 2003. During his service he took an initiative to upgrade the Bhutia language from partial subject as MIL to elective and honours level. And with his effort and initiative Bhutia language as subject was also introduced in master level. He is the chairman for syllabus drafting and also the secretary for syllabus review of Bhutia Subject. He is also a member of text book committee for school education. He is an enthusiastic Bhutia Scholar who remained President of Bhutia literary association for six years. His literary contributions are poetry, Sikkim history, Bhutia folk and culture. He is actively engaged in language interviews for different posts. He is masters in Buddhist philosophy and Bhutia language.

6. Politics

The study found that Bhutia community also contributed their services in politics. These are the few Bhutia people who rendered their contribution for the development of Sikkim.

Tashi Tshering was the first Chief Minister of Sikkim and his tenure was very short from 9th May 1949- 6th June 1949. Tashi Tshering was one of those from Bhutia community who fought against abolition of Landlordism and the formation of democratic government in Sikkim. He later on took a movement for Satyagraha. Before this he had been for many years employed under the British Political Office. He also contributed a lot for the establishment of democratic government.

Kazi Lhendup Dorjee Khangsarpa (1904- 2007) also known as Kazi Lhendup Dorjee was the first Chief Minister of Sikkim from 1975-1979 after Sikkim got

annexed to India. He was born in Pakyong, East Sikkim in 11 October 1904. He was the head Lama of Rumtek Monastery. He remained Head Lama for eight years in Rumtek Monastery. He along with his brother Kazi Phag Tshering founded a large number of Schools in West Sikkim and was an important figure in bringing social and other reforms in Sikkim.

Shree Karma Gompu Lama was the first minister elected to Sangha seat. Sangha seat in Sikkim is the representation of monk seat in legislative assembly. This seat holds a special position to render the services related to monasteries and monks. The tenure of Shree Karma Gompu Lama as a Sangha minister started from 1975 to 1979. During his term he contributed for the welfare and development of the State and rendered his service through dedication.

Tseten Tashi Bhutia is currently associated with number of NGOs and other social-religious organizations across Sikkim and jointly heads the Sikkim Bhutia-Lepcha Apex Committee (SIBLAC). He was ‘Best Cadet Gold Medalist’ in the Senior Division N.C.C. from the North-East Region, India. He led Assam state in the Mountaineering Institute, Manali, securing- A1 certificate. In fact, he was associated with all the adventurous sport while simultaneously managing to secure scholarships of merit throughout his academic career. However, in 1994 he joined the political mainstream. And he was twice elected as a Member of legislative assembly. On 20th April 1974 he was even detained by CPRF Jawans while actively attending one of the rallies of the pre-annexation era in Gangtok. His ten year tenure as a legislator(1994-2004) saw much upheaval that always precipitated common awareness, as well as subsequent turmoil, while the essence was always ‘the Common Sikkimese Causes’ and his spontaneous concern for and urgency to address it. His courage to stand up

even against his own partly leadership followed by his sacrifices, agenda and such activities from the real spirit of this debut book of his: *The Awakening; Struggle for Survival*.

7. Arts and Creativity

The study found that Bhutia people also had a role in arts and creativity. They played a crucial role as an inspiration for young people of the state of Sikkim.

Late Topgyal Tshering Bhutia an unsung hero of Sikkimese Bhutia community who first produce old Sikkimese Bhutia songs into audio cassettes format during late 80's. He was also singer himself gave his soulful voice along with his wife popularly known as Aie Tenzing in reviving old Sikkimese songs. He sowed the seed for popularizing melody is old folk song among the mass.

Tshering Phintso Denzongpa also known as Danny Denzongpa was born on 25 February 1948) is an Indian film actor, singer and film director. He is the first Bhutia to make his place in Bollywood. He has mainly worked he has worked in various Nepali, Hindi and Telugue films. He was also a Padmashree awardee. He also played a movie with an international star Brad Pitt. He was awarded as a best actor especially in suspense movies.

Pem Dorjee Chingapa popularly known as Neelu was born in 12 July 1958 at Gangtok. He was the member of the first Sikkimese team to play as a State in the National Championships held at Patna in 1976. Thereafter he represented Sikkim regularly. Pem Dorjee represented the famous Mohammadan Sporting Club of Calcutta for number of seasons from 1980 and was chosen to represent India in the pre-Olympic tournament held in 1982 at Malaysia. He had the singular distinction of

being the first Sikkemese to captain the National Team. In his career as a footballer, he played for many clubs like Mahendra Club, Nehru Gold Cup in the year 1983, and the President Cup in 1983-84.

Bhaichung Bhutia was born on 15 December 1976, Tinkitam, South Sikkim, also spelled as Baichung Bhutia, is the first International football player from Bhutia community. He is a former Indian professional footballer who was a striker. Bhutia is considered the torchbearer of Indian football in the international arena. He is often nicknamed the Sikkimese

In 1999, when he joined in English club, during those times he was the first Indian to sign contract with European club. He made the state really proud by playing many national and international football. He was also the captain of Indian football team. Baichung is a true and hardworking sportsman who dedicated his life to the football career. He is an inspiration to many young boys and girls in the field of football. Also he is a young social and political leader, in the state.

4.3 ANALYSIS PLAN AND CLASSIFICATION OF PHASES

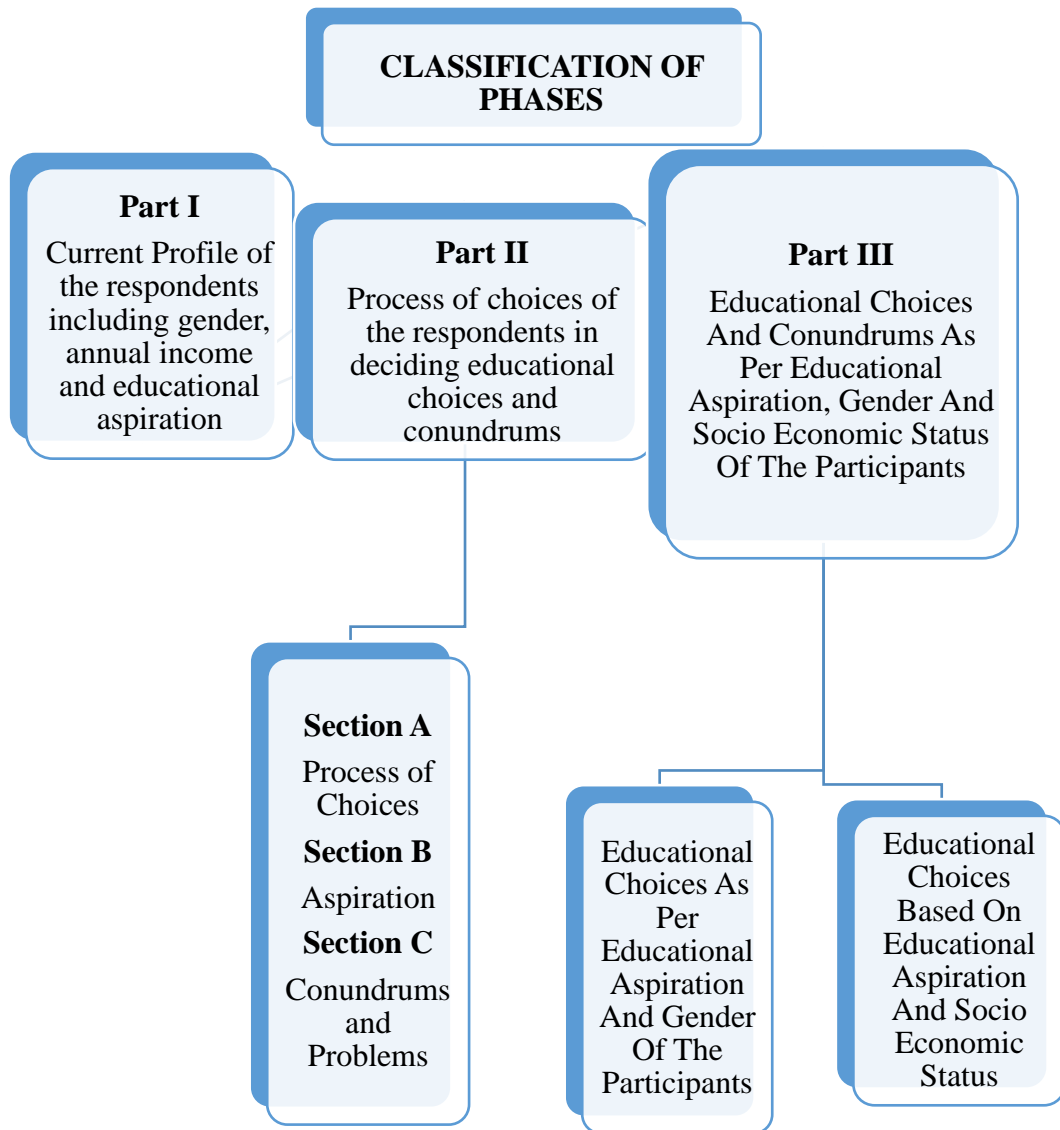


Figure 4.1: Map on analysis plan

Source: Primary data

PART I

Part I of the analysis consists of the profile of respondents. Descriptive analytical methods are used to analyse the profile of the respondents. Gender, Annual income and educational aspiration are used as a variable in the descriptive analysis.

4.4 PROFILE OF THE PARTICIPANTS

Table 4.1

Consolidated details about the profile of the respondents

Name	Gender	Annual Income	Educational Aspiration
Tseten	Male	80000	25
Pema	Female	100000	20
Dorjee	Male	54000	18
Doma	Female	400000	24
Lhamu	Female	360000	28
Tshering	Male	264000	18
Diki	Female	54000	14
Chewang	Female	40000	28
Chung Chung	Female	450000	22
Karma	Male	360000	20
Sonam	Male	400000	15
Tashi	Male	450000	21
Yangchen	Female	80000	20
Lenzi	Female	450000	18
Dawa	Male	500000	15

Sherap	Male	460000	20
Soyang	Male	504000	23
Samdup	Male	80000	15
Dendi	Male	420000	12
Zangpo	Male	90000	16
Gaki	Female	450000	17
Kessang	Female	540000	21
Ongmu	Female	600000	21
Dubden	Male	450000	24
Dukar	Male	475000	22
Pempa	Female	36000	18
Lhaden	Female	340000	18
Nangsey	Female	580000	20
Nawang	Female	540000	21
Dolkar	Female	654000	20

The above table no: 4.1 shows that distribution of participants as per gender, annual income and educational aspiration. The original names are not mentioned in order to maintain confidentiality.

Table 4.2

Gender of the participants

Gender	Frequency	Percentage
Male	14	46.6%
Female	16	53.4%
Total	30	100

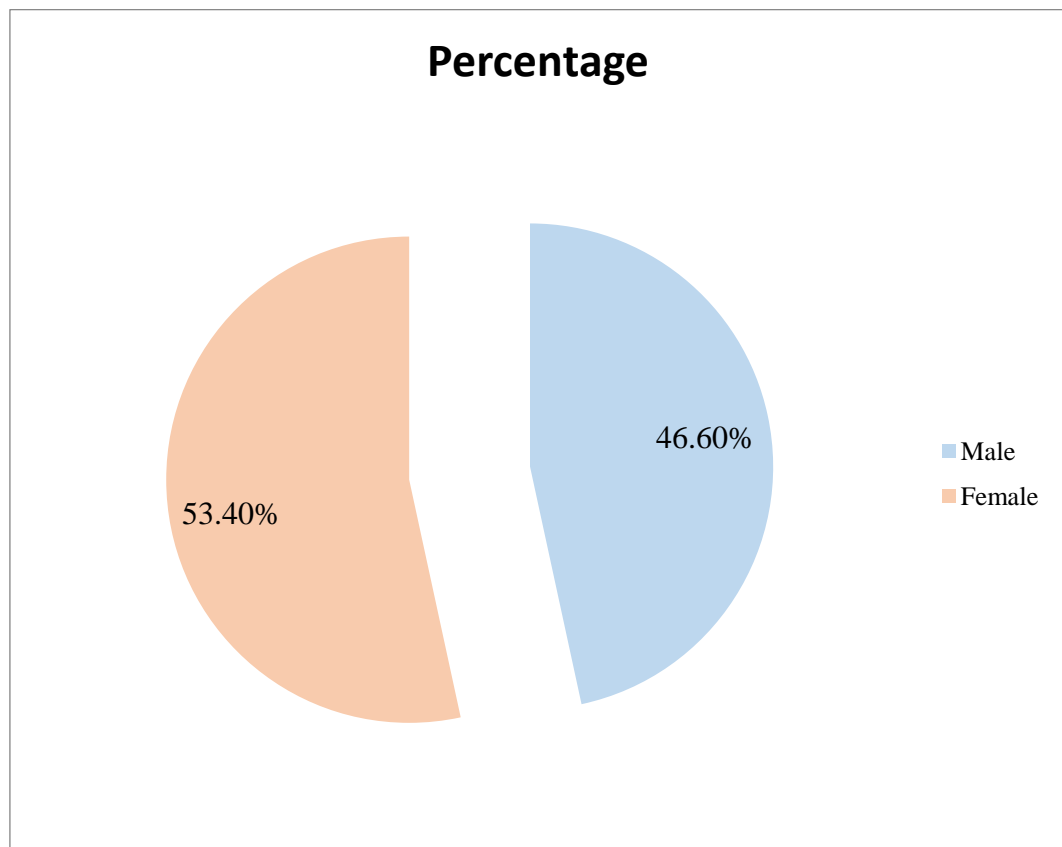


Figure 4.2: Gender of the participants

Source: *Primary data*

The above table no 4.2 shows that 53.4% and 46.6% female and male participants respectively constituted the sample of the study. It is clear that males and female have equally participated in the research process. Both the male and female students were cooperative, and they equally shared their experience and perceptions on educational choices and conundrums.

Table 4.3

Annual Income per annum of the Bhutia Tribe students

Income (in Rs)	Frequency	%	Range
70,069 or less	3	10	Low income
70,137 to 2,73,098	15	50	Lower- middle income
2,73,167 to 8,45,955	12	40	Upper- middle income
8,46,023 or more	0	0	High income

The classification of income has been segregated as per World Bank by using Atlas method, 2019. The range of income has been accordingly maintained for parents of Bhutia Tribe senior secondary school students to understand the income group level. From the table it shows that almost 10% of Bhutia family falls under Lower income range, 50% of the Bhutia family falls under lower- middle income and 40% of Bhutia family falls under Upper-middle income.

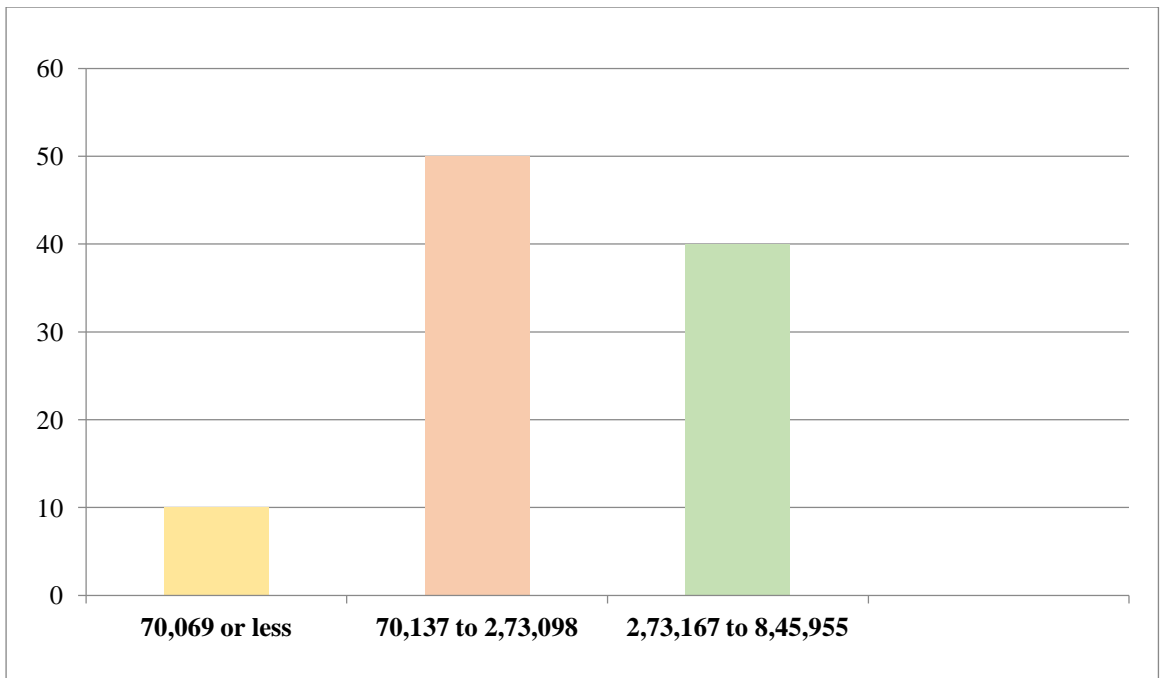


Figure 4.3: Annual income of Bhutia tribe students

Source: Primary data

Table 4.4

Educational Aspiration of Bhutia Tribe students

Sl. No	Scores	f	%	Level of Educational Aspiration	Interpretation
1	Above 22	6	20	High	Highly Realistic (Have well defined academic goals)
2	15 to 22	22	73.3	Average	Realistic and Normal (are well adjusted and optimistic)
3	Below 15	2	6.67	Low	Unrealistic (are carefree towards academic achievement)

The distribution scores presented in the above table 4.4 reveals that the score obtained by the Bhutia Senior secondary school students in educational aspiration scale presents that only 20 % students are highly realistic and they possess well defined academic goals, whereas 73.33% sample are realistic and normal and are well adjusted and optimistic. The above table shows that only 6.67% students are unrealistic and are carefree towards academic achievement. The study found that majority of Bhutia Tribe students has average educational aspiration and gender do not affect the educational aspiration, which indicates both the male and female students have equal educational aspiration.

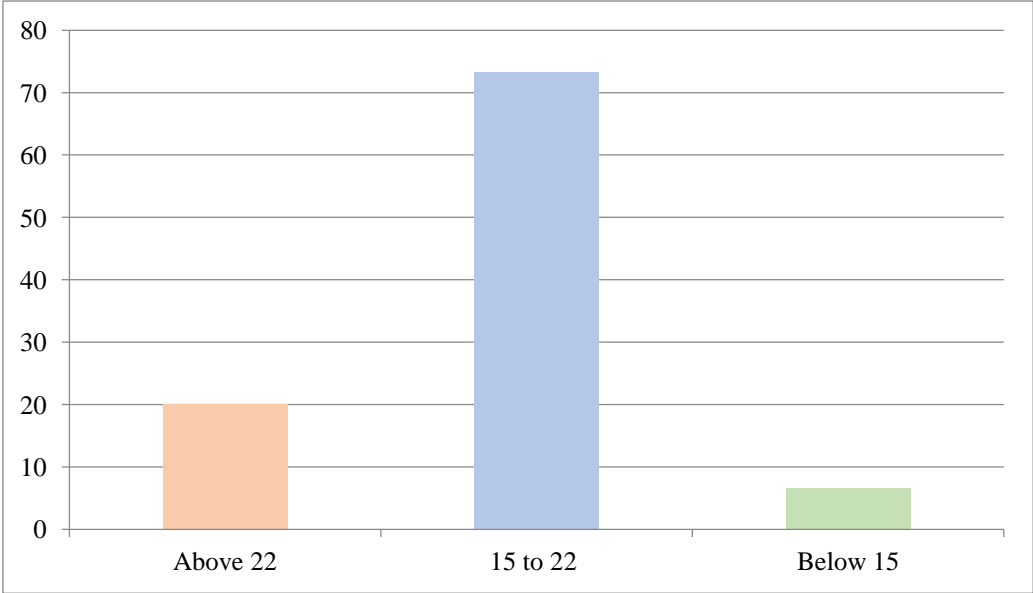


Figure 4.4: Educational aspiration of Bhutia tribe students

Source: Primary data

4.5 OBSERVATION AND SPECIAL NOTES ON BHUTIA TRIBE STUDENTS BASED ON FIELD WORK

An intensive enquiry has been done to understand the process of choices of the respondents in deciding their educational choices. The Bhutia tribe students are from different socio-economic status having different educational aspiration. Everyone have their own stories which could reveal their choices in education and also the problems encountered while making choices.

In the part one, the researcher has presented about the current profile of Bhutia Tribe, students, their gender, their socio-economic status, their educational aspiration. It was also important to describe the observations made by the researcher during the field work. It provides clarity about the Bhutia tribe group, especially their educational choices and conundrums, factors and problems in the further analysis part. The second and third part of the analysis concentrates more on process of choices, conundrums and problems in deciding the educational choices. So the observations made also will support the findings and lead to the emergence of the theory.

The field visit started with an informal interaction with the students. The researcher selected the respective government schools from each of the districts like, Phodong senior secondary school from North Sikkim, Sang senior secondary school from East Sikkim, Pelling senior secondary school from West Sikkim and VCGL Ravangla government senior secondary school from South Sikkim. This helped the researcher to have a good understanding about their current studies and their profile as well. The researchers stayed in the field from August 2017 to November 2017 and build a rapport with the students in order to collect data. During this period the researcher

collected the names of the Bhutia students and formed a rapport with those students. Later on the researcher interviewed each student one by one in a natural setting.

The major observations made by the researcher are as follows.

The researcher observed that majority of Bhutia students were not forthcoming they were reserved and not opening easily with the stranger. They would smile and move away. The researcher took time to observe them and spend time with them to develop a rapport. After much time the students became friendly and opened up. The study found that the educational choices of the student also differed in the region wise as the schools were situated in North district, South district, East district and West district of Sikkim. The location of the school was situated in the outskirts of the town majority of which in village area. The medium of getting the information was only through teacher, schools, family members and community members. The distance of North Sikkim from Gangtok town is far which took more than three hours to reach there. During that period the school was under renovation and the school was located in the outskirts of village where there were no proper facilities of communication. The researcher after getting permission from the principal took the consent of each respondent and started building rapport with each student. The students of North Sikkim, was quite shy in nature and they were not forthcoming. It took almost two weeks for a researcher to build a comfortable relationship with the respondents. After building a rapport, in the third week the researcher started with an open interview regarding their educational choices and conundrums. The respondents then started opening up about their studies and their choices. The researcher stayed in the field for one month i.e in the month of August 2017 in Phodong, North Sikkim. After getting appropriate data, the researcher proceeded towards another area which is Sang senior

secondary school situated in East Sikkim. The researcher experienced different environment in Sang senior secondary school. Travelling to schools to East Sikkim also took long hours. The school was situated in the heart of the Sang town. The environment of the school was clean and airy. After getting permission from the principal, the researcher interacted with the students in order to build a rapport. The students there were friendly and easily opening up. It did not take more time for a researcher to interact comfortably with them. The data was gathered using open interviews with each of the student. The researcher stayed in the area for almost three weeks i.e. in the month of September 2017.

The researcher after getting the appropriate data proceeded towards VCGL Ravangla senior secondary school, South Sikkim. The distance from Gangtok to Ravangla is 67.5 km and it took almost 3 hours to reach there. The school was situated in the entrance of the town below the hill and almost one km away from the Ravangla town. The school environment was neat and clean even though the road joining the school was not good. The researcher asked the permission from the principal and after that started interacting with the students. The students of VCGL Ravangla senior secondary school was also quite shy and not easily opening up. It took almost two weeks for a researcher to build up a rapport with the students. And after that the researcher started interviewing with the students in the third and fourth week. The researcher stayed in the field in the month of October 2017. After getting appropriate information from the respondents the researcher proceeded towards the next area which is Pelling, West Sikkim is 129.7 km away from Gangtok town and it took almost five hours to reach the field. Pelling senior secondary school is situated in the heart of the town where the environment of the school was clean. The students of Pelling senior secondary school was both shy in nature and some were friendly and

comfortable. The researcher build a rapport with the students in order to generate a good and authentic data. The researcher took two weeks in the month of November 2017 to build a rapport with the students. When the respondents were comfortable sharing their thoughts with the researcher, the researcher started with open interview to gather data from the students. The researcher gathered various information regarding the educational choices and conundrums of Bhutia tribe students of Sikkim.

PART II

The respondents are Bhutia tribe students studying in senior secondary school of four districts of Sikkim. In this way the students studying in these districts (North, South, East and West) shows different educational choices. So the researcher could understand the educational choices are influenced by various factors.

The students belonging to South, West and North district, their educational choices were influenced by parents, cousins and other society members whereas the students belonging to East district, their choices were influenced by media. But the influence of media was not for the educational choices. The influence of media was inclined to career choice, whereas the influence of parents, cousin and other society members was inclined to educational choice. The direct and indirect information about the educational choices of Bhutia students helped the researcher to get a better understanding about the story line.

Part II of this chapter deals with experiences of the Bhutia Tribe students in deciding about their educational choices. Research questions explored in this section are (a) what are the educational choices and conundrums of Bhutia tribes of Sikkim? And (b) how the Bhutia students view educational problems? So the part II of this Chapter

is further divided in various sections like. Section (A) deals with participant's process of choices on Bhutia tribe students. Section (B) deals with aspiration of the Bhutia tribe students with regard to their educational choices, and Section (C) deals with conundrums and problems of Bhutia tribe students in making educational choice.

SECTION A

4.6 PROCESS OF EDUCATIONAL CHOICES OF BHUTIA TRIBE STUDENTS

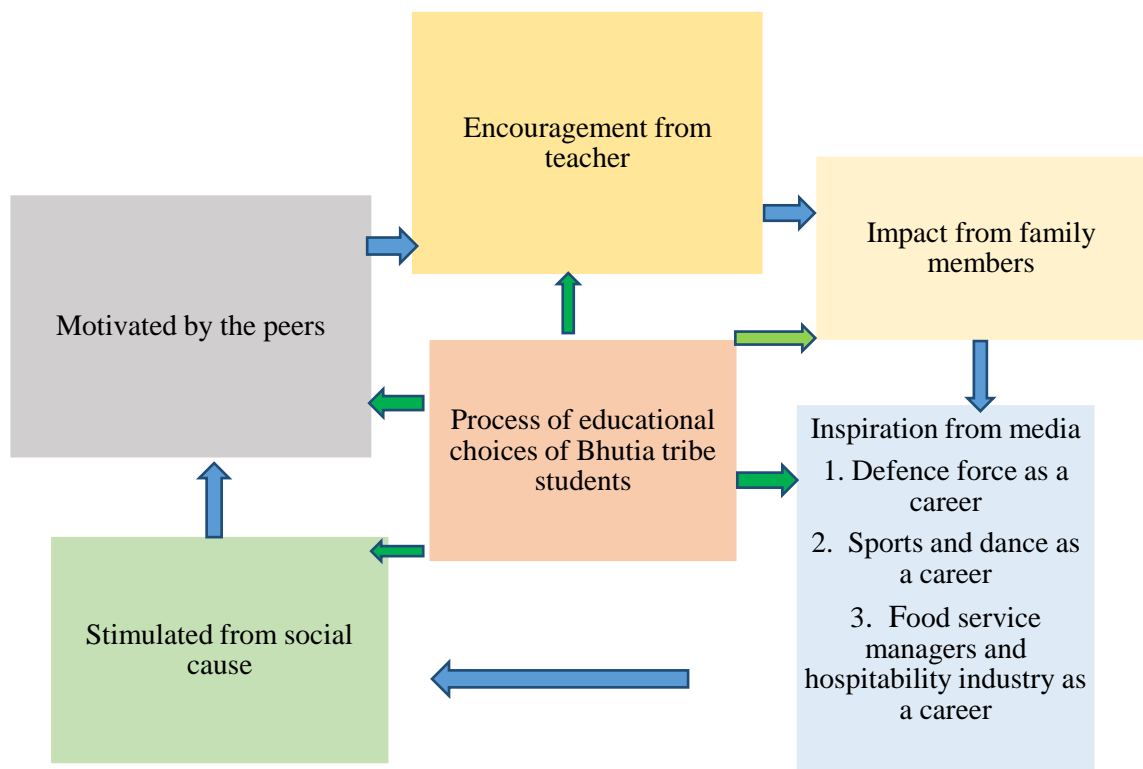


Figure 4.5: Process of educational choices

Source: Author's compilation

The data from the respondents were coded through open coding and axial coding and the categories were identified. The data were further arranged as per the categories and the themes and patterns were identified. The narratives along with patterns are presented in this chapter. Patterns are the repeated relationship between properties and dimensions of categories. According to (Glaser & Strauss, 2017), “it is very important to understand these patterns and to group data accordingly because this is what gives the theory specificity”.

4.6.1 Encouragement from teacher

The process of choices on education was encouraged by their teachers in the school which was mentioned by ten Bhutia students. This points to the fact that teachers play an important role in the decision-making process regarding educational choices.

“My plan is to study further after finishing my schooling. I want to become a judge. My favourite subject is Political Science. My teacher teaches us Political Science subject so well; I like to attend Political Science classes. I always talk to my teacher regarding my studies after school. He always guides me in choosing a subject and after that he gives me suggestions regarding what to do after this. I get to learn a lot from my teacher, because of him I got so much interested in studying law after my schooling. Because I love giving justice to the people, my teacher also states that it is only the lawyer who can seek justice to the people. My plan further is to study L.L.B and further studies”...

- Lhamu

The participant explained the way her teacher guided her in choosing an educational plan for the future. It is also revealed that the teacher and student had a cordial relationship and

the teacher continuously provided guidance to student. She further explained that her interest in Political Science is because of her teacher. She shared her ambition with her teacher and this explains the encouragement from her teacher and suggestions from the teacher regarding her further studies.

“...My language teacher said me one proverb in Bhutia “Rang Gey Tempo rang ra manzungba, key zungsey?yatey chuk ni nacha ro bey hutay gyu ru nacha ra bay. This is the reason I want to study further Bhutia language. After schooling I will study Bhutia Honors and will study further PhD in Bhutia. He says since the number of students studying Bhutia language is getting lesser day by day. He further says it is very important for us to preserve our language. Sometimes I find difficulty in my subject, my teacher helps me in my grammar, pronunciation etc. My dream is to do PhD in Bhutia subject; I got this inspiration from my teacher. I feel now it is our time to start making awareness to the young generation. I always discuss so many things with my language teacher. We discuss a lot of things about preserving our language and traditions. It is only because of my language teacher that I am planning to study further taking Bhutia language as my honors subject....”

- Doma

The participant explained that her teacher helped her in making choice in selecting subject. It is revealed that teacher makes her aware about the need of language students in the school which encouraged the participant to take Bhutia subject for further studies. The teacher guided her in her studies, further guiding her to do further studies after schooling also. It is also revealed that the teacher not only guided in selecting subjects but also in other areas of life. This also reflects the relationship

between the teacher and students which developed as the teacher helped the student to make choice in education.

“I would like to join Hotel Management after class XII. We have Hotel Management institute in Rumtek. I will joint that institution which is in Sikkim only nearby my hometown. And even we do have hotel management course in our School. Our teacher always conducts practical in our food production class. I love making food. She guides me in what subject and courses to take after schooling”

- Pema

It is revealed that the way the teacher played a crucial role in helping the participant to select a subject. The teacher teaching practical work also has made impact in the selection of subjects.

Pattern 1: One of the crucial roles in making educational choice of the students were played by teachers. Ten participants revealed that their choices are encouraged by the teachers. Teachers helped the students in selecting subject, guiding the student in solving problems related to education and also creating awareness to the student regarding further studies. It is also revealed that teacher and student shared good bonding for communication and guidance to take place.

4.6.2 Impact from family

From the study it was found that nine students mentioned that the process of choices in their education was made impact from family.

“..... I want to become a Judge. I got inspired by one of my cousin brother who lives in Dzongu, North Sikkim and he is a lawyer. And my favourite subject is Political

Science. My brother and my sister helped me choosing a subject after class X, because Political Science is a basic subject in which I can learn about the constitution and law. My plans further are after completing my School from here I will join Law School which is in Gangtok. I will join LLB and after that I will go for further studies in law. I gathered little information from my brother. According to that I will plan my studies. I have to do 7 years of schooling in Law School and plan further studies..”

- Lhamu

The participant gets motivated in studying further from her brother who is a lawyer. Since Political Science is also her favourite subject, she plans to study Political Science and want to go for further studies in Law. Her sister and brother also helped her in choosing a subject. The reason behind having interest in Political Science is because of her brother who is in law firm.

”..... I want to do PhD in Bhutia language and after that I want to become a language teacher because I wanted to teach my language to the coming generation. I have my brother who is pursuing PhD in Bhutia language. I go to visit his place sometimes. My brother comes for a holiday break in my hometown and we discuss a lot about how we preserve our language. And he shares about how our language is vanishing day by day. No one is speaking our language. Even I see people who call themselves Bhutia, but do not know how to speak their own language. This is the reason I wanted to become a Bhutia language teacher and I wanted to teach our language to the coming generation because this is really high time we should start working for our own community.....”

- Doma

The participant is motivated by her brother and also her concern for her own language, so she desires to work for protection of the language which is also an indigenous language. It is shown that this student is already aware of the need of the language protection as it is vital part of the culture which made the student chose the educational choice.

.....” I want to go for DIET after finishing my school and my brother also supports me in this. Instead he encourages me to study further, he states that he will support me financially, since my Father is expired and it is my brother who is taking all the responsibility for my studies. And even he suggested me to choose Science subject but because of my Low marks in Class X, I was not allowed to take up Science subject. I will finish my DIET and will search for a job in teaching profession...”

- Diki

The participant plans to study further because of the influence from her family. She is supported by her brother financially and in making educational choice.

“I wish to become an IPS officer since my Father’s dream for me to become IPS Officer. I will fulfil his wish. For this I have to study really hard and I have to score good marks in my examination. My Father also works in a Police Department as a Sepoy. He encourages me too work hard and do more studies. My Father is only an inspiration for me. He states that if I score good marks and get through my IPS examination and get recruited in good post like this everyone will respect me. He usually arranges routine for my studies, he plans everything for me. I will make him proud one day and I will work very hard for my studies. My father always guides me a lot to study and work hard”

- Sherap

The participant's educational choice is being shaped by his father who played a crucial role in his life. As his choice is inspired by his father and also the father seems to meticulously helping the son to make the choice he desires.

Pattern 2: Family motivated students in shaping their educational choices. Nine participants were influenced by their family members in making educational choices. Members of family like: father, sister, uncle and brother played a crucial and good role in helping the child to make right educational choices. It has been observed that father and brother had made strong influence. Family members had been a source of encouragement and in assisting in decision making and in regulating educational choices.

4.6.3 Inspiration from media

The process of choices in the education was inspiration from media as mentioned by seven students. The inspiration media are made on defence force as a career, sports and dance as a career, cooking as a career. This indicates that media plays an important role in deciding their educational choices.

4.6.3.1 Defence force as a career

"...After my graduation I will go for Army. This is my dream since I was in class V. I will study hard and will sit for Army recruitment. I really want to become Army, since my childhood I am fascinated of guns... I see in movies, where the protagonist uses guns and like how he defeats everyone. I really love watching these sorts of movies. This is the reason I always keep myself fit by playing football and other physical related sports".

- Tseten

“... I choose commerce as a subject. I have seen that there is no scope in humanities, we do not find job easily if we take humanities as a subject. My ambition is to join Force. There are actually three types of force: Ground, Air and Navy. I will join any of these professions when I complete my schooling. Because I watch lot of movies related to armies. I am really fascinated into actions I love being army one day. I watch movies like Black Hawk down, Three Kings etc. These movies are so good and I like watching them...”

- Dorjee

It is revealed that these participants dream is to join defence force like Army. They got this inspiration from movies they watch. The movies based on armies have created interest in joining force and they seem to be so inspired that they are preparing themselves by keeping oneself physically fit. They have even planned to do graduation and join army. The impact of movies and media is seen as a motivating factor to these students in making their career choices like in defence force.

4.6.3.2 Sports and dance as a career

“My dream is to be in Indian Cricket team one day. I want to become a sportsperson, I will join a camp. I really like watching cricket. Whenever I see our Indian team playing for our country, I feel so proud and good. I see them in television always. I want to shift nearby Gangtok town so that I may get exposure to sports. I really get inspired by watching television related to sports...”

- Tshering

The interest in sports were further enhanced and motivated by the sports media. The media inspired and fuelled the interest of the students so that they have made the decisions to take sports as the career option.

“When I was a child I always watch television shows related to sports. I do not like watching other shows in television. I usually watch football matches in television like ten sports. I never miss any football matches. Whenever I watch football I learn different strategies related to football like: offensive strategy, defensive strategy, defensive formations etc. I am an ardent follower of Neymar who is a very good football player. After completing my school I will join Himalayan Club, which is there in Gangtok. My parents also support me a lot in my choice. My plans further are to learn football and join football club once....”

- Sonam

The study revealed that media made influence on students towards interest in sports and they plan to take sports as a career. The participants are inspired with the thought of representing the nation through the sports. They also have plan of joining the agency which may help them to move ahead in the career of sports. It is revealed that the interests of participants of students are further encouraged by the media.

“...I want to become a Professional dancer. Because of this I participate a lot in my school programs. Actually I am really fond of MG5, which is a television show related where people from like dancers come and show their talent and they are being judged by the great personalities. Since the day I watch them I really got inspired by them and I have thought of becoming a Professional dancer. In school also I try to show

different dance moves, I never skip any of the programs related to dance. I participate in every dance programs” ...

- Karma

The participants had interest in dance, which was further advanced by media show in dance. The media also inspired the participants and also made decision to make it as a career choice.

4.6.3.3 Food service managers and hospitality industry as a career

”I am passionate about cooking. Since my childhood I was attracted to foods, and I do not have any best friends. I watch television a lot but I don’t like other shows in television shows but I usually watch Fox Life, TLC, the shows which is related to making of food, travelling etc. My favourite subject is food production and the practical’s where we learn how to cook. I watch the T.V shows every time and after that I learn how to cook and I also want to travel the world. I want to explore the food and travel the world. Apart from exploring, even I am planning to hosts shows on food in television like the people in Fox life and TLC they do.

- Tashi

“....I always takes out time for cooking at home. I help my mother in preparing dish for my family. My favourite dish is potatoes. I choose hotel management as my subject because I want to cook food and travel world. The idea behind becoming a cook and travel a world came to my thought because I watch TLC and Fox Life where I see people around the world they become a cook and travel a world. They blog their videos in television and you tube and they sell their videos and become really famous.

I was always so fond of cooking; I get motivated after watching T.V shows like this. My plan further is to join a good institute related to cooking of food and one day I dream of becoming a Chef and travel a world....”

- Dawa

The study show that media has encouraged students on cooking and also that these students already had interest as well as the skills. They have planned to take Hotel management course. It seems that both students are attracted by travelling which come later with the profession.

Pattern 3: Inspiration from media motivated seven students in making their educational choices. The media inspired and inclined the students in subjects which are attractive, which involves travelling, sports and dance which may give them pride by participating. It is interesting to know that media hasn't made impact on choices of traditional subjects like science and mathematics.

4.6.4 Stimulated from social cause

It was found that three students talked about the process of choices in their education were stimulated from social cause. This indicates very less number of students is influenced by the society.

“.....the reason behind studying LLB and further studies after that becoming a lawyer is that I see injustice in an around my society. I cannot stand the injustice happening in an around our society. The justice is not given to the right people. In order to give justice to the right people I chose to study LLB and understand more about law firm.

This motivates me to study further and be in a good position and help the people who are not given justice”

- Lhamu

“.... I want to study more and after that I want to become a lawyer, so that I can give justice to people. I will study in law College after finishing my schooling from here. I see lots of injustice in Sikkim. I like debates and I read many articles related to law and injustice happening in our society. I read article 370 F which is related to the protection of Bhutia and Lepcha. And I also read Jammu and Kashmir article 370. Whether this article is implemented well or not I want to explore more on this because I feel that in the ground level people are not getting their rights. I want to fight for them legally which is why it is necessary for me to become a lawyer one day”

- Soyang

The educational choices of these participants are stimulated from the social cause. They share the social issues that helped in shaping educational choice. Similarly they also shared about the injustice in the society. They feel that the policies are not implemented well, for this they want to study more about law.

Pattern 4: Social issues and injustice in the society has played a role in shaping the educational choice of few students. The three participants expressed the need of justice as they see injustice being done. Their response was to study more and be in a good position so that they can contribute back to the society by giving justice or by fighting against injustice.

4.6.5 Motivated by the peers

Three students talked about their process of choices in education being motivated by their peer groups.

” ...after my Schooling I will study DIET which is a professional course for becoming a teacher and me and my friend have decided this since we were in class V. We both have planned to become a teacher one day. My friend and I have taken same subject since we were small and still we are together.....”

- Diki

The participant’s educational choices are being shaped by motivation from their peer. She shares that she and her friend decided to study same subject and also further study same courses in future.

”.....During winter vacation my friend suggested me that Government of Sikkim is providing course in food and beverages. I went with him in Gangtok. We stayed there whole winter and we joined the course, it was really interesting. I learnt so many things related to food and beverages. They taught us how to cook a good food. Before that I was really unknown about all these things but when my friend introduced me to this course I really find it interesting. The course was of free of cost. We joined the course and stayed there for almost one month. We learnt so many new things about food, beverages. After joining the course and completing it successfully, I gained in interest in this course and later on I came to know from my friend that we can even go further in this course. Since that day I thought of becoming a Chef....”

- Samdup

The participant shared that his friend's influenced him in making his choices on courses and gained interest in that particular course. His choice to the subject was made more interesting with a short course which they participated which was again motivated by his friend. And even he has decided to make it as a career.

“... I want to join a force. I do have some friends who are there in Force. My friends are working as Indian Reserve Battalion; I usually go and visit them and I get much information regarding how they do their training in the camp. The life style as a force, their interest and their fitness programs which I really appreciate. I am also planning to join force after finishing my school. And for which I have to study hard and score good marks so that I can get through scrutiny. Some of my friends are in Sikkim Scouts. The ways they are trained, I really love it. One day I will join a force anyhow...”

- Dendi

Dendi explains that his friends play an important role in making his choices. Friend's life in force has inspired him. He is working hard to reach to his dream.

Pattern 5: Three students were motivated by peer in deciding their educational choices. Friends' suggestions and their life style inspired them in decision making regarding their educational choices. It also reveals that company which students keep made an impact on their all choices including educational.

4.6.6 PATTERNS OF PROCESS OF EDUCATIONAL CHOICES AMONG BHUTIA TRIBE SENIOR SECONDARY SCHOOL STUDENTS

Pattern 1: One of the crucial roles in making educational choice of the students were played by teachers. Ten participants revealed that their choices are encouraged by the teachers. Teachers helped the students in selecting subject, guiding the student in solving problems related to education and also creating awareness to the student regarding further studies. It is also revealed that teacher and student shared good bonding for communication and guidance to take place.

Pattern 2: Family motivated students in shaping their educational choices. Nine participants were influenced by their family members in making educational choices. Members of family like: father, sister, uncle and brother played a crucial and good role in helping the child to make right educational choices. It has been observed that father and brother had made strong influence. Family members had been a source of encouragement and in assisting in decision making and in regulating educational choices.

Pattern 3: Inspiration from media motivated seven students in making their educational choices. The media inspired and inclined the students in subjects which are attractive, which involves travelling, sports and dance which may give them pride by participating. It is interesting to know that media hasn't made impact on choices of traditional subjects like science and mathematics.

Pattern 4: Social issues and injustice in the society has played a role in shaping the educational choice of few students. The three participants expressed the need of justice as they see injustice being done. Their response was to study more and be in a good position so that they can contribute back to the society by giving justice or by fighting against injustice.

Pattern 5: Three students were motivated by peer in deciding their educational choices. Friends' suggestions and their life style inspired them in decision making regarding their educational choices. It also reveals that company which students keep made an impact on their all choices including educational.

SECTION B

4.7 ASPIRATION OF BHUTIA TRIBE STUDENTS WITH REGARD TO THEIR EDUCATIONAL CHOICES

Educational choices of the respondents is best understood when the kind of aspiration of students are explored. In order to understand the educational choices of the students it is necessary to know about their educational aspiration and also the factors involved in educational choices. The factors of aspiration were explored and coded. Thereafter the categories were identified and patterns were explored. They were arranged to understand the aspiration of Bhutia students. The aspiration in this section is being categorized into persistent and confident, clarity in choice and also the low aspiration and despair, unaware of choices available in their studies has been explained by the students.

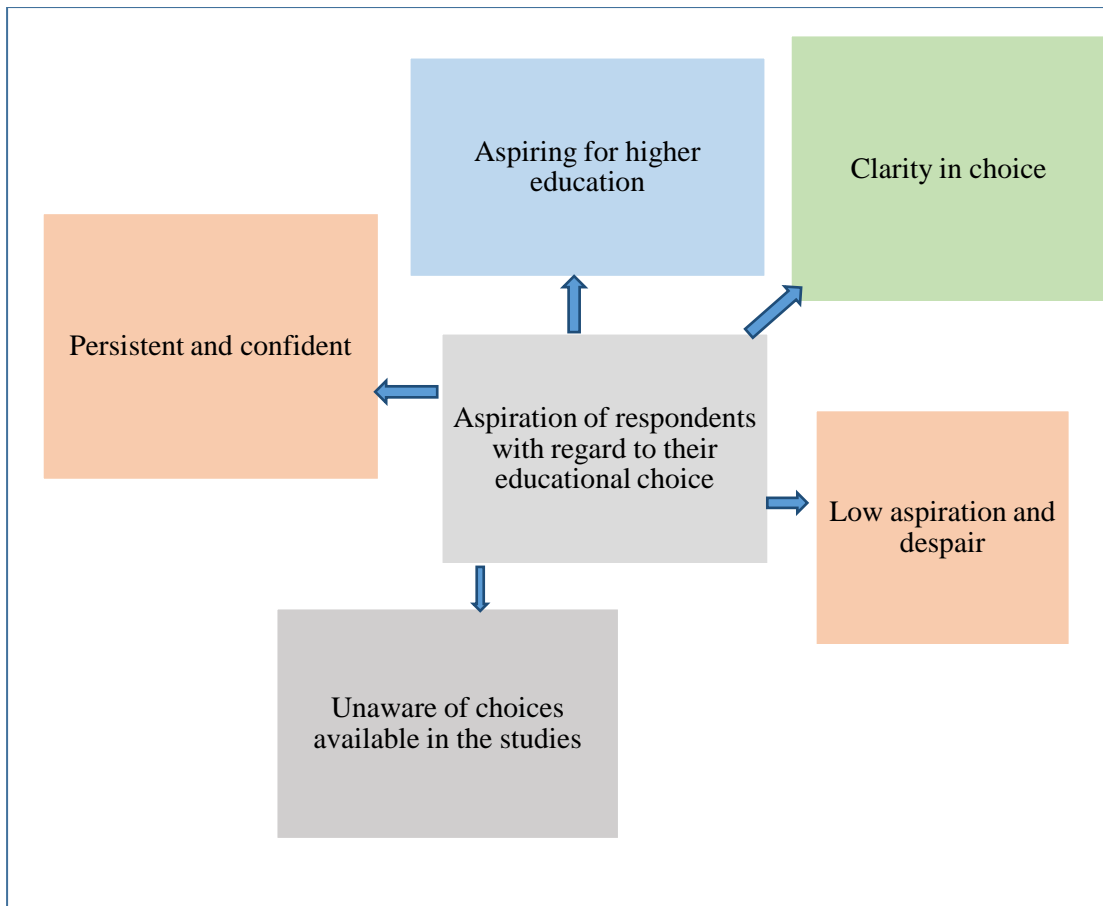


Figure: 4.6: Educational aspiration of Bhutia tribe students

Source: Author's compilation

4.7.1 Persistent and confident

Ten students showed hope, desire and revealed confidence in their choices made in relation to their education.

".....Since my mother is getting old and she is unwell. After class XII my parents cannot afford me to send for further studies and they are asking me to start earning. I will search for a job and help my family. But I will never stop studying. I will study graduation in distance mode. I will keep on continuing my education. At home I have to do household chores but I always take out time for my studies. After school I go

and cook and after that before sleeping I take 1 hour of time to study and also in the morning I wake up at around 6:30 am and study for 1 hour. I really want to study further and fulfil my dream of becoming a Police Officer. If I ever get an opportunity from someone financing me for an education, I will never leave this opportunity. Initially, my mother asked me to drop my studies after class X but my father wanted me to complete class XII. But after XII I will do my graduation from distance mode for sure....”

- Chewang

Chewang hails from a humble family. She plans to do her further studies in distance mode. Despite the problem at home she believes that she will continue education and she is determined that she will never leave her studies. She seemed to be diligent in studies despite the problems at home. She is goal oriented which encouraged her to work hard.

”..... I want to become a Judge. I am studying humanities now and I will go for further studies in law and take up courses like LLB after my schooling. There I have to study for seven years and after that I will pursue higher education in law. I was interested in law and I choose Political science subject in my class XII as well, which is my best subject so far. I scored 78% in my class X boards. I had an opportunity of taking Science stream but I did not choose it because I am interested in law and opted for humanities. Further, I will work hard and study more and will strive for good scores in my upcoming boards. We do have Law colleges in Gangtok, I will study there. I love studying about law and justice and also how to I love fighting for the right of the people”.

- Lhamu

The participant is confident of her choice as she has aspiration to be lawyer in future. Her goal & ambition has encouraged and energized to work hard towards her goal. The participated has clarity about the future career choice that she is planning to take.

“.....I am really fascinated of becoming an Indian Army one day. Since class V I was interested in becoming an Army. I keep myself fit and healthy by participating in sports like football, volleyball etc. Whenever I get an opportunity I participate in every sport. Physical fitness is first priority when you want to become an Army. And also I really work hard in my studies because good scores are also needed. I will study really hard, I will work hard and one day I will join an Indian Army...”

- Tseten

Tseten is fascinated by good health so he showed his confidence and persistent in his choice. The participant is reaching his goal by working hard. This shows that the student is persistent and confident about his choice. He is clear about his choice. It has given him course of purpose.

“... I like debates and discussion about law firm .After class XII I will join law School. I am really interested to become a Lawyer. I will study law school after completing my schooling. Usually in my leisure time I read articles in newspaper and also the old laws of Sikkim like 371 F, I also read laws of Jammu and Kashmir like article 370. I love reading those laws. I choose humanities for taking further my lawyer course, because in humanities we get to learn subject related to law like Political Science. I usually talk to my brother, who is also a lawyer, seek suggestion from him regarding my further studies. I really want to work hard and study well so that I get admission in Law School.....”

- Soyang

Soyang has a strong desire to achieve the goal so has made a clear choice which had lead the participant to work hard.

“..... I am really passionate in learning about Bhutia language. I will pursue PhD in Bhutia subject. I always seek suggestions regarding my subject and further studies from my teacher and cousins. I want to become a Bhutia language teacher. My passion is to teach the coming generation about my Language. I see very few people speak our language and I want to preserve it by transferring my language to the coming generation. In school I take time to talk to my language teacher regarding how and why our language is vanishing day by day. Sometimes I visit my brother’s place. We discuss lot about Bhutia language. Further I want to complete my school. After that I will study college taking Bhutia as my honours subject. I will go for further studies in Bhutia language....”

- Doma

Doma shows confidence and persistent regarding her further studies. She explains the way she made her educational choice and she is confident that she will pursue PhD in Bhutia subject.

“..... Since class X, I was interested in becoming an Army. I even went to Army recruitment after class X for twice. I got through written examination every time, but I failed in my physical test. But then I never lose hope. I will work on my physical fitness and again I am going to try for Army this time after my board results. I collected little information regarding like how to practice and how to maintain my physical fitness from my brother who is in Army. I hope this time I will for sure get through the test.....”

- Dubden

Dubden remains confident and persistent. His interest in becoming an army keeps him motivated to work harder as well as study more.

“....Since childhood I had a great interest in learning football. And I am really fond of playing football in fields and in grounds. I joined club and I learn so many strategies like how to be a good football player. My ambition is to become a professional footballer. I take out more time for football practice rather than studying. I played in many small teams. My parents also support me in this. I will join Himalayan football Club once I complete my schooling. I have planned to join as soon as possible after completing my school from this school”

- Dukar

Dukar shows his confidence and persistent in his choice. He shows his interest since childhood of becoming a professional footballer.

“.....I am interested in cooking. I want to become a Chef and I am passionate about cooking. For this I have planned to study food production after my class XII and I will take up management course. I will find a good job as a Chef here in Gangtok. If I do not get a job here I will definitely go abroad and explore food outside. Even my Mother encourages me to take up my dream; my parents are supportive in this. I won't change my mind if I score good marks in board result. I believe that interest and curiosity matters in any field and my interest is in foods, so I will be good Chef one day”.

- Tashi

Tashi shows confidence and persistent in making his choice. He expresses that he want to become a Chef and he is planning to study further in this course.

Pattern 6: Ten participants were persistent and confident about their educational choices. The students mentioned the difficulties in their family but they revealed that they are diligent and persistent to reach their goal based on their choices they made. Even after the difficult circumstances the participants were confident and persistent about their educational choices.

4.7.2 Aspiring for higher education

The participants had aspiration for higher studies. They have planned to do further studies in different fields. There are seven participants who were aspiring for higher education.

After completing my school I will study further. I am planning to join college and complete graduation and after that I will go for masters. After my masters I will study more. Even my parents allow me to study further.

- Mingma

The participant had aspiration towards higher education. Her parents also encourage her to go for further studies and she is aspiring to do higher studies.

Since class IX I was interested in becoming a lawyer. Even in my school here I have taken Political Science subject which is related to law firm. I will do further studies in law. After completing my school I will study 5 years of schooling in law institute which is LLB and after that I will do LLM. If I do not get admission in law firm, I will

study Political Science in graduation and continue studying. I will study further and will not stop studying.

- Tshering

The participant is firm in her decision regarding studying further. This indicated that the participant had high aspiration for further studies.

I plan to become a doctor; it is my dream since when I was in class VI. I am studying bio science in my school and I have to score high to get enrolled myself into a good institute. After completing my school I will sit NEET exam, where the best candidates are selected for MBBS. I will prepare myself well for this exam.

- Chomu

The participant has aspiration in doing further studies. She plans to study further and prepare herself well for the entrance exam. This indicates that she is firm and dedicated in her decision.

My parents encourage me to study further, they are very supportive and I also plan to study further. I like being in law firm and I am interested in giving justice to the people. In my leisure time I read books related to law. After completing my school I will study further in law. For this I have to prepare myself by reading more about law and also should be ready to score good marks in examination.

- Soyang

The participant is aspiring high for further studies. He plans to study more and score good marks so that he can continue his education well.

I really love studying Bhutia subject. I wish to become language teacher in future and I am planning to study Bhutia after my schooling in graduation. I will pursue PhD in Bhutia subject. And I get really inspired by my brother and my teacher. I always discuss with them regarding my Bhutia subject. I am not going to change my choice and I am really looking forward to do further studies in Bhutia subject.

- Doma

The participant is interested in studying her language subject in her future studies. This indicates that the participant is having high aspiration to study further. And also this reflects that she is determined about her choice of subject.

Pattern 7: Seven participants are having high aspiration towards further studies. They expressed their dedication and determination towards their studies. They showed their interest to study more about a particular subject and they had meticulously planned for their further studies. This reflects that the participants are ambitious and have aspiration towards their higher education.

4.7.3 Clarity in choice

Four participants expressed clarity in their choices. They were confident that their choice is according to their interest and they all were working diligently to reach goal. They all showed strong desire, longing to achieve their ambition. The participants were clear about their goals after completing their school. They had clarity regarding their future education and seek suggestion from various persons.

”...I choose to pursue MBBS after completing my Schooling from this School. Since class VI, I was interested in becoming a doctor and for this I consult and seek

suggestion from lot of my cousins and for this one of my uncle suggested me a lot. After my class X, I opted for Bio Science stream as subject. My dream is to study very hard and get admission in one of the good MBBS College. I will sit for a competitive exam like NEET. They provide a good placement of MBBS colleges for me. I will join MBBS after class finishing my school from here....”

- *Chung Chung*

Chung Chung has clarity in her choice of subject. Since childhood she was interested in pursuing MBBS, she gathered information regarding her choice as well as she seek suggestions from cousins which shows that she had clarity in her choice.

“.....I am very fond of reading constitution and old laws of Sikkim. I read articles to keep myself updated. I have plan for my further studies. I will finish schooling from here and after that I will study law School which is in Gangtok. For that I have to work hard and study more. In my free time I talk to my brothers and friends who are in Law firm. And also I read articles related to law and order. Now I am planning to study well in my examination, score good marks and get admission in Law school.”

- *Soyang*

Soyang has clarity in his educational choice. He is planning to study law in future. This reflects that the student is having clarity in his educational choice.

Pattern 8: Four participant expressed clarity in their choices. They were confident that their choice is according to their interest and they all are working diligently to reach goal. They all showed strong desire, longing to achieve their ambition. The

participants are clear about their goals after completing their school. They had clarity regarding their future education which they also received by seeking suggestions from various person.

4.7.4 Low aspiration and despair

Two Bhutia students have low aspiration. This indicates that very few students are having low aspiration.

“...I love accountancy very much, the reason behind choosing commerce is that we get job easily in banks and in private sector. Earning money is my first priority. If I get a job after schooling I will stop studying. I will not do further studies and will search for a job instead. Because I feel that we all study for getting job. And if I get chance I will choose job rather than studying after class XII. If not in banks and all I will go for force as many of my friends are there I will try and join force as well but I will not do further studies...”

- Dendi

The participant does not show any goal in life besides getting a job however small. He wants to start working immediately after completion of schooling. He has no interest in further studies. The desire to achieve higher education is low.

“..... We are ten members in our family. My father and mother are separated. I stay with my mother, she is a housewife. My sister runs a small shop in a rented room. We manage our income like that only. I am planning not to study further because no one in my family will bear my expenses. And it is now time for me to find a job and help my family. One of my sister is doing DIET, I feel so helpless when I see my mother

struggling to pay her fee. I can see the difficulties my families are facing. I do not want them to suffer and I will stop studying after completing my school. I will search for a job and help my family... ”

- Pempa

The participant has no desire for further studies as she has economic difficulties as she has economic difficulties at home. She feels the problem may be more if she studies further. She is more of sacrificial in nature, for the sake of family he doesn't want to study.

Pattern 9: Two Bhutia students showed despair and no desire of ambition or larger goal in life. The reason for low aspiration and despair are low socio-economic status. They also showed less interest towards their studies and they had desire to earn money and had no desire to study further.

4.7.5 Unaware of choices available in studies

The participants were unaware of the choices available for their study. There are two participants who are unaware of their choices available in their studies. The participants are not aware of their future studies and also are not aware of the things related to their studies.

Actually I don't know how much marks I got in my test. My internal examination started from last week but I have no idea how much I scored in my examination. My aunty received my report card yesterday and I don't know about my result. And regarding my education I am planning to do geography honors after my schooling. But I don't know whether I will score good marks or not.

- Diki

The participant was not aware of her studies. She expressed that she is not aware about her results and showed disinterest in her studies.

I am studying humanities now and my favourite subject is English and Physical education. I am planning to go for engineering after my schooling. I will take economic honors after class XII .And I am planning to study Namchi College after completing my school. My friends are also pursuing engineering. I am also planning to do the same.

- Tshering Dorjee

The participant was not aware of about his choices. He is having lack of information regarding his choice and he expressed that after taking humanities he will study engineering. This reflects that the participant is not aware regarding the choices of subjects his studies.

Pattern 10: Two participants showed lack of awareness regarding the choices of subjects available for their studies. They were not having good information of their course available. Additionally they also showed no interest for further studies. This indicates that they were having low aspiration towards their studies.

4.7.6 PATTERNS ON ASPIRATION OF BHUTIA TRIBE SENIOR SECONDARY SCHOOL STUDENTS

Pattern 6: Ten participants were persistent and confident about their educational choices. The students mentioned the difficulties in their family but they revealed that they are diligent and persistent to reach their goal based on their choices they made. Even after the difficult circumstances the participants were confident and persistent about their educational choices.

Pattern 7: Seven participants are having high aspiration towards further studies. They expressed their dedication and determination towards their studies. They showed their interest to study more about a particular subject and they had meticulously planned for their further studies. This reflects that the participants are ambitious and have aspiration towards their higher education. .

Pattern 8: Four participant expressed clarity in their choices. They were confident that their choice is according to their interest and they all are working diligently to reach goal. They all showed strong desire, longing to achieve their ambition. The participants are clear about their goals after completing their school. They had clarity regarding their future education which they also received by seeking suggestions from various person.

Pattern 9: Two Bhutia students showed despair and no desire of ambition or larger goal in life. The reason for low aspiration and despair are low socio-economic status. They also showed less interest towards their studies and they had desire to earn money and had no desire to study further.

Pattern 10: Two participants showed lack of awareness regarding the choices of subjects available for their studies. They were not having good information of their course available. Additionally they also showed no interest for further studies. This indicates that they were having low aspiration towards their studies.

SECTION C

4.8 CONUNDRUMS AND PROBLEMS OF BHUTIA TRIBE STUDENTS WITH REGARD TO THEIR EDUCATIONAL CHOICES

Section C of the part II deals with conundrums and problems of Bhutia tribe students with regard to their educational choice. The factors related to the conundrums and problems are discussed in the section C of the part II. The attempt was made to understand the conundrums and problems of Bhutia Tribe students with regard to their educational choice. The justification can be given for this attempt as the conundrums and problems are set to occur while making the educational choices by Bhutia tribe students. The story line progress through so many narratives, all the Bhutia students had shared their views, as explained in Section B of the analysis, it was explained the process of choices with regard to their education.

4.9 CONUNDRUMS OF BHUTIA TRIBE STUDENTS WHILE MAKING EDUCATIONAL CHOICES

The study found various conundrums that are faced by Bhutia tribe students, which are analysed below:

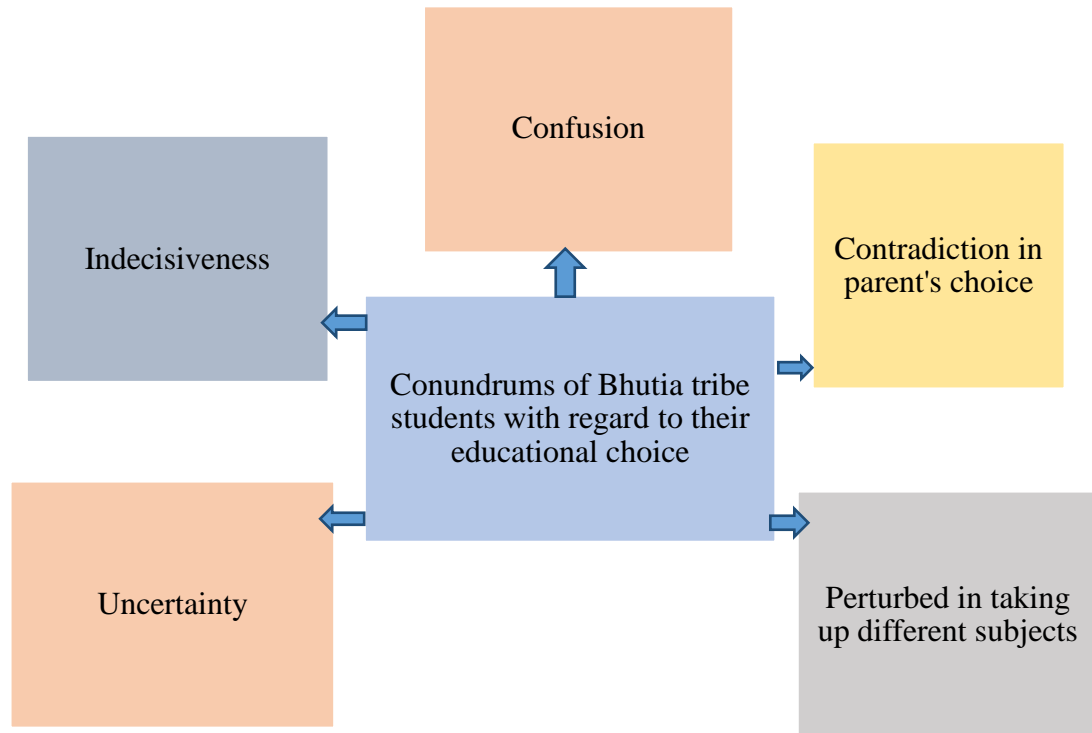


Figure: 4.7: Conundrums of Bhutia tribe students while making educational choices

Source: Author's compilation

4.9.1 Confusion

Seven students were confused regarding their educational choices which lead to conundrums or dilemmas. This indicates that few students were confused in choosing their education.

“.....My uncle is a doctor and he suggested me to choose a Science subject after my Class X, but actually I am really interested in Bakery. It is my passion to learn bakery and sometimes I learn how to bake a cake. In free time I go for bakery classes which are so fascinating for me. I also love art, painting etc. In my spare time I spend my time painting. Since I have chosen science as a subject, I will study for now but I am

not able to decide whether to go for bakery or become a doctor like my Uncle. This make me confused in choosing which courses I should go for..... ”

- Gaki

Gaki is confused regarding her choice of subject as her interest is in another field. She explains further that she is confused about future because her choice and her interest don't match.

“...I am planning to join a football club after completing my school and I want to make football as my career but yes sometimes I get confused sometimes I feel there would not be any job security in becoming a footballer. And because of this I get confused whether to do continue my education or to join the football club. Since I have played football in many clubs but sometimes I feel that I am unsure and confused about my choices....”

- Pintso

Pintso shows confusion in his choice of course or subject and the career based on his choice. The participant is not sure about the stable future as he doubts his own choice.

”.....Since I am planning to go for further studies in MBBS from a renowned institute. For that I have to work hard, but I am confused whether I will score good marks or not. But I do not score good marks than I do not have any options left. And even my scores are low in the first semester; I feel like dropping my subject and take another subject. I am confused because my scores are going low from my expectation...”

- Kessang

Kessang is confused because she doubts whether she can score well or not. The self-doubt is so high that she even thinks of changing the subject.

“.... Because of the various options I get confused sometimes. There are so many courses which help us in various ways, courses like: humanities, science, vocational, food production and many more. I am unable to decide what to choose after this because it is so confusing sometimes I get confused in choosing only one subject. Though there are our teachers who suggest us to take a particular course, but sometimes I feel that, will this course will benefit us for our future education endeavours? It is so difficult to choose one course and I get confused because of this.

- Phuchug

Among the availability of various subjects, the participant is confused to select appropriate subject as he lacks orientation to the subject and he lacks awareness. This also indicates the need of educational counselling among students to make correct choice.

Pattern 11: Seven participants showed confusion in making choice regarding their educational choice. The confusion is regarding choosing of subject while having various educational choices. When the subject chosen does not match with their interest, there is confusion among the students. The confusion was due to limited information about choices available.

4.9.2 Contradiction with Parent’s Choices

Four students have different choices irrespective of their parents. The participants have contradiction of choice with their parents.

“..Actually I am interested in sports like football and want to join a camp which is there in Namchi. I have searched everything regarding that academy. They provide education and much priority is given to football practice and there is a hostel as well. But my parents want me to study science stream. My Father restricted me in joining a camp for which I am really sad. And now I am studying humanities because of low marks I was not selected in Science stream. My parents want me to study and search a job as early as possible because of which I am unable to fulfil my dreams. My Father is the one who decides for me....”

- Tshering

The participant shows his sadness because his parents are not willing to let him make his choice. There is a contradiction of opinion based on his choices with the parents. The participants showed keen interest in his choice but his parents restricted him in taking up his choice because of which there is a clash of opinion.

After class X I was selected for my diploma course in engineering in Chennai, and I was very excited to visit the college and study there but my grandparents did not allow me to study the course because they feel that engineering do not have any scope of getting a job. And they suggested me to study bio science in school. Since I was excited and ready to go and even talked to my parents but my grandparents did not allow me and they ask me to continue schooling instead of going there. This is the reason I am studying here. I had an interest in engineering and also I got selected in one of the finest engineering college. I feel sad of not joining that institute.

- Lenzi

The participant is interested in studying engineering which is her choice but because of her grandparents she did not go to study and instead her grandparents suggested her to study bio science. This indicates that there is contradiction in her choice and her parent's choice.

Since I choose hotel management subject, I want to become a Chef and travel all around the world. I am interested in travelling and exploring food around the world. I did not tell my parents about this. But my father wants me to study class XII and join Army and I am not interested in it. I want to become a Chef and travel the world. If my father tries to force me I will convince him and fulfil my dreams. Till now I did not let them know about my choices. I am planning to tell them one day and try to convince them as much as possible.

- Dawa

The participant has a different interest as compared to his parents. The participant is having different opinion about his choice and his parents have different choice for him. And he expresses his denial regarding his parent's choice for him.

Pattern 12: Four participants expressed their denial and sadness about their parent's choice for them. This indicates that they are having different opinions about their choice, which led to contradiction with their parents. The participants had their own interest of choice where the parents had a different choice for them and which results in clash of opinion.

4.9.3 Perturbed in choosing different subjects

The students were perturbed regarding different choices of subjects. There are four students who were anxious and are concern about choosing their subjects. They are unaware about the subject and remain confused with worry in choosing a particular subject.

Actually I have not yet decided which subject to choose after my schooling. Since I find English familiar and will take major in English after my school. But I have not thought about anything right now. It is just that English came into my mind just now I will think about that. I find economics, Political science quite unfamiliar and hard but still I am unable to decide which subject to choose after my schooling.

- Lhako

The participant is having worry and confusion in choosing a subject because of unfamiliarity and large number of subject's options available for them. The students seem to be unaware of the difference and value of different subjects causing them anxiety. Further he gets confused in choosing a particular subject of his interest.

Actually I want to become a Vet doctor. Maybe I will choose zoology as a major subject in my graduation. Since my parents suggested me to opt Vet doctor but I am having confusion as in what subject I have to take. Because the subjects are familiar like zoology as a major subject might help me to become a Vet doctor. I am not sure, as there are so many subjects related to Vet doctor and I do not have idea about a specific subject like what to choose for Vet doctor course.

- Lenzi

Because of the numerous courses related to her subject she is confused as in what is the right subject for her career. This indicates the anxiety in choosing the correct subject from different courses lead to further worry.

I face confusion while choosing a subject. I used to like economics subject but I did not choose it. I heard that the subject is very vast and equally hard. So I had confusion in choosing a subject. Instead of economic I selected Physical education. Because there are various option of choosing a subject after class X and the subjects were not compulsory, and this creates confusion while selecting a subject. I wanted to become an engineer, I selected humanities and I don't think so there is any scope of becoming engineer. But then I do have a friend who was in humanities and now they are doing engineering course.

- Dubden

The participant is confused in choosing a different subject because of various options after class X. He is also confused about the courses he will be doing after class XII. This indicates that because of numerous options the participants is not able to choose a specific subject. His interest and his course do not match at all.

Pattern 13: Four participants were perturbed regarding taking up right subjects from the different other subjects. The participants were concerned and anxious in having various subjects after their class X and because of the options. Due to inadequate information, the anxiety regarding appropriate choice of the course made students perturbed about it.

4.9.4. Uncertainty

Three students are uncertain about their educational choices. This indicates that very few students are uncertain about their educational choices.

”.....I want to study hard and become teacher one day. But for that what courses I have to choose and what subject I have to study I do not have any idea...laughs.... Even I do not have any idea what are the subjects which I should focus on to become a teacher. I have planned not to study further because my cousin says that I have a good height and suggested me to go for a police job. But still uncertain about my choice of subject.....”

- Yangchen

Yangchen explained her confusion about her educational choice. She is uncertain about the future and lack of ambition has made her uncertain about the choice of subject she needs to make.

”.....I want to become a police officer. Since my childhood my father always suggested me to become a police officer. But I do not have any idea which subject I have chosen and what courses I should adopt. I am clueless. I have not yet decided what to do next after schooling.....”

- Chewang

Chewang is not sure about the subject to choose to reach to the goal. This indicates the need of educational counselling for students.

“.....Maybe there is a possibility in near future my educational choices might change because of the circumstances I will come across. My ambition is to become a Doctor now.....maybe according to this, I will drop my ambition of becoming a doctor if my scores are not up to my expectation in the coming boards. My boards result will decide what next I have to do.....”

- Ongmu

Ongmu is uncertain about her educational choice. This indicates that she is unable to decide about her educational choice as she is not sure about herself.

Pattern 14: Three students were uncertain about their educational choice. This indicates that the students were not able to decide due to lack of awareness of subjects. They were not confident about the subject they have taken whether the subject will help them in their educational endeavours.

4.9.5 Indecisiveness

Three students were confused regarding their educational choice which leads to conundrums and dilemmas. So, they are not able to take decision about their educational choices and future.

“.....I will study College after Schooling. But after that I do not know what to do...I have not yet decided what to do after that. Some of my cousin says I have a good height and suggests me to go for a job in Police..... but I want to become a teacher, and what courses I have to do I do not have any idea.... Maybe I will try for force once but still not yet decided what to do....”

- Yangchen

Yangchen shows indecisiveness in her choice for education. It could be lack of awareness of her own ability and about the careers available. She has no clarity of her choice. The participant shows her indecisiveness.

“.... I am planning to finish class XII but yet not decided what to do after that. I have not yet decided what to do. And even I do not have any idea about my ambition...(pause)... As such I do not have any idea what is my ambition but after class XII. Maybe I will take English as a major which is an easy subject for me. May be I will find any job and will start earning. I will not do further studies. My parents suggest me to study further but I do not have any idea what to do next. Just planning to finish my Schooling as of now”

- Lhako

Lhako is indecisive about his educational choice. He has not yet planned about the future as he lacks ambition. Even though his parents support him to study further but he has not yet decided about his education. The participant lacks decision making ability.

”..... I was interested in taking humanities after my Class X because I was planning to do further studies in law and after that I dreamed of becoming a lawyer. Because of my good marks in class X my parents and grandparents decided to choose Bio Science subject for me. Still I am not sure what to do after completing my class XII. Before I had planned everything regarding my choice but now I am not sure. Actually I was really interested in law. Because of my parents decision I choose this subject. And I am not able to decide my further studies as well, because I am really unknown

to this subject. Maybe I will go with my dream or maybe I will go for further studies in Science, but at this moment I am unsure about everything....”

- Lenzi

The participant has despair in the choice of education subject she has taken due to parental pressure. Now she is not happy, not sure about the future course. She had ambition but she had to sacrifice so as to fulfil desire of parents. So her aspiration of future has gone down.

Pattern 15: Three students were indecisive about their educational choice. They all lack goal so they are drifting around without ambition. Therefore they are not able to make firm decision.

4.9.6 PATTERNS ON CONUNDRUMS OF BHUTIA TRIBE SENIOR SECONDARY SCHOOL STUDENTS

Pattern 11: Seven participants showed confusion in making choice regarding their educational choice. The confusion is regarding choosing of subject while having various educational choices. When the subject chosen does not match with their interest, there is confusion among the students. The confusion was due to limited information about choices available.

Pattern 12: Four participants expressed their denial and sadness about their parent's choice for them. This indicates that they are having different opinions about their choice, which led to contradiction with their parents. The participants had their own interest of choice where the parents had a different choice for them and which results in clash of opinion.

Pattern 13: Four participants were perturbed regarding taking up right subjects from the different other subjects. The participants were concerned and anxious in having various subjects after their class X and because of the options. Due to inadequate information, the anxiety regarding appropriate choice of the course made students perturbed about it.

Pattern 14: Three students were uncertain about their educational choice. This indicates that the students were not able to decide due to lack of awareness of subjects. They were not confident about the subject they have taken whether the subject will help them in their educational endeavors.

Pattern 15: Three students were indecisive about their educational choice. They all lack goal so they are drifting around without ambition. Therefore they are not able to make firm decision.

4.10 PROBLEMS OF BHUTIA TRIBE STUDENTS WHILE MAKING THEIR EDUCATIONAL CHOICES

The study found that Bhutia students face various social, family and personal problems which affected their educational choices. The narratives of the interviews are analysed and placed below:

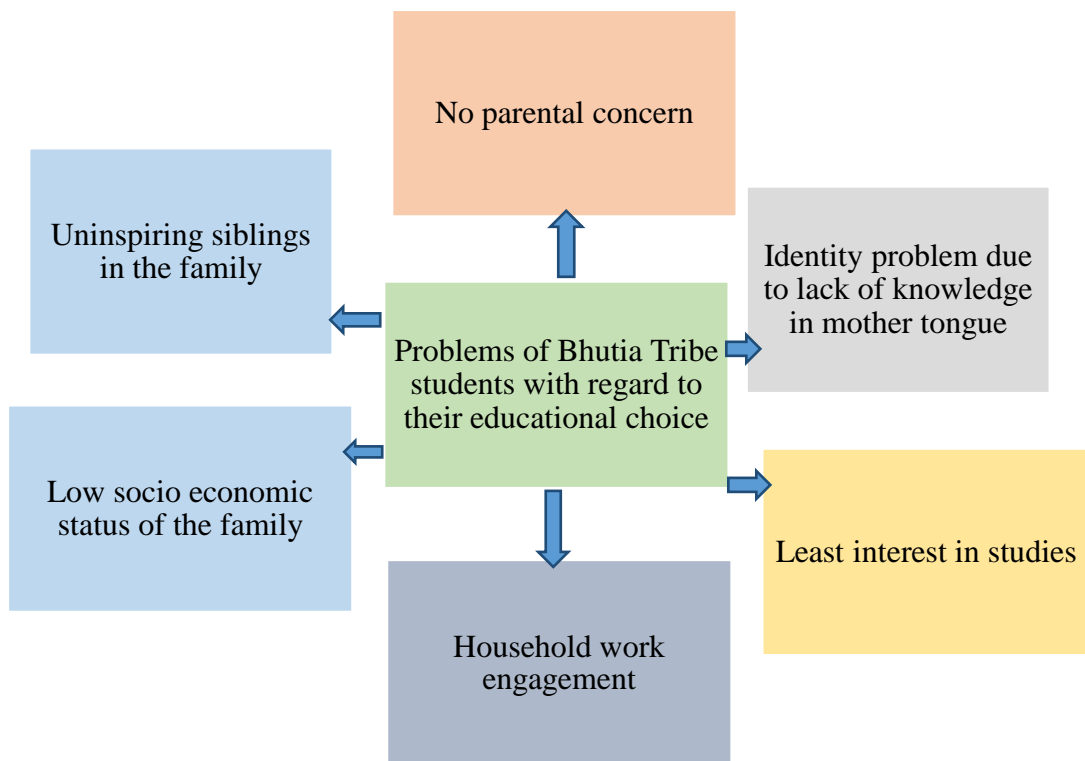


Figure: 4.8: Problems of Bhutia tribe students while making educational choices

Source: Author's compilation

4.10.1 No parental concern

The participant's parents showed no concern regarding their educational choices. Their parents were not aware of their education and even they show no interference in their education. There were eight participants whose parents were least concerned about the studies of the students.

As such I don't have any idea about my future plan regarding studies. And I haven't thought about my ambition as well. I will study further but do not have any idea about what to do after school. Even my parents do not say anything about my studies. They ask me to study as per my wish and even while selecting a subject I did not consult my parents as they do not have to say anything regarding my studies.

- Lhako

The participant parents were least concern about the education as well as courses. This indicated that looking at the parent's response the participant is also not concern to share his choices with the parents.

My parents cannot read and write, they did not do their schooling. And when I ask for their suggestion regarding what to choose, they suggest me to choose my subject as per my wish. So I don't really ask for their suggestion. And usually I ask my cousin brother regarding my subject choice and discuss with him regarding my career. My parents are always in the field working and sometimes doing household chores. I usually choose my subject as per my wish and will plan the same in future.

- Zangpo

Because of the uneducated parents, the parents were not aware about the courses and education of the participant. This indicated that the participant's parents were least concern about the education of the student.

My parents do not interfere in my choice of subject and in my choice of education. Whenever I ask for their suggestion regarding my studies like what to choose and which subject shall I opt, they suggest me whatever is easy for me I can choose. Since

we are so many siblings at home, I think this is the reason that my parents cannot attend everyone. But I choose the subject of my interest.

- Dorjee

The participant's parent is least concern about the educational choices. This indicated that because of the large family members the parents were not able to attend each child.

My mother works in field day and night to earn the daily bread and my sister is a school dropout and she works in a shop. I choose subject of my own choice and even the courses also I choose myself. My parents are separated, and I live with my mother who is always busy in her work so I do not console her regarding my education. And even she does not have time to talk about my education. There is no one in my family whom I can console about my education. I select courses and subject based on my interest and whichever is easy for me I select in this way.

- Pempa

The participant has no one in the family whom she can share about her education as her mother and sister remains busy in their work. This indicated that the parents were having no concern about her education.

Whenever I talk to my mother she suggests me to choose the subject of my own choice. She says it is your wish, you can choose any subject so that she can help me by giving financial support. So I choose according to myself whichever courses or the subject is good for me.

- Diki

The participant's parent is least concern about her educational choice. It is only that the parent gives financial support to her rather than that the participant chooses the subject or courses based on her own choice. The participant parent is not able to give time to her, as the parent always remains busy in her work.

I am not planning to do further studies, I will study hotel management and after that I will find a job and earn money. My parents do not say anything about my educational choice. They are ok with whatever I choose and I choose as per my wish. My mother is a housewife and my father is a farmer. They remain busy in their work always. So I make educational choice as per my wish.

- Samdup

The participant parents are least concern about the studies and educational choice as they remain busy in their household work and in the fields.

Pattern 16:Eight participant's parents were not concerned about the educational choices of the students. Parents remain busy working in fields, because of the large family members; the parents were not concerned about the educational choices of the participants. This indicated that low economic status push the parents to work for earning as a result, they cannot pay attention to their children's education.

4.10.2 Identity problem due to lack of knowledge in mother tongue

Five participants have identity problem due to lack of knowledge of mother tongue. This indicated that the participants have no feeling of closeness and understanding towards their mother tongue.

I am from Bhutia family and I do not have fluency in Bhutia language. I like Bhutia subject but I study Nepali in school. We do not speak our language at home. My parents speak our language sometimes at home but we do not speak.

- Yangchen

The participant had identity problem due to lack of knowledge of mother tongue as language is part of our culture and it gives identity to an individual. This indicated that the participant have no feeling of closeness towards their mother tongue.

I study Bhutia language in School. I do speak Bhutia language and even my parents speak Bhutia language well. But I do not have an interest in studying Bhutia subject further. Actually I was not interested in taking Bhutia subject, it's just that because I want to score high marks I opted Bhutia subject.

- Lhamu

The participant does not show interest towards Bhutia language. Even though she speaks Bhutia language well and she is versed with the language but she is not aware about the value of language.

We do not speak Bhutia language at home. Since my brother is a monk in Tirkutam Monastery. He was not good in studies that is the reason our parents suggested him to enrol him in Sheda. Even though my brother is in Sheda but we do not speak Bhutia language at home. We speak Nepali at home. Even my parents do not speak Bhutia at home.

- Karma

The participant does not prefer speaking in Bhutia language. Even his parents were not aware about Bhutia language. This indicates that the participant is not aware of Bhutia language and does not have feeling of closeness to his mother tongue.

I choose my second language as Nepali. And we prefer speaking Nepali language at home...laughs... because we feel comfortable speaking Nepali rather than Bhutia. My parents sometimes speak but we don't understand the language and speaking in Nepali is much more comfortable. And even in school we use Neplai language. There are very few of my friends who speak Bhutia but they never speak with us....

- Pema

The participant has no feeling of closeness towards mother tongue. And even the parents are not aware about the mother tongue. At home also they interact in Nepali language.

I choose Bhutia language as my second language in School. I can speak Bhutia few words but don't know fluently. I have not thought of studying Bhutia further because I think I won't be able to do so and it is quite hard subject. And even my parents do not speak in Bhutia, we usually speak in Nepali language which is comfortable for me.

- Diki

The participant does not show affinity towards her mother tongue as she chooses to drop Bhutia subject after completing her school. Even the parents were not aware of the mother tongue.

Pattern 17: Identity problem due to lack of knowledge of mother tongue were expressed by five participants. Language is part of our culture and it gives us our

identity. They don't understand the mother tongue. This shows negative perception of own mother tongue is developed either in school or due to peer influence. This also indicates that even the parents are not interested in teaching by conversing in mother tongue. The study showed that there is a dire need to protect the language so that students speak and learn as language is the identity of an individual.

4.10.3 Least interest in studies

The participants were having uncertain future plan for their studies. There are five participants who were having least interest for their studies. They do not have any plans regarding their future studies.

As we are ten members in our family and also my parents are separated. My mother is the only one who earns daily bread. And sometimes my elder sister helps my mother financially but it is not sufficient for our family. My sister runs a small shop that is in rented room, most of the time her money goes in paying the rent of the shop. So it is very hard for our family to survive. And I help my mother in all the household chores and in field also. In this situation I am not thinking of studying further. Maybe I will study till class XII, or maybe I will study college if my mother allows me or our family situation become quite good in future. But right now I am thinking of studying till XII and search for a job.

- Pempa

The participant is uncertain about her future plan of study; because her family's financial condition is not good. Further she plans to stop studying and help her mother in the field. The participant clearly shows uncertain about her future plan for studies.

I am planning to join a club after my schooling. Even though my parents and my brother scold me to focus on studies, but then I take most of the time for practicing football. I know sometimes I really get confused whether I will be secure financially in future by choosing football as a career but I choose not to study. If my parents forces me I will study till graduation but I do not have any interest in studies and I always like taking time practicing and remain fit always because I have to join club one day.

- Dukar

The participant showed disinterest in studies and he is least interested for studies. This indicates that the participant is interested in sports field and he is devoting all of his time practicing where the participant has no interest in his studies.

I used to stay in hostel in my previous school and I dropped that school because I am bored of the environment there. Actually I was bored by the routine life and the burden of the studies was much. Furthermore I was not able to focus on studies. And I am fond of cooking and travelling, I will continue that only. The school here is quite ok, but I am always against routine life, I do not like staying in routine environment. After completing my school I am not planning to study further, as I was always fond of cooking, I will search a nice course and will join that. My focus is to become a Chef and travel the world, exploring new foods and new world.

- Tashi

The participant does not show any interest in studies. He is much more interested to become Chef and travel the world. This indicates that the participants have no plan for further studies and has a plan to become Chef.

I have not thought about what I am planning to do after schooling. And I am not planned about my ambition. Most probably after completing school I will study till graduation and search for a job. Because I think if we go for further studies there won't be guarantee I will get a job, instead I will search for a job as early as possible. After getting a job I guess than my real life will start.

- Lhako

The participant is not sure about his future studies and expressed least interest in studies because he shared that he want to get into a job as early as possible.

We are three brothers and three sisters in our family. I am the eldest of all. I study humanities, and my siblings are also studying. I do not have any plans to study further because I want to help my family financially. I will join IRB after my school. Even though my parents supports me to study further but I do not have any interest in studying further. Our state recruits hundred IRB every year and the qualification is just class XII passed and I will join force after my schooling. In this way I can also support my family and my siblings.

- Dorjee

The participant has least interest in studying further. His parents are willing to support him to study further but he plans to discontinue education after class XII.

Pattern 18: Five participants were not interested to continue education and they were having least interest in their future studies. The reason behind least interest is because some were having financial problem in the family and some were not interested in continuing education as they have taken different field of choice apart from studies.

4.10.4 Household work engagement

Three students expressed problem of household engagement because of which they do not get time to study.

I usually take only one to two hours of time to study. After reaching home from school I have to do all the household chores. This is my daily routine in the morning and in the evening. My mother works as a khetala in neighbourhood fields and my father is a farmer who works in our own field. I have my sibling who goes to school and I have to look after their food and everything. So in this way I spent my time with them by guiding. In the day time no one remains at home, every one as in my parents go to fields. They work there and by the time they come home I have to prepare food and get everything ready because they are also tired.

- Yangchen

The participant engaged herself in doing household chores and she does not have time to study. The participant expressed her responsibility of doing household chores and also looking after her siblings. Further she explained she does not take time for herself and for her studies.

My mother is not keeping well, she is a paralyzed patient and my father is also a diabetic patient. But then my mother has recovered quite well but then I have to do all the household works because my mother goes to sell vegetables in Singtam. We have our own field and we grow vegetable and crops. My father works day and night in the field. When talking about studies I do not get time to study. Usually I get engage in household activities. I have to cook dinner for everyone after I get back from school

and after dinner I study for almost 1 hour and I wake up at around 5 in the morning and have to do cooking for everyone and get ready for school.

- Chewang

The participant is always engaged in household chores because of which she has no time for her studies. This indicates that the participant gets very less time in her studies and for which she is not able to take time for her studies.

My parents are separated and we are ten siblings in our family. My mother earns money through selling vegetables by working in a field. And I have to look after all the household activities. In the morning my mother goes to field and my elder sister goes to shop where she sells few things and I have to prepare breakfast for everyone and in the evening also by the time my sister and mother comes home I have to prepare food. I take almost 1 hour in the morning for my studies. Usually I do not get time to study because I have to help my family through working at home.

- Pempa

The participant takes very less time for her studies because of the household chores. This indicates that the participant is engaged in household activities because there is no one to help her in her works.

Pattern 19: Three participants expressed that they need to be engaged in household activities. Because of unwell parents, separated parents and low socio economic status the participant were not able to take time for their studies. The household chores engagement has created a hurdle in the studies of the participants.

4.10.5 Low Socio Economic Status of the Family

Only three Bhutia students have low Socio Economic Status, which indicates that very few number of Bhutia students have problems like low Socio Economic Status and which affects their educational choice.

“..... My mother and father are separated and I stay with my mother. She is a housewife; we are ten members in our family. It is very difficult for my mother to look after every one of us. And my sister is the only one who earns. She runs a small shop in rented room. My siblings are studying but they get scholarship and in that only they manage to study. Sometimes I feel like studying further but when looking into the financial conditions of my family I do not have any interest in studying after completing Class XII....”

- Pempa

Pempa shares that her financial condition is not well and so she is planning not to study after completing class XII. The low economic status of the family has made her decide not to continue her studies.

“.....Both of my parents are farmer. We are eight members in our family. I will not do further studies. After completing my Class XII, I will join IRB i.e. Indian Reserve Battalion, because there is no one in my family who is employed in government sector. Since I am the eldest of all and I want to earn money and look after my family. Though my parents earn through farming but it is not sufficient for my siblings to study further. So after finishing my school I will join force and earn money for my family...”

- Dorjee

Dorjee belongs to low income family as he explains that he will not study further because of the poor financial condition of his family. He wants to earn money and look after his family as he is an eldest child has to fulfil it.

“..... Actually my Father and my Mother are not keeping well. They are sick, so my elder sister looks after my family by working in fields and selling vegetables etc. We grow vegetables in our field and every Friday we go to bazaar to sell vegetables. In this way our family income is derived. My mother is paralyzed, but she can walk slowly and my father is a diabetic patient. And after school I do my household chores and take time for study. I am planning to earn and search for a job in private firm but I will never leave studying, I will study from distance.....”

- Chewang

Chewang's family income is low which the reason behind low aspiration. Ill parents and demand of household chores has made her not to dream. However at present, despite family responsibility, she takes out time to study.

Pattern 20: Three Bhutia participants have low family income and family problems have acted as a reason for students not to have aspiration in education. They don't dare to dream of higher education as the demands in the family and real life situation is strange. They feel that they are required to seek job and earn for the family but not to inspired for further studies. However, interestingly one student want to do further studies through distance mode.

4.10.6 Uninspiring sibling in the family

The participant's siblings are not found as helpful example for guiding them in their studies. There are two participants whose siblings do not prove as a good example for them in their studies.

I have one elder sister and one younger brother. My elder sister stays at home, she is a school dropout and she left school because my both parents got sick. She looks after them, and she left school after class VI. She does not want to study. She stays at home and looks after my parents. Now my parents are quite better, but when I ask her to continue schooling through distance. She is not interested in studying further. And my younger brother also uses to go to school. He flunked in class X and even he also stays at home. I am the only one who is studying from my family. My brother also does not go to school.

- Chewang

The participant expressed that she is the only one from family who goes to school. This indicates that she is de motivated as her siblings are school dropout and they are causing hindrances in her studies.

My parents are separated and I live with my mother with our ten siblings. I have one elder sister and my other siblings are small. Some of them go to school. And I am the second child in my family. My elder sister use to go to school, but after my parents separation she left school and stays at home. She runs a small shop to help my mother; the shop is in rented room. And I also feel that I need to help my family. I am also planning to discontinue school after class XII and will search for a job and earn money. I am not planning to study further.

- Pempa

The participant clearly shows withdrawal of education because her sister has also dropped school and is helping her mother. This motivates the participant to discontinue school and earn money which indicates that her sister is not a motivating factor for helping her to study further.

Pattern 21: Two participant's siblings were not helping them to study further. Further they were de motivating them in their studies, where their siblings were school dropouts and they were not proving themselves as a good example in their studies. The participants showed withdrawal of education after completing XII as the siblings in the family were uninspiring and influenced them to discontinue their studies.

4.10.7 PATTERN ON PROBLEMS OF BHUTIA TRIBE SENIOR SECONDARY SCHOOL STUDENTS

Pattern 16: Eight participant's parents were not concerned about the educational choices of the students. Parents remain busy working in fields, because of the large family members; the parents were not concerned about the educational choices of the participants. This indicated that low economic status push the parents to work for earning as a result, they cannot pay attention to their children's education.

Pattern 17: Identity problem due to lack of knowledge of mother tongue were expressed by five participants. Language is part of our culture and it gives us our identity. They don't understand the mother tongue. This shows negative perception of own mother tongue is developed either in school or due to peer influence. This also indicates that even the parents are not interested in teaching by conversing in mother tongue. The study showed that there is a dire need to protect the language so that students speak and learn as language is the identity of an individual.

Pattern 18: Five participants were not interested to continue education and they were having least interest in their future studies. The reason behind least interest is because some were having financial problem in the family and some were not interested in continuing education as they have taken different field of choice apart from studies.

Pattern 19: Three participants expressed that they need to be engaged in household activities. Because of unwell parents, separated parents and low socio economic status the participant were not able to take time for their studies. The household chores engagement has created a hurdle in the studies of the participants.

Pattern 20: Three Bhutia participants have low family income and family problems have acted as a reason for students not to have aspiration in education. They don't dare to dream of higher education as the demands in the family and real life situation is strange. They feel that they are required to seek job and earn for the family but not to inspired for further studies. However, interestingly one student want to do further studies through distance mode.

Pattern 21: Two participant's siblings were not helping them to study further. Further they were demotivating them in their studies, where their siblings were school dropouts and they were not proving themselves as a good example in their studies. The participants showed withdrawal of education after completing XII as the siblings in the family were uninspiring and influenced them to discontinue their studies.

PART III

EDUCATIONAL CHOICES AND CONUNDRUMS AS PER GENDER, EDUCATIONAL ASPIRATION AND SOCIO ECONOMIC STATUS OF THE PARTICIPANTS

Part III of this chapter deal with educational choices and conundrums of the Bhutia students as per educational aspiration, gender and socio-economic status. Research question explored in this section is: how gender, socio-economic status and aspiration affect the educational choices and conundrums.

4.11 Educational choices as per gender of the participants

It is observed in society that the traditional thought of selecting a subject is based on gender where boys choose more traditional subjects like mathematics, science and girls choose non- traditional courses like arts, teaching etc. Gender ideology can affect educational choices by influencing the way adolescents evaluate their competence in certain subjects and the importance in future occupation and the school subjects they prefer right now(Vleuten, Jaspers, Maas, & Lippe, 2016).They found that the gender ideology affects boy's subject preferences but not those of girls. The effect of gender ideology could not be over ruled in the present study so the investigator explored the educational choices as per the gender of the participants.

4.11.1 Educational choices of female students

The educational choice of female students were different from educational choice where the female students choose more traditional subjects like law, police officer etc.

“My plan is to study further after finishing my schooling. I want to become a judge. My favourite subject is Political Science. My teacher teaches us Political Science subject so well; I like to attend Political Science classes. I always talk to my teacher regarding my studies after School. He always guides me in choosing a subject and after that he gives me suggestions regarding what to do after this. I get to learn a lot from my teacher, because of him I got so much interested in studying law after my schooling. Because I love giving justice to the people, my teacher also states that it is only the lawyer who can seek justice to the people. My plan further is to study L.L.B and further studies” ...

- Lhamu

”..... I really want to study further and fulfil my dream of becoming a Police Officer. If I ever get an opportunity from someone financing me for an education, I will never leave this opportunity. Initially, my mother asked me to drop my studies after class X but my father wanted me to complete class XII. But after XII I will do my graduation from distance mode for sure....”

- Chewang

Since class IX I was interested in becoming a lawyer. Even in my school here I have taken Political Science subject which is related to law firm. I will do further studies in law. After completing my school I will study 5 years of schooling in law institute which is LLB and after that I will do LLM. If I do not get admission in law firm, I will study Political Science in graduation and continue studying. I will study further and will not stop studying.

- Tshering

Pattern 22: The female participants were much more inclined towards traditional subjects like law, police officer. This indicates that there were no any gender differences while making their educational choice. Female students have more affinity towards traditional subjects.

4.11.2 Educational choices of male students

Educational choices of male students were different from female students where the male students chose more non-traditional subjects like Chef, teaching etc.

“.....I am interested in cooking. I want to become a Chef and I am passionate about cooking. For this I have planned to study food production after my class XII and I will take up management course. I will find a good job as a Chef here in Gangtok. If I do not get a job here I will definitely go abroad and explore food outside. Even my Mother encourages me to take up my dream; my parents are supportive in this. I won't change my mind if I score good marks in board result. I believe that interest and curiosity matters in any field and my interest is in foods, so I will be good Chef one day”.

- Tashi

Since I choose hotel management subject, I want to become a Chef and travel all around the world. I am interested in travelling and exploring food around the world. I did not tell my parents about this. But my father wants me to study class XII and join Army and I am not interested in it. I want to become a Chef and travel the world. If my father tries to force me I will convince him and fulfil my dreams. Till now I did not let them know about my choices. I am planning to tell them one day and try to convince them as much as possible.

- Dawa

”..... During winter vacation my friend suggested me that Government of Sikkim is providing course in food and beverages. I went with him in Gangtok. We stayed there whole winter and we joined the course, it was really interesting. I learnt so many things related to food and beverages. They taught us how to cook a good food. Before that I was really unknown about all these things but when my friend introduced me to this course I really find it interesting. The course was of free of cost. We joined the course and stayed there for almost one month. We learnt so many new things about food, beverages. After joining the course and completing it successfully, I gained in interest in this course and later on I came to know from my friend that we can even go further in this course. Since that day I thought of becoming a Chef....”

- Samdup

Pattern 23: Male participants showed inclination towards non-traditional subjects like chef and cooking. This indicates that there were no any gender differences while making their educational choice.

4.11.3 PATTERNS ON EDUCATIONAL CHOICES AS PER THE GENDER OF THE PARTICIPANTS

Pattern 22: The female participants were much more inclined towards traditional subjects like law, police officer. This indicates that there were no any gender differences while making their educational choice. Female students have more affinity towards traditional subjects

Pattern 23: Male participants showed inclination towards non-traditional subjects like chef and cooking. This indicates that there were no any gender differences while making their educational choice.

4.12 EDUCATIONAL CHOICES AS PER EDUCATIONAL ASPIRATION AND GENDER OF THE PARTICIPANTS

The educational choices of Bhutia students were analysed through the lens of educational aspiration and gender. For understanding the educational choices, the information regarding the aspiration of the students are important. Further the academic aspirations maybe influenced by the gender of the participants. The data was classified based on the information of educational aspiration and gender, which is presented in the table below:

Table: 4.5

Educational choices as per educational aspiration and gender

Variable	Gender	f	%	Classification
Educational		3	21.43	High
Aspiration	Male	10	71.43	Average
		1	7.14	Low
	Female	3	18.75	High
		12	75.00	Average
		1	6.25	Low

From the above table it is interpreted that male Bhutia student's educational aspiration is slightly higher than the female Bhutia student's educational aspiration. It is shown that 21.43% of the male students and 18.75 % of the female students are highly realistic (have well defined goals) regarding their educational aspiration. 75% female students and 71.43 % male students having realistic and normal (are well adjustment

and optimistic) educational aspiration. It also shows that 7.14% male students and 6.25 % female students are having unrealistic (are carefree towards academic achievement). This indicates that majority of both male and female students of Bhutia tribe are having realistic and normal (are well adjusted and optimistic regarding their educational aspiration. The study also describes that there is no gender difference in educational aspiration among Bhutia tribe students.

4.12.1 Female Bhutia students with high educational aspiration

”..... Since my mother is getting old and she is unwell. After class XII my parents cannot afford me to send for further studies and they are asking me to start earning. I will search for a job and help my family. But I will never stop studying. I will study graduation in distance mode. I will keep on continuing my education. At home I have to do household chores but I always take out time for my studies. After school I go and cook and after that before sleeping I take 1 hour of time to study and also in the morning I wake up at around 6:30 am and study for 1 hour. I really want to study further and fulfil my dream of becoming a police officer. If I ever get an opportunity from someone financing me for an education, I will never leave this opportunity. Initially, my mother asked me to drop my studies after class X but my father wanted me to complete class XII. But after XII I will do my graduation from distance mode for sure....”

- Chewang

”..... I want to become a Judge. I am studying humanities now and I will go for further studies in law and take up courses like LLB after my schooling. There I have to study for seven years and after that I will pursue higher education in law. I was

interested in law and I choose political science subject in my class XII as well, which is my best subject so far. I scored 78% in my class X boards. I had an opportunity of taking science stream but I did not choose it because I am interested in law and opted for humanities. Further, I will work hard and study more and will strive for good scores in my upcoming boards. We do have law schools in Gangtok, I will study there. I love studying about law and justice and also how to I love fighting for the right of the people”.

- Lhamu

“..... I am really passionate in learning about Bhutia language. I will pursue PhD in Bhutia subject. I always seek suggestions regarding my subject and further studies from my teacher and cousins. I want to become a Bhutia language teacher. My passion is to teach the coming generation about my Language. I see very few people speak our language and I want to preserve it by transferring my language to the coming generation. In school I take time to talk to my language teacher regarding how and why our language is vanishing day by day. Sometimes I visit my brother’s place. We discuss lot about Bhutia language. Further I want to complete my school. After that I will study college taking Bhutia as my honours subject. I will go for further studies in Bhutia language....”

- Doma

Pattern 24: The female Bhutia students with high aspiration were three and they showed inclination towards higher education. Despite of some family’s financial problem, the female students were persistent about pursuing higher studies. The Bhutia high aspiring students showed confidence and determination in pursuing

higher education. The female students with high aspiration were optimistic regarding their educational choice and they also have well defined academic goals for which they made the educational choice according to their capability. It is encouraging to see the educational choices the female students were making, which were considered tough courses such as police officer, lawyer and to work for language protection despite the difficulties in the family.

4.12.2 Female Bhutia students with average educational aspiration

Actually I don't know how much marks I got in my test. My internal examination started from last week but I have no idea how much I scored in my examination. My aunty received my report card yesterday and I don't know about my result. And regarding my education I am planning to do geography honors after my schooling. But I don't know whether I will score good marks or not.

- Diki

I have not yet planned for studying further but I am ok if I do not get an opportunity to study further I will search a job and continue with that. It is ok for me, and maybe I will study till graduation and will surely search for job.

- Chong

I am planning to join bakery class after my graduation. I love to bake cakes, even in my free time here I usually go for bakery classes. After graduation I am planning to start my own business and start a small bakery.

- Sonam

I am planning to study till graduation and after finishing that I will search for a job. Nowadays we get ample of job in private companies. My relatives are also working in a few of those companies, and even I have planned to join one. They even provide a good salary. And after graduation I am planning to do that.

- Uden

Pattern 25: The female students with average aspiration are ten. Most of them have planned to discontinue education after certain period because they are more career oriented rather than ambitious in their studies. They are distracted by the jobs available in the market like the private companies etc.

4.12.3 Female Bhutia students with low educational aspiration

“..... We are ten members in our family. My father and mother are separated. I stay with my mother, she is a housewife. My sister runs a small shop in a rented room. We manage our income like that only. I am planning not to study further because no one in my family will bear my expenses. And it is now time for me to find a job and help my family. One of my sister is doing DIET, I feel so helpless when I see my mother struggling to pay her fee. I can see the difficulties my families are facing. I do not want them to suffer and I will stop studying after completing my school. I will search for a job and help my family...”

- Pempa

Pattern 26: The female Bhutia student show low aspiration towards higher education is only one. Because of low financial condition the student is not able to study further. The low financial status is the cause for not allowing student to dream and aspire for

future. The female students with low aspiration showed no interest for future studies and made poor educational choices.

4.12.4 Male Bhutia students with high educational aspiration

“... I like debates and discussion about law firm .After class XII I will join law School. I am really interested to become a Lawyer. I will study law school after completing my schooling. Usually in my leisure time I read articles in newspaper and also the old laws of Sikkim like 371 F, I also read laws of Jammu and Kashmir like article 370. I love reading those laws. I choose humanities for taking further my lawyer course, because in humanities we get to learn subject related to law like Political Science. I usually talk to my brother, who is also a lawyer, seek suggestion from him regarding my further studies. I really want to work hard and study well so that I get admission in Law School.....”

- Soyang

“...I love accountancy very much, the reason behind choosing commerce is that we get job easily in banks and in private sector. Earning money is my first priority. If I get a job after schooling I will stop studying. I will not do further studies and will search for a job instead. Because I feel that we all study for getting job. And if I get chance I will choose job rather than studying after class XII. If not in banks and all I will go for force as many of my friends are there I will try and join force as well but I will not do further studies...”

- Dendi

“..... Since class X, I was interested in becoming an Army. I even went to Army recruitment after class X for twice. I got through written examination every time, but I failed in my physical test. But then I never lose hope. I will work on my physical fitness and again I am going to try for Army this time after my board results. I collected little information regarding like how to practice and how to maintain my physical fitness from my brother who is in Army. I hope this time I will for sure get through the test.....”

- Dubden

Pattern 27: The male students with high aspiration were three and they were clear about their choice. They were focused and highly interested in their choice. They were working hard to reach their aspiration. They seem to be well informed and clear about their educational choice.

4.12.5 Male Bhutia students with average educational aspiration

I am interested in football, and I will start my career in football. I have planned to study till graduation and after that I will join sports academy where I will get an exposure to sports and football

- Lakpa

After my class XII, I will join force which is my dream career. I love playing guns and I am a really good sportsperson too. If I join force I will get an ample of opportunity to play sports which is my most favourite thing. I will study till class XII and join force.

- Ugen

“...I want to become a Professional dancer. Because of this I participate a lot in my school programs. Actually I am really fond of MG5, which is a television show related where people from like dancers come and show their talent and they are being judged by the great personalities. Since the day I watch them I really got inspired by them and I have thought of becoming a Professional dancer. In school also I try to show different dance moves, I never skip any of the programs related to dance. I participate in every dance programs” ...

- Karma

“My dream is to be in Indian Cricket team one day. I want to become a sportsperson, I will join a camp. I really like watching cricket. Whenever I see our Indian team playing for our country, I feel so proud and good. I see them in television always. I want to shift nearby Gangtok town so that I may get exposure to sports. I really get inspired by watching television related to sports...”

- Tshering

Pattern 28: Twelve male participants have average educational aspiration. Media here plays an influential role in not helping the child in aspiring more in education. The career of the participants are based on their interest and which is media oriented.

4.12.6 Male Bhutia students with low educational aspiration

“...I love accountancy very much, the reason behind choosing commerce is that we get job easily in banks and in private sector. Earning money is my first priority. If I get a job after schooling I will stop studying. I will not do further studies and will search for a job instead. Because I feel that we all study for getting job. And if I get

chance I will choose job rather than studying after class XII. If not in banks and all I will go for force as many of my friends are there I will try and join force as well but I will not do further studies... ”

- *Dendi*

Pattern 29: One male Bhutia participant did not show any goal in life besides getting a job. The participant was not interested in studying further. The desire to achieve higher education was low. The reason for low aspiration may be the low economic condition as the participant focused on getting job and earn. The participant also showed no inclination towards further studies.

4.12.7 PATTERNS ON EDUCATIONAL CHOICES AS PER THE EDUCATIONAL ASPIRATION AND GENDER OF THE PARTICIPANTS

Pattern 24: The female Bhutia students with high aspiration were three and they showed inclination towards higher education. Despite of some family's financial problem, the female students were persistent about pursuing higher studies. The Bhutia high aspiring students showed confidence and determination in pursuing higher education. The female students with high aspiration were optimistic regarding their educational choice and they also have well defined academic goals for which they made the educational choice according to their capability. It is encouraging to see the educational choices the female students were making, which were considered tough courses such as police officer, lawyer and to work for language protection despite the difficulties in the family.

Pattern 25: The female students with average aspiration are ten. Most of them have planned to discontinue education after certain period because they are more career oriented rather than ambitious in their studies. They are distracted by the jobs available in the market like the private companies etc.

Pattern 26: The female Bhutia student show low aspiration towards higher education is only one. Because of low financial condition the student is not able to study further. The low financial status is the cause for not allowing student to dream and aspire for future. The female students with low aspiration showed no interest for future studies and made poor educational choices.

Pattern 27: The male students with high aspiration were three and they were clear about their choice. They were focused and highly interested in their choice. They were working hard to reach their aspiration. They seem to be well informed and clear about their educational choice.

Pattern 28: Twelve male participants have average educational aspiration. Media here plays an influential role in not helping the child in aspiring more in education. The career of the participants are based on their interest and which is media oriented.

Pattern 29: One male Bhutia participant did not show any goal in life besides getting a job. The participant was not interested in studying further. The desire to achieve higher education was low. The reason for low aspiration may be the low economic condition as the participant focused on getting job and earn. The participant also showed no inclination towards further studies.

4.13 EDUCATIONAL CHOICES BASED ON EDUCATIONAL ASPIRATION AND SOCIO- ECONOMIC STATUS

The educational choices and educational aspiration based on the socio-economic status of the participants has been explained in the table below. The educational choice of the participants has been explained based on different level of socio-economic status i.e. Low- income, lower middle-income and upper middle income.

Table 4.6

Educational choices based on educational aspiration and socio-economic status

SES	EDUCATIONAL ASPIRATION		
	f	%	Level
70,069 or less	1	3.33	High
(Low income)	2	6.67	Average
	-	-	-Low
70,137 to 2,73,098	1	3.33	High
(Lower-middle	14	46.67	Average
income)	-	-	Low
2,73,167 to	4	13.33	High
8,45,955	6	20	Average
(Upper-middle	2	6.67	Low
income)			
8,46,023 or more	-	-	High
(High income)	-	-	Average
	-	-	Low

From the above table it can be analysed that low Socio economic status does not have low aspiration.

4.13.1 Educational choices of Bhutia students from low income level with high educational aspiration

There was only one participant who had high educational aspiration from low income family. The participant had high educational aspiration despite from low income level.

I will study graduation in distance mode. I will keep on continuing my education. At home I have to do household chores but I always take out time for my studies. After school I go and cook and after that before sleeping I take 1 hour of time to study and also in the morning I wake up at around 6:30 am and study for 1 hour. I really want to study further and fulfil my dream of becoming a Police Officer. If I ever get an opportunity from someone financing me for an education, I will never leave this opportunity. Initially, my mother asked me to drop my studies after class X but my father wanted me to complete class XII. But after XII I will do my graduation from distance mode for sure.

- Chewang

The participant was from low income level and even though from the low socio-economic background the participant wanted to continue studying.

Pattern 30: One participant from low income family had high educational aspiration. He was disciplined, diligent and focused in his studies. He even has planned for his future and low income has deterred him dreaming for his future. This indicated that

even coming from low socio-economic background the participant chooses to aspire for further studies.

4.13.2 Educational choices of Bhutia students from low income level with average educational aspiration

There were only two participants from low income level who had average educational aspiration

I study humanities as a course, and after completing my school from here I am planning to discontinue my education. I am planning to search a job and earn money for my family. My parents are separated and we are ten siblings in our family. My mother earns money through selling vegetables by working in a field. And I have to look after all the household activities. In the morning my mother goes to field and my elder sister goes to shop where she sells few things and I have to prepare breakfast for everyone and in the evening also by the time my sister and mother comes home I have to prepare food. I take almost 1 hour in the morning for my studies. Usually I do not get time to study because I have to help my family through working at home.

- Pempa

Pattern 31: The two participants expressed that they will discontinue education after certain period. The low financial condition of the family has caused hesitation in continuing education. The participant is burdened with family responsibility. They need to earn and look after the family caused low aspiration among the participants.

4.13.3 Educational choices of Bhutia students from lower middle income level with high educational aspiration

There was only one participant who had high educational aspiration having lower middle income level.

Since class IX I was interested in becoming a lawyer. Even in my school here I have taken Political Science subject which is related to law firm. I will do further studies in law. After completing my school I will study 5 years of schooling in law institute which is LLB and after that I will do LLM. If I do not get admission in law firm, I will study Political Science in graduation and continue studying. I will study further and will not stop studying.

- Tshering

Pattern 32: One participant planned to study further besides having lower middle family income. The participant is firm to study further and has clear future plan. The participant had high educational aspiration and belongs to lower middle income family.

4.13.4 Educational choices of Bhutia students from lower middle income level with average educational aspiration

Fourteen participants were from lower middle income family having average educational aspiration.

I want to study hard and become teacher one day. But for that what courses I have to choose and what subject I have to study I do not have any idea...laughs.... Even I do not have any idea what are the subjects which I should focus on to become a teacher. I have planned not to study further because my cousin says that I have a good height and suggested me to go for a police job but still uncertain about my choice of subject.

- Yangchen

I have not yet planned for studying further but I am ok if I do not get an opportunity to study further I will search a job and continue with that. It is ok for me, and maybe I will study till graduation and will surely search for job.

- Chong

I am planning to join bakery class after my graduation. I love to bake cakes, even in my free time here I usually go for bakery classes. After graduation I am planning to start my own business and start a small bakery.

- Sonam

I am planning to study till graduation and after finishing that I will search for a job. Nowadays we get ample of job in private companies. My relatives are also working in few of those companies, and even I have planned to join one. They even provide a good salary. And after graduation I am planning to do that.

- Uden

Pattern 33: Fourteen participants from lower middle status have average educational aspiration. They seem to be unaware of educational choices available. They also seem to be weighed down with their sense of duty towards their family. They held themselves accountable towards their family as they have average educational aspiration.

4.13.5 Educational choices of Bhutia students from upper middle income level with high educational aspiration

There were four participants who had high aspiration and they belong to upper middle income family.

“My plan is to study further after finishing my schooling. I want to become a judge. My favourite subject is Political Science. I want to become a Judge. I got inspired by one of my cousin brother who lives in Dzongu, North Sikkim and he is a lawyer. And my favourite subject is Political Science. My brother and my sister helped me choosing a subject after class X, because Political Science is a basic subject in which I can learn about the constitution and law. My plans further are after completing my School from here I will join Law School which is in Gangtok. I will join LLB and after that I will go for further studies in law. the reason behind studying LLB and further studies after that becoming a lawyer is that I see injustice in an around my society. I cannot stand the injustice happening in an around our society. The justice is not given to the right people. In order to give justice to the right people I chose to study LLB and understand more about law firm. This motivates me to study further and be in a good position and help the people who are not given justice....

- Lhamu

I want to do PhD in Bhutia language and after that I want to become a language teacher because I wanted to teach my language to the coming generation. My language teacher said me one proverb in Bhutia “Rang Gey Tempo rang ra manzungba, key zungsey? yatey chuk ni nacha ro bey hutay gyu ru nacha ra bay . This is the reason I want to study further Bhutia language. After schooling I will study Bhutia Honors and will study further PhD in Bhutia. I am really passionate in learning about Bhutia language. I will pursue PhD in Bhutia subject. I always seek suggestions regarding my subject and further studies from my teacher and cousins. I want to become a Bhutia language teacher. My passion is to teach the coming generation about my Language. I see very few people speak our language and I want to preserve it by transferring my language to the coming generation.

- Doma

My dream is to study very hard and get admission in one of the good MBBS College. I will sit for a competitive exam like NEET. They provide a good placement of MBBS colleges for me. I will join MBBS after class finishing my school from here. I choose to pursue MBBS after completing my Schooling from this School. Since class VI, I was interested in becoming a doctor and for this I consult and seek suggestion from lot of my cousins and for this one of my uncle suggested me a lot. After my class X, I opted for Bio Science stream as subject.

- Chung Chung

Pattern 34: Four participants expressed that they will study further and had high educational aspiration. They were determined about reaching goal. They possessed skill and they were competent in their educational choice. They were also aware that

they have to labour and persevere to reach their goal. The socio-economic conditions of these participants may have helped them aspiring for further studies.

4.13.6 Educational choices of Bhutia students from upper middle income level with average educational aspiration

Six participants from upper middle income had average educational aspiration. The participants had different choice rather than studying further.

I watch television a lot but I don't like other shows in television shows but I usually watch Fox Life, TLC, the shows which is related to making of food, travelling etc. My favourite subject is food production and the practical's where we learn how to cook. I watch the T.V shows every time and after that I learn how to cook and I also want to travel the world. I want to explore the food and travel the world. Apart from exploring, even I am planning to hosts shows on food in television like the people in Fox life and TLC they do.

- Tashi

"..... Since class X, I was interested in becoming an Army. I even went to Army recruitment after class X for twice. I got through written examination every time, but I failed in my physical test. But then I never lose hope. I will work on my physical fitness and again I am going to try for Army this time after my board results. I collected little information regarding like how to practice and how to maintain my physical fitness from my brother who is in Army. I hope this time I will for sure get through the test....."

- Dawa

Pattern 35: There were six participants who had average educational aspiration. They were exposed through media so they wanted to make different non- traditional choices of educational courses. They were aware of varied requirements and the hard work that they have to put.

4.13.7 Educational choices of Bhutia students from upper middle income level with low educational aspiration

Two participants had low educational aspiration and they belong to upper middle income family.

Actually internal examination started from last week but I have no idea how much I scored in my examination. I am planning to study further but I don't know whether I will score good marks or not. If I don't get good marks I will not study further

- Diki

I am studying humanities now and my favourite subject is English and Physical education. I am planning to go for engineering after my schooling. I will take economic honours after class XII. I will see whether I get good marks or not. It depends on my marks whether I should continue education or not. If I don't score well I will discontinue education.

- Dorjee

Pattern 36: Two participants from upper-middle income expressed to discontinue their education. The participants were not aware of their ability and their potentiality because of which they were unaware of their performance in future. They seem to be like ship without a radar. It is sure that they were just drifting in the school system. It

is unfortunate that despite being from upper middle income level in the state, which has much of buying power, yet they are aimless and oblivious of their capability leading to low educational aspiration.

4.13.8 PATTERNS ON EDUCATIONAL CHOICES BASED ON EDUCATIONAL ASPIRATION AND SOCIO ECONOMIC STATUS

Pattern 30: One participant from low income family had high educational aspiration. He was disciplined, diligent and focused in his studies. He even has planned for his future and low income has deterred him dreaming for his future. This indicated that even coming from low socio-economic background the participant chooses to aspire for further studies.

Pattern 31: The two participants expressed that they will discontinue education after certain period. The low financial condition of the family has caused hesitation in continuing education. The participant is burdened with family responsibility. They need to earn and look after the family caused low aspiration among the participants.

Pattern 32: One participant planned to study further besides having lower middle family income. The participant is firm to study further and has clear future plan. The participant had high educational aspiration and belongs to lower middle income family.

Pattern 33: Fourteen participants from lower middle status have average educational aspiration. They seem to be unaware of educational choices available. They also seem to be weighed down with their sense of duty towards their family. They held themselves accountable towards their family as they have average educational aspiration.

Pattern 34: Four participants expressed that they will study further and had high educational aspiration. They were determined about reaching goal. They possessed skill and they were competent in their educational choice. They were also aware that they have to labour and persevere to reach their goal. The socio-economic conditions of these participants may have helped them aspiring for further studies.

Pattern 35: There were six participants who had average educational aspiration. They were exposed through media so they wanted to make different non- traditional choices of educational courses. They were aware of varied requirements and the hard work that they have to put.

Pattern 36: Two participants from upper-middle income expressed to discontinue their education. The participants were not aware of their ability and their potentiality because of which they were unaware of their performance in future. They seem to be like ship without a radar. It is sure that they were just drifting in the school system. It is unfortunate that despite being from upper middle income level in the state, which has much of buying power, yet they are aimless and oblivious of their capability leading to low educational aspiration.

4.14 BRIEF SUMMARY OF ANALYSIS OF PART II

The main categories emerged from the analysis were process of choices, aspiration, conundrums and problems. These categories lead to a major category “educational choices and conundrums”. The relationship of these categories with the main category explains different perceptions of the participants about their educational choices and conundrums. From the narratives, the themes evolved from the process of choices were collected. It was found from the dialogue that the Bhutia tribe students make their educational choices based on various factors. The themes evolved from the study of educational choices and conundrums of Bhutia students were encouragement from teachers, impact from family members, inspiration from media, communities, peers, society etc. The narratives regarding the categories of educational choices with gender, aspiration and socio-economic status were collected according and the factors and was analysed systematically. The categories of conundrums and problems of Bhutia students were also found in which the researcher collected narratives accordingly. The themes of conundrums and problems encountered by Bhutia students were indecisiveness, confusion, siblings not helpful, identity problem, uncertainty, contradiction in parents’ choice, no parental concern, least interest in studies, low socio-economic status, household work engagement etc. similarly the researcher collected narratives and analysed accordingly. The aspiration of Bhutia students also emerged as categories while making their educational choice. In high aspiration the themes emerged were persistent and confident, clarity in choice, aspiring for higher education among Bhutia students and in low aspiration the themes evolved were low aspiration and despair, unaware of choices available in studies. The categories and themes evolved were further put into the patterns in order to generate a theory on educational choices and conundrums of Bhutia tribe students of Sikkim.

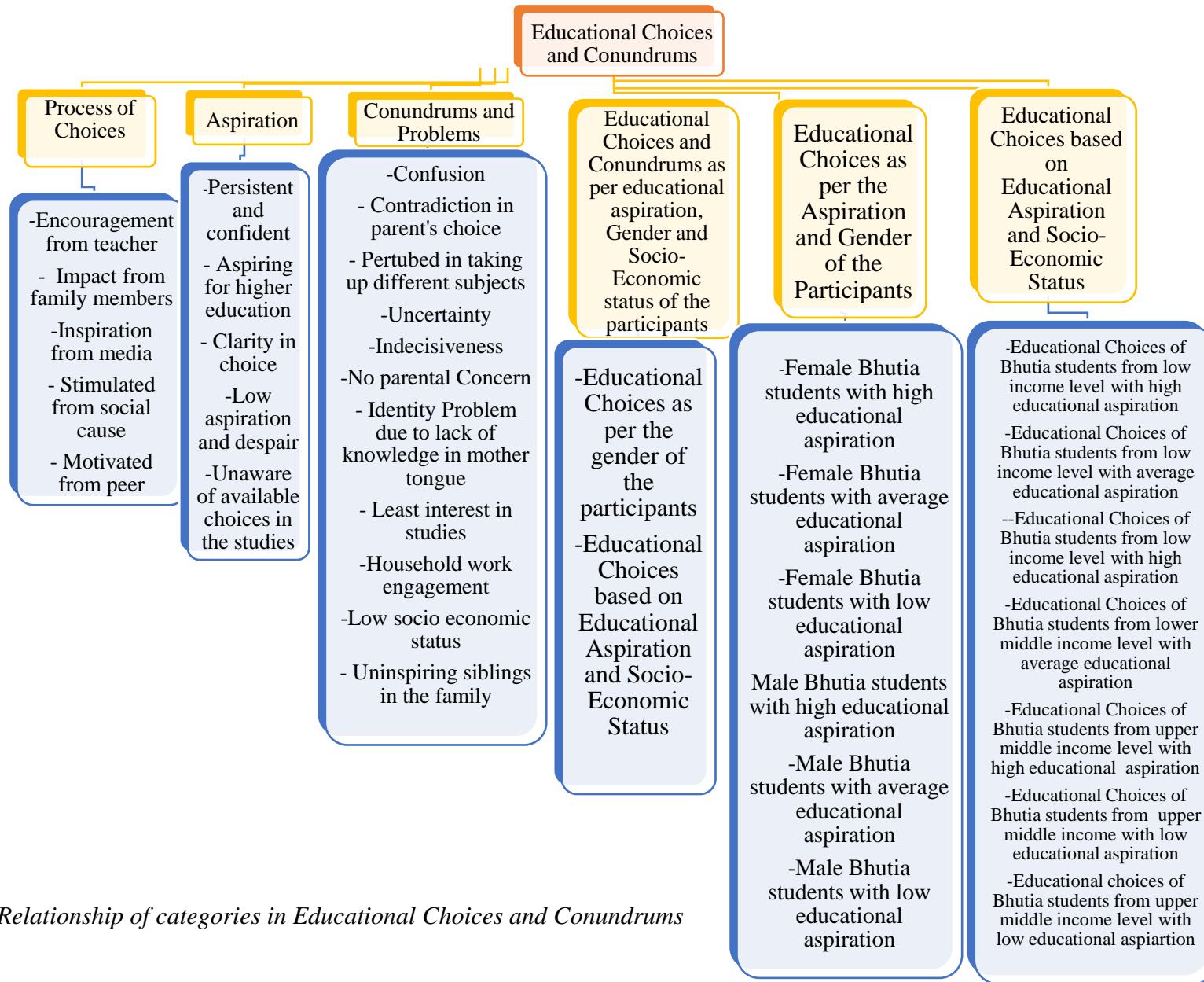


Figure4.9: Relationship of categories in Educational Choices and Conundrums

Source: Primary Source, Authors Compilation

CHAPTER V

EMERGING THEORY AND DISCUSSION

5.1 INTRODUCTION

In the present study, the study on educational choices and conundrums of Bhutia tribes were studied using unstructured interview. The researcher interviewed the Bhutia students studying in senior secondary school of four districts of Sikkim. Further the data from key informants were also collected. The data was gathered and transcribed after that the researcher did coding of the data and from the coding various themes and categories were extracted as per the grounded theory methodology (Strauss, 2017). The analysis of the educational choices and conundrums of Bhutia tribes were done thoroughly by keeping in mind the themes and the categories. The categories revealed from the study were Process of Choices, Aspiration, Conundrums and Problems. Further, from the data the classification of educational choice and educational aspiration were analysed as per gender, Influence of Socio Economic Status on educational choice, educational aspiration and educational conundrums were done and the effect of educational aspiration and Socio Economic status were done. Further the researcher after collecting data immediately analyses the data. The zig- zag approach(Creswell, 2014) was used to saturate the data. The researcher collected the initial data from the first interview and analysed it for preliminary categories, and after that returned to the field to gather additional information from the key informants further to understand educational choices and conundrums of Bhutia students. The researcher then refined, developed and clarified the meaning of categories for the theory. This process weaved back and forth between the data

collection and analysis and it continued until the researcher reached saturation. Saturation in grounded theory research is a state in which the researcher makes the subjective determination that new data will not provide any new information or insights for developing categories (Strauss, 2017). This chapter deals with the theory generation and discussion.

5.2 THEORY GENERATION

In identifying a core category and the process categories that explain it, grounded theorists have generated a middle-range theory. The entire procedure leads to generating a theory based on data collected by the researcher. This theory in grounded theory research is an abstract explanation or understanding of a process about a substantive topic grounded in the data. Because the theory is close to the data, it does not have wide applicability or scope, such as grand theories about human motivation that apply to many people and situations. Nor is it a minor working hypothesis, such as an explanation for students in one school or classroom. Instead, the theory is middle range drawn from multiple individuals or data sources, which provides an explanation for substantive topic. The grounded theorists actually present their data in three possible ways: as a visual coding paradigm, as a series of propositions or Hypothesis, or a story written in narrative form (Creswell, 2014).

It is important that theoretical explanation make sense to participants and is accurate rendering of events and their sequence in the process. In grounded theory research, validation is an active part of the process of research (Creswell, 2014). During the constant comparative procedure of open coding, the researcher triangulates data between the information and the emerging categories. The same process of checking data against data occurs in the axial coding phase. The researcher poses questions that

relates the categories, and then returns to the data and looks for evidence, incidents and events. After developing a theory, the grounded theorist validates the process by comparing it with the existing processes found in the literature (Corbin & Strauss, 2008).

The constant comparative method is a method for analysing data in order to develop grounded theory (Kolb, 2012). The constant comparative method was used by the researcher to develop concepts from the data by coding and analysing at the same time. Comparative analysis is a general method, just as are the experimental and statistical methods. Comparative analysis can be used for social units of any size. Comparative analysis is a strategic method for generating theory that assigns the method to its fullest generality for use on social units of any size, large or small (Glaser & Strauss, 2017). Comparative analysis can be used to generate two basic kinds of theory: substantive and formal. Substantive theory is developed for substantive, or empirical, area of sociological inquiry, such as patient care, race, relations, professional education, delinquency, or research organization. Formal theory is developed for a formal, or conceptual, area of sociological inquiry, such as stigma, deviant behaviour, formal organization, socialization etc. Both of the substantive and formal theories may be considered as “middle range”, which means they fall between the “minor working hypotheses” of everyday life and the “all inclusive “grand theories”. Substantive and formal theories exist on distinguishable levels of generality, which differ only in terms of degree. Therefore, in any one study, each type can shade at points into the other. With the focus on a substantive area, the generation of theory can be achieved by a comparative analysis between or among groups within the same substantive area (Glaser & Strauss, 2017).

5.3 GENERATING THEORY ON EDUCATIONAL CHOICES OF BHUTIA TRIBE STUDENTS

The study found that the process of educational choices of Bhutia tribe students were influenced more by teachers on students, to further prove the validity of findings the data was collected from key informants. It is the fact that one of the crucial roles in making educational choice of the students was teacher. Ten numbers of students expressed their teacher's influence in making their educational choice. The teacher's helped the students in selecting subject, guided the student in solving problems related to education and also created awareness to the student regarding further studies. In order to validate the findings, five teachers were inquired of the same schools and they mentioned that they were deeply involved and concerned about the future of students. They tried their best to guide the students and advised them in their learning and future choice in career.

Mr Gambo said, *“We always teach students thinking about their future. We keep suggesting about the choices available and keep them updated about the options available for them in the future. We worry about them”*

It is also revealed that teacher and student shared good bonding for communication and guidance to take place. This study is corroborated with the study done by (Tucker, 2017) on the topic “positive teacher influence strategies to improve secondary instrumental students' motivation and perceptions of self”. The findings of the study revealed that there was positive teacher influence on student's motivation and perception. The study Theresa (2015) also found that the student's choices were influenced by teachers.

Similarly, the study found that the family of these students motivated them in shaping their educational choices. Nine numbers of students are influenced by their family members. Members of family played a crucial role in helping the students to make right educational choices. In order to validate and to confirm the accuracy of information, the parents were interviewed, wherein five parents agreed that they keep track of students learning and all the time they are worried about their children. Four mentioned that though they are not educated but they still inquire about the learning of students and they are anxious about their future. The study corroborated with the study conducted by Mocetti (2012) which found that the impact of family background played an important role in making educational choices. Further the study corroborated with the findings of Fareo & Garkuwa (2018) that found that the student's educational choices were greatly influenced by parent's occupation, attitude and family career preferences.

Mr Chewang said, *“I am concerned about my daughters and sons education. Though I don't understand everything but we always tell them to study and we will support them, we tell them to take help of elders in the society or the relatives who are educated. In our society children are our honour so we worry about them.”*

The parents expressed that they are deeply concerned about their children's future. Educated parents are very anxious and remain alert about their children's education. In villages, the uneducated parents, especially those who are farmers also work hard and always encourage their children to work hard and show sensitivity to the health and education of children.

The findings corroborated with the study like Ferry & Natalie (2006) found that parents played a key role in shaping career choices of the students. Similarly Jungen

& Anne (2008) found that parents have greatly made an impact in the career selection of their children. In the case of youths' indecision and need for guidance, parental involvement may be a precondition for a young person's ability to make an autonomous decision. The Buddhist society follows traditions and culture are close to their family members. They are influenced by their parents even if they are educated or not. Beside which the teachers are taken with lot of respect. Traditionally also in Bhutia society monks are like spiritual teachers. They are taken with reverence and their teachings are followed. Similarly, the teachers in schools are also respected and in turn they could influence the students to make important decisions of life.

The study found that influence of media motivated seven students in making educational choice. Under influence of media three sub categories of inclination towards the vocation were revealed, force as a career, sports and dance as a career, and food service managers and hospitality industry as a career. The media has influenced the students in subjects which are attractive, which involves travelling, sports and dance which may give them pride by participating. It is interesting to know that media hasn't made impact on choices of traditional subjects like science and mathematics. This study corroborated with the study done by Kazi & Akhlaq (2017) on the topic "Factors Affecting Students 'Career Choice'". One of the findings of the study revealed that student reported opting for journalism as a field as the student was inspired by the way they were portrayed in movies. The study also showed that the students were much more impressed by media when it comes to choosing a new career.

It is interesting that social issues and injustice in the society has played an important role in shaping the educational choices among few students. Three students expressed

the influence from society. The study showed that the students decide among themselves regarding their educational choices as the study corroborated with the study of Brown et.al. (2019) found that the students were more influenced by their perspectives of themselves as learners to aspire in higher education. However the study found that Bhutia students are yet to be independent and decide the choices as per the abilities. If understand their abilities and interest and they may plan doing further in these areas. In a similar line the study corroborated the findings by Vaarmets (2017), found that individual student's choose their field of study according to their academic abilities.

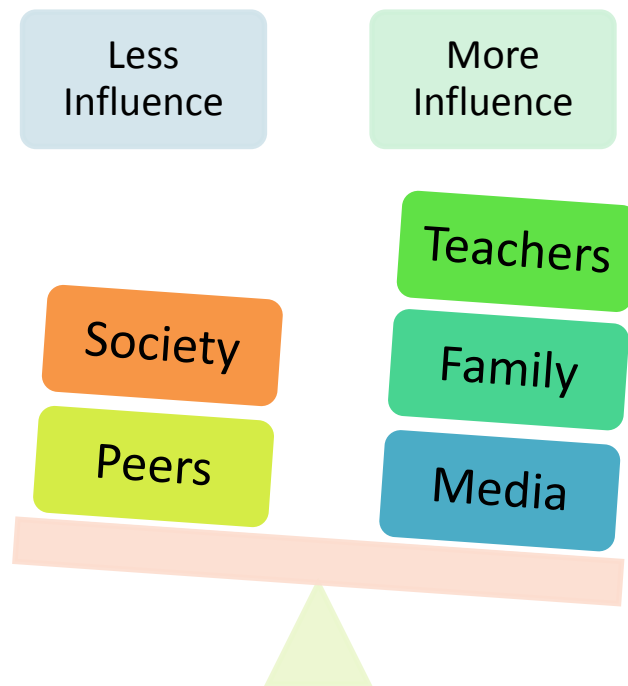


Figure 5.1: Impact on educational choices of Bhutia tribe students

Thus it is clear and proposed a theory that the educational choices of Bhutia students are generally influenced by parents and teachers and media. It is interesting to find that these students are at adolescent stage but the peers and their life style and the issues in society has made lesser impact while making educational choices. The study

establishes that Bhutia senior secondary school students are not yet fully matured and independent in taking decisions regarding their educational choices, whereas their educational choices are influenced by teachers in school, family and the members of the family and also the media is increasingly making impact in making decisions and choosing courses related to their educational choices.

5.4 LEVEL OF ASPIRATION OF BHUTIA TRIBE STUDENTS

The study found that Bhutia students were generally shy and not forthrightly frank and open, so it was assumed that their aspiration may be moderate or low. Most of the Bhutia student's participants in the study were from rural background, so it was assumed that they may not be much aware of education choices and option available for them. However the study found that the 21 Bhutia tribe senior secondary school students were assured about their educational choices. They were determined to reach their dream as they made certain choices in education. They also expressed that the hard work they are doing is to reach their goal. It was clear that majority was from rural background and few of them had financial problem at home however, the participants were confirmed and optimistic about their educational choices.

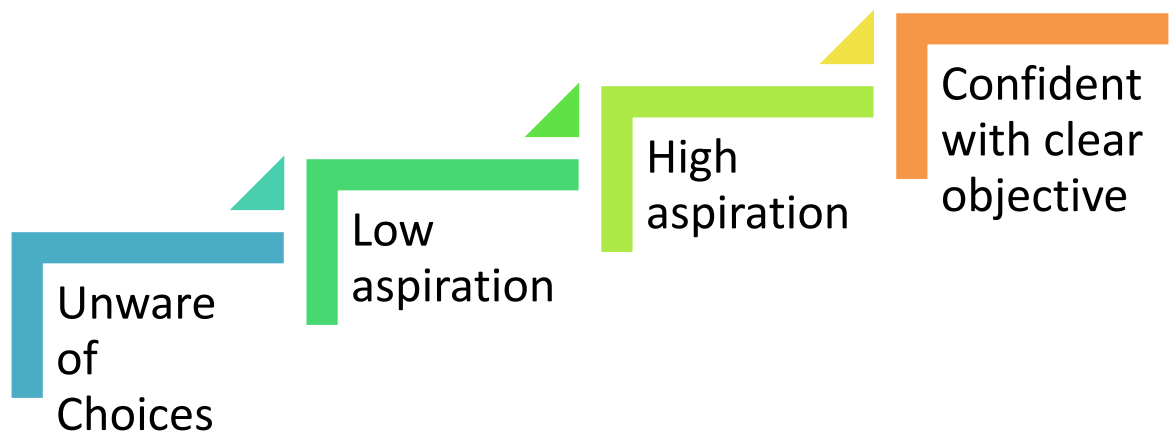


Figure 5.2: Level of aspiration among Bhutia tribe students

Similarly the study found that Bhutia students had comparatively high aspiration towards further studies. They expressed their dedication and determination towards their studies. They showed their interest to study more about a particular subject. The study corroborated the study conducted by Pothen (2012) that the despite of low financial condition of the family and their enrolment were low in engineering and medicine field but tribal students were found to be ambitious. Biswal & Patel (2017) found that the tribal students from high socio-economic background were more likely to aspire for higher education, similarly Bhutia students belonging to high socio-economic status expressed their aspiration for higher education.

However, three Bhutia students show despair and no desire or ambition or larger goal in life. This study corroborated the study conducted by Prajina (2016), found that poor socio-economic condition of tribal people was reflected in their academic performance and their academic achievement motivation. Similarly these Bhutia

students belonged to family with low socio-economic background. They have felt the poverty and it has acted as an obstacle for them to rise high. So instead of aspiring for higher education, they feel responsibility to earn and support the family as well as themselves as Kao & Tienda (1998) put forward in their study that the socio-economic contributed to ambition but maintained high aspiration. Additionally, few students even mentioned that they lack information about the choices available, due to which they have not dreamed or aspired in higher education. The low socio-economic status and lack of awareness have not encouraged them to aspire for better future as Deb & Battacharjee (2016) in their study found that more privilege group from the society achieved better results in schools as compared to the other deprived groups. It can be confirmed that attitude to handle problem like lack of resources and lack of information has proved to be factors of low aspiration among the Bhutia students. The study corroborated the study conducted by Louis & Subramanyam (2016), it was found that because of the lack of awareness of benefits of education, the tribal students are not giving much importance to studies and they are lagging their skills for aspiring for higher education. This directs the need of counselling and providing information to these students to make them confident and aspire for higher education and better future. The study established the theory that socio-economic status and unavailability of information about the educational choices affects the aspiration of students.

5.5 GENERATING THEORY ON CONUNDRUMS OF BHUTIA TRIBE STUDENTS

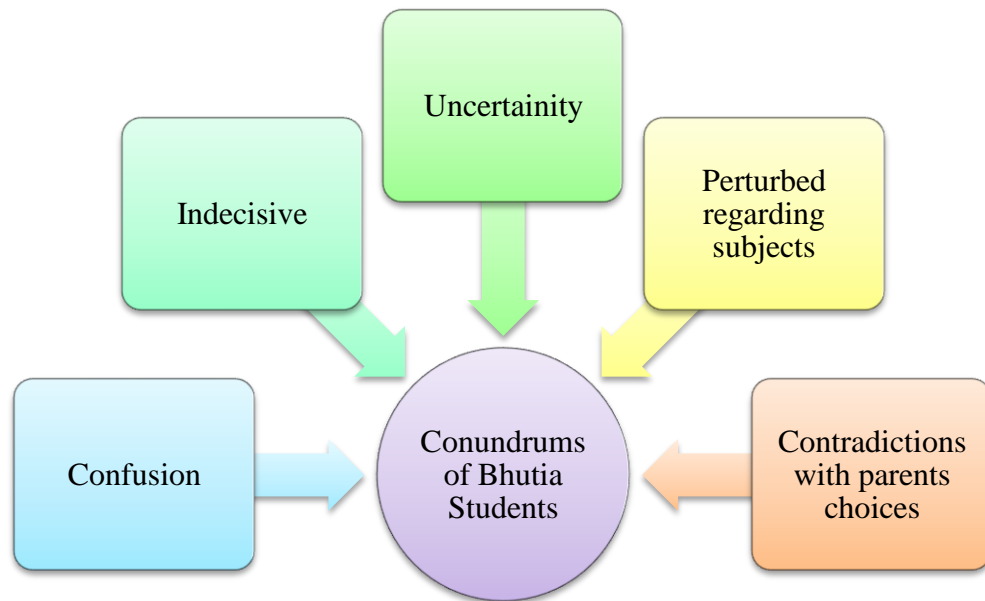


Fig 5.3: Conundrums of Bhutia Tribe Students

The study has an important variable which is to study the conundrums faced by the Bhutia tribe students. The Bhutia students are attached to the family and the family are traditional and follow their culture. They may be friendly and mostly mind their own business. The study assumed that these students may be facing dilemmas due to unavailability of information. The study explored that the Bhutia students faced five major conundrums in their life as a student and in making educational choices. While verifying the findings, further six key informants were interviewed.

Kimla narrated “*Mostly students select the subjects as commonly selected by senior students. And every senior students are not successful example so the students may get anxiety*”

The seven numbers of Bhutia senior secondary students showed confusion while making educational choices regarding their subject. It is found that the subjects available do not match with their interest. The study corroborated with the study conducted by Preet (1994), that because of irrelevant content of education, inadequate educational institution the tribal students faced problems and confusion. Also, in the present study the three students are indecisive about their educational choice so there are hesitant to make any firm choices. Besides these, these students also suffer from uncertainty about the choices of subjects leading to anxiety and puzzlement. Such uncertainty is may be because they are young and callous and they are given incomplete information from the institution. In order to validate the information, the investigator interviewed key informants which included teacher, school management committee members and students.

A teacher shared, “... *Usually we are busy completing day to day syllabus as we have to report to our authority. Hardly anyone comes to counsel on the educational and vocational choices. We on our part give some counselling during our teaching time. However there is a need of full time counsellor who counsel the students on varied issues including the choices available in course.*”

In such state and condition, students cannot make right choices of subjects and other educational choices. The source of conundrum certainly is due to lack of unavailability of adequate information on subjects, options and vocational and educational choices later in life. Thus, the study confirmed that the Bhutia students face various conundrums due to half knowledge which has caused dilemma to them. The incomplete knowledge is due to lack of availability of information provided by schools.

Chung Chung narrated, *“counselling on education and various subjects are not provided by the school so, we took subjects which are traditionally available. We could not take chances in life. Also our friends are very confused about the subjects to be taken.”*

Furthermore, the participants express their parent’s choice are not as per their interest. This has created tension as parents force on one side and they want to study their choice. Few students also mentioned that parents are not concerned about their studies. This conflict certainly created dilemma in them whether to follow their interest or go with their parents’ choice.

The study establishes the theory that lack of information regarding the subject’s choices that has been a major source of conundrums among Bhutia senior secondary school students. Conflict with parental choice hasn’t caused much dilemma. The study also highlights that students are given less information regarding the choices of subjects and the future prospects which has been the root of conundrum. The students at this stage are young and yet to be fully matured, they need to be provided with complete information which certainly helps them in making appropriate decisions regarding their educational choices.

5.6 GENERATING THEORY ON EFFECT OF GENDER, ASPIRATION AND SOCIO-ECONOMIC STATUS ON EDUCATIONAL CHOICES BHUTIA TRIBE STUDENTS

The study exhaustively explored the factors affecting the educational choices and conundrums. The study explored that gender, aspiration and socio-economic status effect educational choices and conundrums.

5.6.1 Gender does not affect the educational choices

The study had a research question if the gender affects the educational choices and the study found that many female participants are much more inclined towards traditional vocation like lawyer, police officer. Additionally, male participants are much more inclined towards non-traditional subjects like chef and cooking. This study corroborated the study conducted by Mastekaasa & Smeby (2008), it was found that female student's reported more often to traditional subjects rather than male students. Similarly, Vleuten et.al. (2016) found that gender- stereotypical traditional values only partially affect educational choices. The present study found that there were no gender differences in choosing traditional and non- traditional subjects. The gender role are formed in family at an early age which influence behaviour especially at the adolescent stage while choosing academic courses. However the study found that Bhutia senior secondary school students did not show gender stereotypical choices. The study put forward the theory that there were no gender differences while making their educational choice among Bhutia students.

5.6.2 Aspiration is a deciding factor in educational choices

In the present study the aspiration of students was tested and labelled as high, moderate and low aspiration. Further the information of students on educational choices as per the aspiration was collected and analyzed. The study found that three female Bhutia students with high aspiration showed interest and leaning towards higher education. Despite of some family's financial problem, the female students are tenacious and determined about pursuing higher studies. The high aspiring students showed confidence and determination in pursuing higher education regarding their educational choice. The study corroborated the study conducted by Biswal & Patel

(2017), it was found that young people with higher socio-economic status were more likely to aspire to and attain post-secondary education. Three male students with high aspiration were clear about their choice. They were focused and highly interested in their choice. This indicated that who have had high aspiration had well defined academic goals. This indicated that the Bhutia students having high aspiration were more inclined towards higher education. In contrast students from low financial condition showed no interest to study further. This indicated that the Bhutia student having low aspiration towards showed low inclination towards higher education. Thus the study submits a theory that aspiration is the pivot in making decisions in education regarding the choices.

5.6.3 Socio-economic status effect the educational choices

The study assumed that socio economic status does not affect the educational choices of Bhutia students. The study analysed the information of Bhutia students from different socio-economic status to see if this affects the educational choices. The study explored that the educational aspiration and educational choices of the participants belonging to upper middle class match and they were clear and determined about their choice. They had confidence and economic support of the family to aspire high and make choice to study further. The study corroborated with the study conducted by Arabsheibani (1988), it was found that family background played a crucial role in making decision regarding the education of the individual. The result further indicated that family had a positive and significant effect on the examination results as well. Similarly, the study also corroborated with the study conducted by Jimenez & Velasco (2000), it was found that socio-economic factors determined the choice of higher education. Ray (2007) also found that choices for

higher education were strongly influenced by socio-economic background of the family. In contrary the study found that Bhutia students from low financial condition of the family showed less interest in education which resulted in discontinuing education. The study corroborated with the study by Kyrgiou & Tsiplakides(2017), it was revealed that almost 55% of the respondents reported that the reason behind choosing medical was to get a job with high income in future. And with this regard they had an interest in choosing further education but they find risk in it as the respondents choose the subjects according to the employability. These students were even reluctant and hesitant to make choices on further education. In order to validate the information, the key informants were interviewed. He was the head of the village working in the post of Panchyat.

Bhutia Panchyat *“children from the high-fi family go outside the village and start to study. They get exposed and they study further and higher. Poor family children struggle at home, they have to look after the family, and they have to work in the field or do the farming so their interest in studies become less. The burden of family and household chores keeps them away from studies. Some of them even look for job immediately after passing school to support the family”*

- Kacho

The study highlighted that different level of socio-economic status influenced students with different level of aspiration in separate ways. Gaeta & Maio (2014) revealed in their study that family background significantly affected the post- secondary educational choices. Therefore, the studies generate a theory that socio economic status affects the educational choices of Bhutia senior secondary school students.

5.7 GENERATING THEORY ON PROBLEMS FACED BY BHUTIA STUDENTS

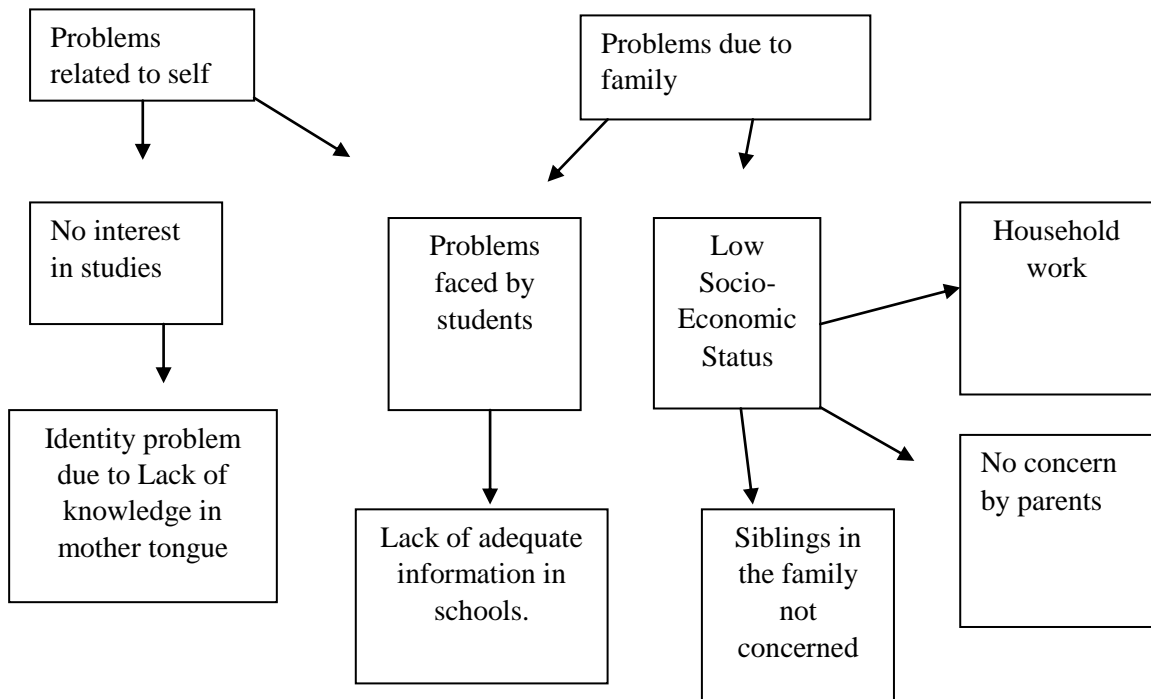


Figure 5. 4: Problems faced by Bhutia tribe students

The study explored that there are various factors which caused problem among Bhutia senior school students. These factors were validated with the data from key informants. Further these factors were classified into two main categories based on the locus of the problem- problem due to self and problem due to family and school. The study found that the main problems were within self of the students. The problems faced due to students themselves were that they did not know their own language and they were not able to speak their own language. Language gives the identity and also a sense of togetherness in the group. These students who do not understand their own language certainly were having identity problem. Language not only expresses identity but also constructs the identity. So these Bhutia students find difficulty to identify with the group when their native language was spoken. Beside

which another problem was that students themselves lack engagement with studies due to lack of attention and interest in themselves. It showed that studies were not able to grab attention of these students. So they were not intrigued and fascinated by higher studies. The study corroborated with the study conducted by Biswas (2009), it was revealed that the main hurdle is in devising an effective educational programme for the tribe has been the unwillingness to use language as a medium of instruction. The linguistic gap was also found as one of the major hindrances in low achievement and also mismatch in the medium of instruction and mother tongue of the tribal students was found as a major problem in the study conducted by Basu & Chatterjee (2014).

The study explored that low socio-economic status of the family has stood as the problem for the Bhutia students. Due to low economic status, the students themselves were involved in household activities. Studies have found that low socio-economic status is linked with negatively affecting student's academic progress and outcomes (Alkens & Barbarin, 2008). The study also corroborated with the studies of Sahu (2014); Ganguly (2016) and Kapur (2019). The low financial conditions of the family encouraged the children to engage in income generating activities, managing household responsibilities. The tribal parents were not aware about the studies of their children. Students don't dare to dream of higher education as the demands in the family and real-life situation were different. The study also showed that even the family with low socio-economic status had no example for junior children at home as they were already dropouts in the family. Similarly, due to poor economic conditions, parents were interested more earning and they were not able to give attention and be concerned about the studies of their children. The study corroborated with the study conducted by Abdul & Madhu (2008), it was found that the factors that created

hindrances in the education of the tribal students were family related problems which included: illiteracy of parents, poor economic conditions, poor condition at home and etc. Similarly, the study corroborated with the study conducted by Croll (2008), it was found that the young people from disadvantaged home were neither ambitious nor educationally successful. Similarly Akula (2013) revealed that the reason behind low academic achievement of the tribal students was poor economic background of the family and also the tribal parents were not aware about the education of their children rather they engaged them in domestic and agriculture work. Further the study found that due to unavailability of adequate information regarding educational choices in schools, the Bhutia senior secondary school students faced confusion and uncertainty. They could not make appropriate and relevant choices for their education. Thus the study put forward the theory that locus of problems among Bhutia senior secondary school students are located both external and internal. The internal locus of problem is weak identity and lack of interest in studies. The external locus of the problem is family with financial problems and unsupportive parents and another external locus is schools with limited counselling on educational choices.

Therefore, it is suggested that there is a need of appropriate counselling and follow up as well as some financial help like scholarships; so that these students as well have less problems and they can also achieve higher education.

CHAPTER VI

IMPLICATIONS AND RECOMMENDATIONS OF THE STUDY

6.1 INTRODUCTION

This chapter deals with the implications, recommendation and suggestions based on the findings made in the present research. The implications and recommendation are made keeping in mind the objectives of the study and its implication to all stakeholders of the education such as policy makers, teachers, parents, community and students.

6.2 IMPLICATIONS OF THE STUDY

The researched study may have impact on the following agencies or individuals which may bring positive change and betterment in education of Bhutia tribes. The implications of the study are identified for the a) Policy makers, b) Teachers, c) Parents, d) Community, e) Students

6.2.1 Policy makers

The findings of the study will provide detailed information for education policy makers about educational choices and conundrums of Bhutia tribe students of Sikkim. It was observed that conundrums faced by the Bhutia students were school syllabus was insufficient and the students were unable to choose the subjects according to their interest. The inadequate subject available in the schools becomes insufficient for the student which makes them compromise their interest or the field of study Therefore, education policy makers of the state should emphasized on the introduction

educational choices according to the interest of the students. It was also observed that problem like low financial status of the parents was found to deter the aspiration of the students for going for higher education. The parents and students are still unaware about the government's financial aid in the form of scholarships and grants which are being provided to those under-privileged tribal students. Unaware regarding the scholarships and the lack of knowledge of their own rights, grant in aids and scholarships were found during the study. Hence the study may apprise the policy makers that there is a need to spread necessary information regarding the stipends and scholarships to rural schools, so that the students having financial condition will get full benefit in availing the stipends and scholarships.

6.2.2 Teachers

Teachers are considered as crucial factor in shaping the education of an individual. The study appraises teachers that they need to be well equipped with the information that motivates interest in students. Education is an important avenue for upgrading the economic and social status of a society. Proper guidance and counselling should be imparted to the Bhutia students regarding the choices available for them. The present study will help teachers to understand the choices, interest and problems of the students with regard to their education. It was observed in the present study that, one major factor for all conundrums were lack of information among students regarding choices of subjects. The findings of the study provide the teacher to solve the conundrums of the students. The study will help the teachers to provide comprehensive information regarding choices of subjects.

6.2.3 Parents

Parents are one of the main influencers to the students. The study reports that they should be aware of their children's interest and accordingly they have to help their child in choosing the education on their own interest. It was observed from the study that Bhutia parents from low economic background were not aware about the studies of their children. Hence the findings of the study will help the Bhutia parents to understand about their role and guide their children to take a right step.

6.2.4 Community

Education is an important avenue for upgrading the economic and social status of tribal society. It was observed from the study that identity of Bhutia students is important and community was found as an important factor in helping the child in making their educational choices. It was observed from the study that a conundrum like lack of affinity with the mother tongue has caused confusion. Therefore the study will help the community to encourage people in the family to communicate Bhutia language so that their children also learn. Language is the part of our identity. There is a need for proper guidance, positive reinforcement among Bhutia students for future studies. The study will further help the community to motivate the students by acknowledging them and awarding or supporting for them in their education.

6.2.5 Students

The findings of the present study will be helpful for the Bhutia students to be aware of their own abilities and also understand their interest regarding their educational choice. The study will further help the Bhutia students to be aware and determined regarding their capabilities. The study also informs them to take interest in studies, to

work hard and have ambitions. They should also be clear of their choices, and work in a consistent and focused manner to reach their dream. The study also briefs that family, teachers, and parents plays an important role in their education.

6.3 RECOMMENDATIONS OF THE STUDY

The recommendation of the study is basically for the development of Bhutia tribe students. It is a humble effort of the researcher to bring forward the recommendations for the development of students belonging to Bhutia tribe. The recommendations are made keeping in mind the objectives of the study. In order to make it specific, the recommendations are made hierarchically for each level or individual

6.3.1 Policy makers

As the world is changing so fast and even the minds of the students are changing. Today's generation students are much more interested in creative interventions. The study recommends that introduction of educational choices should be adopted according to the interest of the students. All the policy makers who are concerned with tribal education could come up with new and creative subjects so that many of tribal students may get employed. The policy makers in government should advocate inclusive growth and other tribal students by financially supporting these students coming from economically weaker families. The curriculum in school subjects should include information on history, tribal culture and traditions. They will get an opportunity to learn tribal folksongs, languages and folk tales. Special provisions which are provided by the government should be equally distributed among all the tribal groups. When introducing or planning policies for the welfare of the tribal students, the involvement of tribes are felt to be important. Their cultural and

traditional lifestyle has to be studied before government brings radical changes in their lives. Representation of tribal students in higher education is very low; to counter this problem there must be some career counselling programmes at secondary level along with providing scholarship for pursuing higher education (Daripa, 2017). The study also recommended that vocational training centres should be operated in schools or in tribal areas in order to develop skill of tribal students. It is further recommended that appointment of tribal teachers should be encouraged so that the tribal students may feel familiar and comfortable to learn. The government should document the achievements of tribal people and their achievement story maybe inspiration to many young people in the society.

6.3.2 Teachers

It is strongly recommended that teacher should be given counselling regarding the choices, needs and interest of the tribal students. Proper training should be arranged for the teachers to understand the tribal student's capabilities. Teachers' should conduct remedial classes in which proper counselling regarding the need and interest as well as the options available for the future studies should be given to the students. It is also recommended that the teachers should make the classroom environment vibrant so that the students learn inclusively with all other students. The teachers should also ensure that teaching method and elaboration with examples should match with need and interest of the students.

6.3.3 Parents

Parents plays an important role in guiding and helping their children in making educational choice. It is recommended that the parents should be aware about the

studies of their children. In a studies conducted by Akula, 2013; Savatkar, 2014 & Ganguly, 2016, they identified the reasons behind low achievement of the students are because of unaware parents about the education of the child as well as engagement of the tribal students in agricultural work and household responsibilities. It is recommended that the tribal parents should guide and encourage their children to aspire in education. They should also be aware of their children's capabilities. Continuous guidance and open communication between parents and children will also help children to express their interest. They should also be an example to their children.

6.3.4 Community

It is recommended that, community should be aware of policies for tribal people, achievement of tribal people and problems faced by tribal students. They should organize awareness programme among tribal people on education, health, and the rights of the tribal people. The students should be acknowledged by awarding or supporting which will encourage them to study further. If students are given recognition at home, society and school then these students will get motivation in studies and life as well to yearn to do better. Also, the junior students will learn from them and will try to follow their steps in a hope to receive recognition and acknowledgement. So, the study recommended that community should play the role of positive reinforcement for the students. Guidance and Counselling programmes can also be organized from time to time to encourage the students to pursue education by the community members. The study recommend that coaching facilities should also be given to the Bhutia tribal students during the school vacation as that will encourage the students and keep them informed. The community should develop strategy to

disseminate information on choices of subjects and education. They should use technology and media to spread awareness on education amongst the tribal people.

6.3.5 Students

It is recommended that the students should understand about their educational choices and also should be aware about the available options. It is also strongly recommended that the Bhutia students should be aware about their languages and learn it, as it is the crucial factor of identity. They should be aware of their choices. And the Bhutia students should engage themselves in activities and courses related to their interest and capabilities. They should participate in sharing information regarding educational choices. They should be diligent, they should dream and aspire to reach high in life. They should also be creative in thoughts and action and develop various skills so that they can get employment as well as be an entrepreneur in various fields. They should always have regards for our culture and traditions as they move forward in this modernized world.

6.4 SUGGESTIONS FOR FURTHER RESEARCH

The study suggested for further research as follows:

1. Educational choices and conundrums of the students of all the communities of Sikkim.
2. Educational Choices and conundrums of the Bhutia students studying in college level.
3. Study on impact of technology on educational choices and conundrums of Bhutia students.
4. A comprehensive study of the role parents in the educational choice of the students of Sikkim.

5. A longitudinal study of change in educational choices over stages of education from primary to college education.
6. A study on socio-psychological determinants of educational choices of students of Sikkim.

CHAPTER VII

SUMMARY AND CONCLUSION

7.1 INTRODUCTION

This chapter reports the summary of all the previous chapters of the study. The present chapter concluded the study.

7.2 SUMMARY

Various studies related to educational choice and conundrums were based on various variables educational choice, educational choices and gender, educational choices and socio-economic status, educational aspiration among tribes, conundrums and problem of tribal students was reported.

Review of related literature

Various related literature has been consulted and arranged based on themes as studies related to educational choices and conundrums. The study made numerous reviews on development of tribal education, educational choices and the factors affecting it as well as conundrums and problems amongst the tribal students. The research gaps has been identified that the majority of the study has been done on educational choices on tribal students located at other states of India. The study also found that the review has highlighted not single factors that affect the educational choices of tribal students. The review of related studies also showed the gap that there are only studies on educational choices based on gender, and socio-economic status separately. The conundrums and the problems of tribal students based on review of related literature showed that all the findings are from tribal's of other states of India

and abroad. The study also highlighted in the development of tribal education focusing the problems and various challenges faced by tribal population. Therefore, the research gaps is that there is no study on educational choices among Bhutia tribe students of Sikkim. The gap further found is that there is no research on studying educational choices from the lens of gender, socio-economic status, aspiration among the Bhutia tribe students of Sikkim. The research gaps identified further was that regarding the development of Bhutia tribes, no research has been conducted so far. The conundrums and problems are also found from the other tribal students of India. Thus, the investigator finds it essential and necessary to conduct the research on educational choices and conundrums of Bhutia tribe students of Sikkim.

Methodology

The present study adopted grounded theory method. The Grounded theory is theory grounded in data which have been systematically obtained through social research. Barney Glaser and Anslem Strauss are the first one to develop Grounded Theory in 1967. Glaser and Strauss began their collaboration on a research project focused on dying in hospitals. They worked together to develop the method of grounded theory as a way to generate theory grounded in empirical data (Walker & Myrick, 2006).The Strauss and Corbin approach acknowledges that researchers have prior knowledge on the topic of study and that reading the literature prior to the study is acceptable, but that an exhaustive knowledge of the literature is not necessary (Corbin & Strauss, 1990).Knowledge of the literature allows the researcher to increase sensitivity to subtle distinctions in data (Corbin & Strauss, 1990). A researcher's prior experiences and reading of the literature provides a basis upon which comparisons can be made. This approach overtly acknowledges that some of the relevant concepts are not yet

known. Without the expectation for having exhaustive knowledge for the relevant literature, researchers are hopefully more open to hearing what the data have to say, as the goal is for new concepts or relationships between concepts to be revealed throughout the research process. A grounded theory “is discovered, developed, and provisionally verified through systematic data collection and analysis of data pertaining to that phenomenon” (Corbin & Strauss, 1990). The goal of a grounded theory is to build a theory which proposes relationships between concepts, sheds light on a phenomenon and can eventually be used to guide action (Corbin & Strauss, 1990). The researcher chose the traditional grounded theory approach for this study. “Grounded theory is a method that is inductively derived from the study of the phenomenon” (Corbin & Strauss, 1990). This approach provides structure while allowing for the data to inform the resulting theory which is developed towards practice. As one of the goals of this research study was to provide increased knowledge for researchers and practitioners, it is important that the end is increased knowledge and guidance for future practice. The purpose of utilizing this design was to allow a rich understanding of educational choices and conundrums of Bhutia tribe students. The focus of this study was generation of theory related to educational choices and conundrums of Bhutia tribe students.

Tools used

Interview guide includes the questions about the respondents’ educational choices, the factors involve in choosing their education, their problems and conundrums while making their educational choices and their perception about their educational choices and conundrums. So for the present study unstructured interview schedule was used for the in depth study and data collection.

In- depth interviews with the Senior Secondary students of Bhutia Tribe were done individually. And also key informant interview were adopted for collecting primary data. Additionally, the study used educational aspiration scale among purposively selected sample. The secondary data collected were from different journal (national and international), articles, books, annual report, websites etc.

In- depth Interviews: An interview is a directed conversation with the respondents. It is a crucial element of a qualitative research. An interview is an oral- verbal stimulus in terms of oral –verbal response method of data collection process. In qualitative research, an in–depth interview is frequently the main source of information which will explore the phenomenon in detail. It is an inquiry which offers a flexible approach. Exploration of facts or experience is being put forward in in-depth interviews. The in-depth nature of method elicits each respondent’ interpretation of his/her experience (Glaser & Strauss, 2017). As a tool of inquiry, broad open ended, non-judgmental questions are framed. The tools are open ended, directed and unrestricted, the in-depth interview of qualitative research fits grounded theory method. In order to correct tendencies to follow preconceived notions about the study setting, this helps the learning to start from the outset of research. Therefore the combination of flexibility and control inherent in-depth interview techniques fit grounded theory strategies for increasing analytic results.

Data Analysis

The textual analysis has been conducted to explain the perspectives of the students with regard to their educational choices and conundrums. The researcher interviewed and collected information from the Bhutia people who was the first to join various professions. The information of the development of Bhutia people since 1975 were

also presented in this chapter. The first part explained the profile of the participants including gender, annual income and educational aspiration of the respondents. This part is followed by the second part which explains the process of choices of the respondents in deciding the educational choices and conundrums. In the third part, educational choices and conundrums as per educational aspiration, gender and socio-economic status of the participants were discussed. The constant comparative method was used by the researcher to develop concepts from the data by coding and analysing at the same time. Line by line transcription and coding was done by a researcher. After coding the categories and themes evolved were classified into patterns which further helped in generation of a theory on educational choices and conundrums of Bhutia tribe students of Sikkim

Generating Theory on educational choices

Thus it is clear and proposed a theory that the educational choices of Bhutia students are generally influenced by parents and teachers and media. It is interesting to find that these students are at adolescent stage but the peers and their life style and the issues in society has made lesser impact while making educational choices. The study establishes that Bhutia senior secondary school students are not yet fully matured and independent in taking decisions regarding their educational choices, whereas their educational choices are influenced by teachers in school, family and the members of the family and also the media is increasingly making impact in making decisions and choosing courses related to their educational choices.

Level of aspiration among Bhutia tribe students

The study found that Bhutia students were generally shy and not forthrightly frank and open, so it was assumed that their aspiration may be moderate or low. Most of the Bhutia student's participants in the study were from rural background, so it was assumed that they may not be much aware of education choices and option available for them. However the study found that the 21 Bhutia tribe senior secondary school students were assured about their educational choices. They were determined to reach their dream as they made certain choices in education. They also expressed that the hard work they are doing is to reach their goal. It was clear that majority was from rural background and few of them had financial problem at home however, the participants were confirmed and optimistic about their educational choices. The study established the theory that socio-economic status and unavailability of information about the educational choices affects the aspiration of students.

Generating Theory on Conundrums

The study establishes the theory that lack of information regarding the subject's choices that has been a major source of conundrums among Bhutia senior secondary school students. Conflict with parental choice hasn't caused much dilemma. The study also highlights that students are given less information regarding the choices of subjects and the future prospects which has been the root of conundrum. The students at this stage are young and yet to be fully matured, they need to be provided with complete information which certainly helps them in making appropriate decisions regarding their educational choices.

Generating theory on effect of gender, aspiration and socio-economic status on educational choices and conundrums

The study explored that gender, aspiration and socio-economic status effect educational choices and conundrums.

Aspiration is a deciding factor in educational choice

In the present study the aspiration of students was tested and labelled as high, moderate and low aspiration. Further the information of students on educational choices as per the aspiration was collected and analysed. The study found that three female Bhutia students with high aspiration showed interest and leaning towards higher education. Despite of some family's financial problem, the female students are tenacious and determined about pursuing higher studies. The high aspiring students showed confidence and determination in pursuing higher education regarding their educational choice. Three male students with high aspiration were clear about their choice. They were focused and highly interested in their choice. This indicated that who have had high aspiration had well defined academic goals. This indicated that the Bhutia students having high aspiration were more inclined towards higher education. In contrast students from low financial condition showed no interest to study further. This indicated that the Bhutia student having low aspiration towards showed low inclination towards higher education. Thus the study submit a theory that aspiration is the pivot in making decisions in education regarding the choices.

Socio-economic status effect the educational choices

The study assumed that socio economic status does not affect the educational choices of Bhutia students. The study analysed the information of Bhutia students from

different socio-economic status to see if this affects the educational choices. The study explored that the educational aspiration and educational choices of the participants belonging to upper middle class match and they were clear and determined about their choice. They had confidence and economic support of the family to aspire high and make choice to study further. Therefore, the study generate a theory that socio economic status affect the educational choices of Bhutia senior secondary school students.

Generating theory on problems faced by Bhutia Students

The study explored that there are various factors which caused problem among Bhutia senior school students. These factors were validated with the data from key informants. Further these factors were classified into two main categories based on the locus of the problem- problem due to self and problem due to family and school. The study found that the main problems were within self of the students. The problems faced due to students themselves were that they did not know their own language and they were not able to speak their own language. Language gives the identity and also a sense of togetherness in the group. These students who do not understand their own language certainly were having identity problem. Language not only expresses identity but also constructs the identity. So these Bhutia students find difficulty to identify with the group when their native language were spoken. Beside which another problem was that students themselves lack engagement with studies due to lack of attention and interest in themselves. It showed that studies were not able to grab attention of these students. So they were not intrigued and fascinated by higher studies. The study explored that low socio-economic status of the family has stood as the problem for the Bhutia students. Due to low economic status, the students

themselves were involved in household activities. Further the study found that due to unavailability of adequate information regarding educational choices in schools, the Bhutia senior secondary school students faced confusion and uncertainty. They could not make appropriate and relevant choices for their education. Thus the study put forward the theory that locus of problems among Bhutia senior secondary school students are located both external and internal. The internal locus of problem is weak identity and lack of interest in studies. The external locus of the problem is family with financial problems and unsupportive parents and another external locus is schools with limited counselling on educational choices.

7.3 CONCLUSION

The study concludes that parents and teachers are primary being in influencing the choices and decision making of Bhutia senior secondary school students especially in educational field. Due to the advancement of digital media, the students also showed impact of media in decision making process while selecting courses. The peers and social cause have made least effect on the educational choices. It interesting to conclude that in Bhutia society especially among 18-19 years old students, both the genders have choose and selected both traditional and non-traditional types of course, pointing to the fact that gender doesn't affect the educational choices of students. This may also indicate that a gendered stereotypical thought on selection of subjects doesn't exist among senior secondary school Bhutia students. The theory on conundrums of Bhutia students is that the core reason for confusion, indecision, anxiety on choosing subjects is that they had inadequate information on subject options and combination available in schools. Due to insufficient and scare information regarding the subjects available or as an option to select, the Bhutia

students of senior secondary school faced conundrums. The theory of the study is that aspiration is the determining factor in the educational choice. Whatever may be the background of the students, the Bhutia with high aspiration has confidence and plan for the future. The theory is that the socio economic factor has affected the decision on educational choices. The theory suggest two major source of problem, one is that within the students themselves, the lack of interest and inclination towards studies has stood as an obstacle in making good educational choices. Next is external source which is pivotal source of problem which are low socio economic status in the family, which hasn't given them courage to dream high or make decent educational choices and dearth of information on choices and options of subjects available for students has been the source of problem for the Bhutia Students. The study also calls for scope of educational counselling in all secondary and senior secondary schools so that the students remain informed and make appropriate educational choices which definitely has impact on their future.

The study recommends the teacher's should be given counselling regarding the choices, needs and interest of the students. Proper training should be provided to the teachers in order to understand the student's capabilities. The teachers should be informed to conduct remedial classes in order to cater to the students understand various options and avenues available in education. The study informs the school administration and management to conduct regular parent's teacher meeting in order to address the problems related to education. And also recommends that the school should provide proper awareness and counselling to the parents related to the education of the child. Further the study recommends that there should be various co-curricular activities so that the students will get encouraged and they develop interest in different activities.

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Appendix I

**MANUAL
FOR**



Level of Educational Aspiration Test

LEAT

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MANUAL FOR

LEVEL OF EDUCATIONAL ASPIRATION TEST

INTRODUCTION

In the realm of human development, through various civilizations over centuries in the past, education has played a very important role in transforming a human being into a useful citizen. In every society education makes life, both for the individual and the community : happy, prosperous and enjoyable. The society's progress and development depends upon how its children are transformed and trained in different branches of knowledge. The social functions of education include the transmission of culture, values and beliefs, and of skills and experiences as well as the transmission of systems of working in life. People from every aspect of life, living in a social set-up, are its Human Resource. "Human resource development is the process of building knowledge, skills, working abilities and innate capabilities of all the people in a society." (Harbison, 1964).

In an achievement-oriented culture like ours, a person is judged by what his achievements are. A person comes to expect something of himself and he sets his goals for the quality, quantity and timing of achievement. The desire to excel over others or to achieve higher level of performance than the previous one is intensified in human beings. Will to achieve a higher goal is a natural biological and socio-psychological need as any other present in various species.

The need to achieve is the springboard of the achievement motive. This achievement motive comes into the picture when an individual knows that his performance will be evaluated as a success or failure. As for the origin and development of the achievement motive, it can be safely said that it is conditioned

by one's early training, experience and subsequent learning. Later on, the experiences and learning based on circumstances and situations in the person's life may lead an individual to provide for a higher level of aspiration in his field of work (education).

Aspiration

Aspiration means a longing for and striving for some goal higher than oneself or one's present status, which differs from ambition, which is the eagerness or an ardent desire to achieve a particular honour or power. Ambition is a long term achievement which is motivated by the result (outcome) itself and satisfaction is attained by recognition and applause by society : where as in the psychological motive of aspiration, the motivation is improvement as it emphasizes something more than one's own present status regardless of social appreciation.

Hope (1930) first introduced the concept of Level of Aspiration (*Anspruchs-niveau* refers to the realistic goal). Dembo (1931) referred to it as degree of difficulty of a goal towards which a person is striving. In 1940, Festinger further elaborated the first presentation of the theoretical concept of the level of aspiration by Escalona in 1942, by the name of 'Resultant Valence Theory'.

Frank defines Level of Aspiration as the levels of future performance in a familiar task (studies) and the explicitly undertaken to reach. James Drever mentioned in his 'Dictionary of Psychology, "The term Level of Aspiration is best explained as a frame of reference involving self-esteem.

When Level of Aspiration is centred on the field of education we may refer to it as Level of Educational Aspiration. ^{Key term used} It is considered as a concept, referring orientation towards educational goals spaced in a continuum of difficulty and social prestige and arranged in an educational hierarchy.

Four main points are distinguished in a typical sequence of events in a Level of (Educational) Aspiration situation :

1. Last performance (Previous class result or marks in an informal class test)
2. Setting of a level of aspiration for next performance (Expected result or marks in the next test).

3. New performance (Result or marks in the test).
4. Psychological reaction to the new performance (Satisfaction or depression) *ent*

The difference between the level of the last performance and that of the new goal is called 'Goal Discrepancy' whereas the difference between the goal level and that of the new performance is called 'Attainment Discrepancy'. The more the discrepancy, the lesser the chances of attaining the goal and the wider the frustration that the individual will experience.

Broadly speaking, Aspirations could be classified into three categories :

- (A) **Positive and Negative Aspiration** – Negative aspiration is trying to avoid any failure and maintain the present status while positive aspiration is oriented towards achieving success and improving one's present position.
- (B) **Immediate and Remote Aspiration** – Goals achieved in short terms like class test results are termed immediate aspirations where as futuristic goals like professions are remote aspirations.
- (C) **Realistic and Unrealistic Aspirations** – When the goals set are achievable in terms of ability and facilities available they are realistic in nature, or else unrealistic, for example, trying to become Superman. A realistic person always sets his goals on the basis of his past experience keeping in view his capabilities in doing the specified task.

An individual's aptitudes and abilities are not always specific enough to be identified during elementary schooling. Motivation is influenced by one's interests, in addition to abilities, which determine the educational and vocational aspirations. In India often, decisions are taken by chance and public opinion rather than through self-evaluation and information on education.

Level of Educational Aspiration is calculated by the following formula :

$$\text{LOA} = \text{Actual Attainment or Score in a Test} - (\text{Expected Attainment or Score})$$

STANDARDIZATION PROCESS

After a thorough study of the existing educational aspiration scales and tests available, the need to prepare and standardise an educational aspiration

test specifically for students at the early teenage or at the edge of completion of eight years schooling was felt.

Purpose of LEAT

Educational Aspiration is one's will to excel in academics whereas Level of Educational Aspiration is the measure of this will. This test not only measures the level of Educational Aspiration but also helps in predicting the type of aspiration. This may be very useful for counsellors in guiding the students while they would be defining their ambitions and subsequently working to achieve them.

Need for Designing the Test

Dr. H. M. Singh and Dr. Govind Tiwari's Level of Aspiration test was found to be a general (for any task) aspiration test and linking it to measurement of educational aspiration would not have served the purpose of measuring educational aspirations of School Children.

Educational aspiration scales by Dr. V. P. Sharma, Dr. (Km.) Anuradha Gupta and Dr. S. K. Saxena catered to college students. Both the scales are based on Haller and Miller's work (1963), which was further adapted by Prof. Grewal in his Occupational Aspiration Scale. *The scales consider the Level of Educational Aspiration as a concept referring to orientation towards an educational goal*; spaced in continuum of difficulty and social prestige. Both contain a list of degrees, diplomas, certificates and other distinctive educational qualifications as maintained by different Indian Universities, Competitive Exam. Boards of India, and a list of educational status of different levels. Examinees had to mark them according to their aspiration to acquire one of the educational recognitions in each of the groups.

While administering the above tests in Bhopal city, in July 1999, for pilot readings, the lack of awareness among the children of class **VIII (age 14 years)** was felt, regarding many educational competencies (degrees, diplomas etc.). Even the pupils of esteemed schools and educated parents were not aware at this age, of many degrees mentioned in these tests. This drawback was a temptation to humbly prepare and standardise a test of measure the level of educational aspiration of children stepping out of elementary school specifically

for students in their early adolescence or at the edge of completion of eight years of free and compulsory primary schooling.

Level of Educational Aspiration Test (LEAT) was designed and standardized to cater the students of upper primary school in general and class VIII in particular who are completing eight years of free and compulsory education as stated in the directive principles of state policy.

Drafting the Test

The crude form of LEAT consisted of statements or questions to be responded by 'Yes' or 'No' according to the examinee's views, experiences and wishes. These items dealt with their pupils' attitude and regular behaviour towards attainment of education related goals.

The test plan consisted of 108 items initially testing the Level of Educational Aspiration. The test consisted of a collection of items about the students' attitudes towards their own academic performance, the effect of their academic result on them, their parents' attitudes towards their education and the type of educational aspiration they nurtured.

Out of these 108 items, 30 items were retained after an experimental tryout followed by a careful scrutiny of each item and its expected response. Initially in LEAT, questions were framed on areas like family morals, parent children relationship, subsequently for the final format the screened questions/statements were scattered to avoid any manipulation of thoughts while responding to the test in accordance to socially acceptable moral norms.

The final draft of LEAT contained 30 items dealing with various aspects that had a direct or indirect impact on the level of educational aspirations and achievement of the pupils. The items could be loosely classified into four groups as follows :

1. 10 items inquiring about the pupils' views on the importance of education,
2. 08 items related the pupils' judgement about their efforts towards achieving any self defined educational goal,
3. 07 items to analyse the family attitude towards education and the efforts required to attain academic success.

4. 05 items to check whether the pupil is a daydreamer or a determined hard worker.

This test is a complete psychological instrument in itself that could measure the Level of Educational Aspiration of **10-18 year** old subjects (pupils).

TABLE 1
Item-wise Description of LEAT

Sr. No.	Aspects Tested	Item Numbers	Number of Items
A	Family Support	1, 3, 8, 10, 13, 18, 21	07
B	Pupil's Views	2, 4, 7, 11, 14, 16, 17, 26, 27, 28	10
C	Pupil's Efforts	5, 6, 15, 19, 20, 22, 24, 25	08
D	Reality of Aspired Goals	9, 12, 23, 29, 30	05
TOTAL			30

Preliminary Administration

The experimental tryout of the original or crude form of LEAT, having 108 items, was first done by administering it to the 147 students of class VI to X, studying in three private (English medium) and three government (Hindi medium) Schools, in Bhopal. While standardizing the test by test-retest method, only those 126 students were considered who had attempted the all the retests.

LEAT was then administered to 50 other school-going students of class VI to X and correlated with Dr. H. M. Singh and Dr. Govind Tiwari's Level of Aspiration Test.

Reliability of the Test

Reliability is expressed in terms of 'reliability co-efficient' (r_n). Reliability can be stated as self-correlation of the test and it indicates the consistency of the scores in the test.

Test-Retest Reliability

The LEAT was administered thrice on the tryout group of 147 students of whom only 126 took both the retests. The co-efficient of co-relation was calculated to be significantly high. It was calculated to be 0.92 of the first retest

conducted after 10 days of the test. The second retest was conducted after a month of the first test and the co-efficient of co-relation was calculated to be 0.83. The co-efficient of co-relation between the first retest and second retest was found to be 0.89. *which shows its highly reliability*

TABLE 2

Test-Retest Reliability of LEAT

Sr. No.	Aspects Related	Gap between the Tests	Co-efficient of Relationship
1.	Test v/s Retest 1	Week to 10 Days	0.92
2.	Test v/s Retest 2	About Month	0.89
3.	Retest v/s Retest 2	About 20 Days	0.83

Split Half Reliability

The scores of the pilot study were split into four parts according to the aspects of Level of Aspiration described before, and the co-relation between the various aspects was calculated. Table 3 shows the calculated value of co-efficient of co-relation between the various aspects in the experimental (standardization) sample.

TABLE 3

Split Half Reliability

Sr. No.	Aspects Related	Co-efficient of Relationship
1.	Pupil's Views v/s Family Support	0.88
2.	Family Support v/s Pupil's Effort	0.79
3.	Family Support v/s Reality of the Aspired Goal	0.58
4.	Pupil's Views v/s Pupil's Effort	0.56
5.	Pupil's Effort v/s Reality of the Aspired Goal	0.54
6.	Pupil's Views v/s Reality of the Aspired Goal	0.43

The calculated values of co-efficient of co-relation among the various aspects showed a positive co-relation.

The Split Half Reliability was calculated to be 0.88 and Test-Retest Reliability was calculated as 0.92. The instrument was validated against Dr. M. H.

Singh and Dr. Govind Tiwari's Level of Aspiration Scale and the co-efficient of co-relation was found to be 0.66.

Validity of the Test

Validity refers to what the test measures and how well it measures. A test is said to be valid only if its co-relation co-efficient is high.

Content Validity

The evaluation of content validity can vary, of course, depending up on the knowledge and skills of a person looking at an exercise. A mathematician would stress on principles of geometry and trigonometry whereas as a man of geography would stress on area and geographical boundaries.

Items of LEAT were prepared to measure the Level of Educational Aspiration of pupils, who are completing eight years of elementary schooling. These children in their early adolescence, are learning social norms and will in near future (after class tenth) be deciding their careers. They will also be setting educational goals for themselves hence the items of this test ought to be able to measure the attitude, effort and will to achieve of a pupil, in various education related activities so that the children may be able to aspire attainable goals rather than just leave all decisions of life to fate.

The first draft of LEAT with 108 questions was analysed item wise by two eminent teacher educators involved in educational research work, two psychologists and five school teachers who had experience in educational research; and for the final test 30 items were retained.

Cross Validation

After the experimental tryout on the class VIII students, the final test was administered on a fresh sample of 50 students of class VIII selected randomly from all over Bhopal City, in order to compute the cross validity. LEAT scores were correlated with Dr. H. M. Singh and Dr. Govind Tiwari's Level of Aspiration Test scores of the same 50 students.

The co-efficient of co-relation was found to be 0.66 by Pearson's product moment correlation.

TABLE 4
Scoring of The LEAT

Question No.	Aspects of Question	Response (+1)	Question No.	Aspects of Question	Response (+1)
1	Family Support	YES	16	Pupils' Views	YES
2	Pupils' Views	NO	17	Pupils' Views	YES
3	Family Support	NO	18	Family Support	YES
4	Pupils' Views	YES	19	Pupils' Efforts	YES
5	Pupils' Efforts	NO	20	Pupils' Efforts	YES
6	Pupils' Efforts	YES	21	Family Support	YES
7	Pupils' Views	YES	22	Pupils' Efforts	NO
8	Family Support	YES	23	Reality of Aspired Goal	YES
9	Reality of Aspired Goal	NO	24	Pupils' Efforts	YES
10	Family Support	YES	25	Pupils' Efforts	YES
11	Pupils' Views	YES	26	Pupils' Views	YES
12 D ₁	Dummy Question	—	27	Pupils' Views	YES
12 D ₂	Reality of Aspired Goal	NO	28	Pupils' Views	YES
13	Family Support	YES	29	Reality of Aspired Goal	YES
14	Pupils' Views	NO	30	Reality of Aspired Goal	YES
15	Pupils' Efforts	NO			

Percentile Scores

Norms are measures of achievement, which represent the typical performance of some designated group or groups.

TABLE 5
Percentile Norms

Percentile	Score
P ₉₅	28
P ₇₅	23
P ₅₅	22
P₅₀ (Md)	18
P ₄₅	17
P ₂₅	15
P₅	09

Norms of the LEAT

The mean, median and mode of the scores of the tryout 126 subjects were found to be 18.26, 18, and 17.46 respectively and that of the other sample of 50 subjects were 16.3, 18, and 21.4 respectively. The 75th percentile was calculated to be 23 and 25th percentile was found to be 15 hence the norms were defined as :

TABLE 6
Scores and Interpretations of LEAT

Sr. No.	Scores	Level of Educational Aspiration	Interpretation
1.	Above 22	High	Highly Realistic (<i>have well defined academic goals</i>)
2.	15 to 22	Average	Realistic and Normal (<i>are well adjustment and optimistic</i>)
3.	Below 15	Low	Unrealistic (<i>are carefree towards academic achievement</i>)

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Yasmin Ghani Khan (Bhopal)

Consumable Booklet

of

LEAT-K

(English version)

Please fill up the following information : -

Name _____

Class _____ Date of Birth _____

Age _____ Sex _____

School _____

Father's Education _____ Father's Occupation _____

Mother's Education _____ Mother's Occupation _____

Rural / Urban _____ Monthly Family Income _____

Members in your Family _____ Your Position among Siblings _____

INSTRUCTION

There are 30 statements in the Test. There are two option 'Yes' or 'No'. According your choice you tick mark on the correct option.

SCORING TABLE

Page	2	4	Total	Level of Educational Aspiration	Interpretation
Score					

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Sr. No.	STATEMENTS	RESPONSE		SCORE
		YES	NO	
1. A	Is a person identified more by his efforts rather than his family prestige ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
2. B	Is the fact that there are many students who score fewer marks than you, a consolation for you when you do not perform well ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
3. A	Have you felt your parents' pressure while taking a particular decision ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
4. B	Do you like people who regularly criticize you and force you to do better in your studies ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
5. C	Do you usually avoid taking challenges fearing failure ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
6. C	Do you always work hard and sincerely when given any academic work ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
7. B	Do you accept failures as stepping-stones to success ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
8. A	Do your parents believe that hard work is the key to achieve success ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
9. D	Do you believe that you can acquire magical powers to succeed in any examination ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
10. A	Do you believe that parents' encouragement is a must for building up a child's will to win or achieve success ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
TOTAL				<input type="text"/>

Sr. No.	STATEMENTS	RESPONSE		SCORE
		YES	NO	
11.	B Can a person change his fate by hard work ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
12.	D ₁ Do you enjoy listening to stories of superheroes with magical powers ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
	D ₂ Do you believe that they could be real characters ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
13.	A Do your parents support your views about your career ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
14.	B Do you ever satisfy yourself on your failure by talking about the students performing worse than you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
15.	C Do you prefer to avoid work given to you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
16.	B Does it bother you if other students score more marks than you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
17.	B Does education have an impact on personality ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
18.	A Do your parents punish you on cheating, copying or telling lies ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
19.	C Are you always confident to succeed in every examination you take ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
20.	C Do you believe that studying is a year long process and cannot be done over-night ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
TOTAL				<input type="text"/>

Sr. No.	STATEMENTS	RESPONSE		SCORE
		YES	NO	
21.	A Can you discuss your personal and school problems with your parents ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
22.	C Are you shy to ask your teachers or parents when you don't understand something ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
23.	D Do you prefer to do assignments yourself ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
24.	C Do you go on reading more till a particular concept is clear to you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
25.	C Are you usually ready to face a surprise test ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
26.	B Do you want to make your identity by your own hard work rather than by your parents' fame ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
27.	B Do you feel that scoring well in examinations is important ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
28.	B Do you try to improve your percentage in every examination ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
29.	D Do you belong to group of academically successful students of your class ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
30.	D Have you set your goal of life according to your scholastic interest and are striving to achieve it ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
TOTAL				<input type="text"/>

The unstructured interviews were done under following head

- Process of Educational Choices
- Educational Conundrums
- Educational Aspiration
- Educational Problem
- Effect gender, socio-economic status and aspiration on educational choices and conundrums

Appendix II



Educational Aspiration of Bhutia Tribe Senior Secondary School Students of Sikkim

□ Kunzang Peden Bhutia*
Dr. Yodida Bhutia**
Dr. Subhash Misra***

ABSTRACT

Education is regarded as one of the most important and potential instrument for the development of a nation. Higher education among the tribal student has become very crucial after the achievement of independence. However, the nature of education was highly informal in the past but completely functional and therefore, practical and socially relevant. This study focuses on the study of educational aspiration among Bhutia Tribe Students of Sikkim. However, Educational Aspiration acts as a basic determinant in building up a Child's Quality Education. The study found that majority of Bhutia Tribe students has average educational aspiration and gender do not affect the educational aspiration, which indicates both the male and female students have equal educational aspiration.

Keywords : Bhutia Tribe, educational aspiration.

Introduction

The term educational aspiration has been defined by various educationists according to their experience and perception. Hope (1930) defined educational aspirations as a person's expectation, goals or claims on his future achievement in a given task. According to him, individual variations are often found in educational aspiration. There are various factors which helps an individual to aspire. An educational aspiration is one of the important factors in an individual's life and these are influenced by various entities. It helps an individual to choose their career according to their interest and helps them to explore well in their career lives.

Education is regarded as one of the most important and potential instrument for the development of a nation. Higher education among the tribal student has become very crucial after the achievement of independence. The history of education among the tribes, no matter at what level of modernization and development they are, is very old. However, the nature of education was highly informal in the past but completely functional and

therefore, practical and socially relevant. The content of education was based on both perceived and felt experience.

One can take an example of monastic education in Sikkim which was spiritual with the collaboration of practical life as well.

At the outset Sikkim is situated in the lap of Eastern Himalayas and was ruled by the Chogyal's (Bhutia King) for so many years. In order to spread Buddhism the monastic system of education was full fledged implemented during this period. Sikkim got annexed with India in the year 1975. The educational patterns were totally based on Indian context after that. Many new policies were implemented for making the quality education.

The constitution of India has made a special provision for the benefit of Scheduled tribes. They are included in the weaker sections of the society. The tribal population of Sikkim is substantial, especially in all the four districts of Sikkim. There are four Scheduled Tribe communities (Lepcha, Bhutia, Tamang and Subba),

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concentrating in all the four districts of Sikkim.

Education in Sikkim

The formal education in Sikkim started with an advent of British administration in Sikkim. In order to spread Buddhism across the state till then the monastic education was prevailed. During the period of British administration in Sikkim three types of schools came into the scene: i. Government Schools, ii. Missionary Schools and iii. Village Schools run by the Thikadars(Landlords) and the people. (Sikkim, 2013). These schools served the people of Sikkim and till 1947 Sikkim was a British protectorate.

Subsequently, it became the protectorate of India through a treaty of 1950 with the government of India and finally in 1974 it decided to become a part of India through a referendum. The 36th Constitutional Amendment (1975) confirmed this decision by making Sikkim, the 22nd state of India on 16th May 1975 (Sikkim, 2013).

And in this way the state Sikkim got a tremendous momentum in its educational status in terms of the total number of schools, number of teachers as well as quality of education. Sikkim also witnessed a drastic change in terms of its literacy rate as the total literacy went up from mere 17% in 1971 to 69.7 % in 2001 (Sikkim, Sikkim Development Report , 2008). Education is one of the important factor in the lives of human being, education as in we can say literate, the person who is well equipped with moral values, ethos, cultures and tradition. Likewise in Sikkim the education of the masses started with an introduction of Monastic Education.

The education system then in Sikkim was life-centered, practical and was totally skill-based as well as experience based. When we trace back the history of education in Sikkim, it has been witnessed by the general people that monastic education existed in Sikkim since then (the reign of Namgyal Dynasty) and it was followed till the advent of British dominance in Sikkim. In 1906 the institution of Bhutia Boarding School was established by the Durbar(Mishra, 2014).

Educational Aspiration is what an individual hopes what will happen in the future. Aspirations and ambition are almost synonymous with each other and therefore are

often used interchangeably.

Ambition means an ardent desire to achieve a particular goal, like fame, honor, power and rank. But aspiration means a longing for and striving after something higher, (Hurlock 1976)

Delimitation of the study

The study was delimited to explore the educational aspirations of Bhutia Tribes of Sikkim. The sample comprises of Senior Secondary Schools students of Sikkim.

Objectives of the study

The objectives of the study will be as follows-

- I) To study the educational aspirations of Bhutia tribe students of Sikkim
- ii) To find out the educational aspirations of Bhutia tribe students of Sikkim with regard to their gender.

Hypotheses of the study

The hypothesis of the study is as follows :

- I) There is no significant difference in educational aspirations of Bhutia tribe students with regard to gender i.e. male and female.

The Sample

A sample of 30 Bhutia Senior Secondary School Students from all the districts of Sikkim was selected by using simple random sampling technique, out of which 14 male students and 16 female students were selected.

Tools used

To study the educational aspiration of Bhutia tribe students of Sikkim, Level of educational aspiration test 9 (LEAT), designed and prepared by Dr. Yashmin Ghani Khan was used.

Scoring of the tools

In order to score the answers the data sheet was prepared accordingly, where a detailed of the respondents standing scale was determined. The tool consists of 30 items. The tools have two alternative responses that are Yes or No, the respondents have to respond by choosing either Yes or No. for every Yes response the respondent is awarded 1 and for No response it is 0.

Analysis and Interpretation

A sincere attempt has been made to analyze the results in terms of the objectives stated and hypotheses formulated

Distribution of scores reflecting the Educational Aspirations of Bhutia Students of Sikkim:

Class Interval	Boys	Girls	Total Frequency
26-28	0	2	2
23-25	3	1	4
20-22	4	8	12
17-19	2	4	6
14-16	4	1	5
11-13	1	0	1
Total	14	16	30

The distribution of scores presented in above table reveals that the scores obtained by the Bhutia tribe students of senior secondary school students in educational aspiration scale ranged from 11-28. It was observed that maximum number of students (12) ranged from 20-22 and there was a gradual decreasing of scores towards the upper and lower end of the distribution.

Frequency distribution of Level of Educational Aspiration among Bhutia Tribe students of Sikkim

Sl. No	Scores	Frequency	%	Level of Educational Aspiration	Interpretation
1	Above 22	6	20	High	Highly Realistic (Have well defined academic goals)
2	15 to 22	22	3.33	Average	Realistic and Normal (are well adjusted and optimistic)
3	Below 15	2	6.67	Low	Unrealistic (are carefree towards academic achievement)

The distribution scores presented in the above table reveals that the score obtained by the Bhutia Senior secondary school students in educational aspiration scale presents that only 20 % students are highly realistic and they possess well defined academic goals, whereas 73.33% students are Realistic and Normal and are well adjusted and optimistic. The above table shows that only 6.67% students are unrealistic and are carefree towards academic achievement.

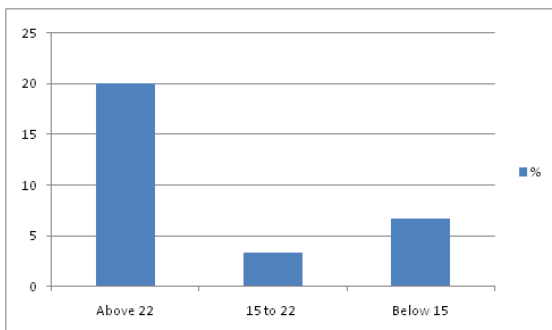


Fig: Bar graph showing the distribution of Level of Educational Aspiration of Bhutia Tribe Senior Secondary School Students of Sikkim

Differential analysis on educational aspiration of Bhutia tribe senior secondary school students

The present intra variables analysis has been attempted to meet the objective of testing the null hypothesis (HO) stated earlier and presented in this report. In case of each intra variables, first the null hypotheses have been set up according to the requirement of the problem. The level of significance for the test has been selected and the data are subjected to the test of significance on the basis of “t” value for corresponding degrees of freedom. In order to find difference in the scores on educational aspiration of Bhutia tribe senior secondary school students, the test of significance of difference between the means of the boys and girls was calculated. The “t” was adopted and the value of “t” ratio was calculated and presented in the table below.

Summary of test significance of difference between means scores based on gender variation

Category	N	Mean	SD	SED	Remarks
Boys	14	18.71	3.83	1.365	1.153 Not Significant
Girls	16	20.81	3.64		

In case of gender variation on educational aspiration, the calculated “t” value 1.153 was found to be insignificant as its value was lesser than the tabular value of “t” which was 2.04 at 0.05 level and 2.76 at 0.01 level of significance at 28 degrees of freedom. Therefore, the null hypothesis (HO₁) stated as “there will no significant difference in educational aspiration of Bhutia senior secondary students with regard to gender variation.” was accepted.

Conclusion

In the era of modernization, the adolescent students tend to aspire more in the field of education because of the competition they come across. Educational Aspirations means a strong desire to reach something high or great.

Young children's aspirations guide what students learn in school, how they prepare of adult life, and what they eventually do. It is that level of attainment to reach in the course of his or her education and all the concepts regarding education are viewed from this perspective. Educational Aspirations are strong desires to reach something high or great. However, this study is a

preliminary step undertaken by the investigator in this area and the investigator plans to conduct further investigations into the educational aspiration of Bhutia tribe senior secondary students of Sikkim. The study found that majority of Bhutia Tribe students has average educational aspiration and gender do not affect the educational aspiration, which indicates both the male and female students have equal educational aspiration.

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Conundrums on Educational Choices of Bhutia Tribe Students of Sikkim

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Dr. Subhash Misra***

ABSTRACT

Sikkim situated in a lap of Himalayas consists of various ethnic tribes like Lepcha, Bhutia, Limboo, Tamang. Bhutia is a generic term used all over the country for those people who come from Tibet. The Bhutia Tribe of Sikkim refer themselves as Lhopos or Lhorees. The researcher here focuses to study the factors involved in making educational choices among Bhutia Tribe (Lhopo) students of Sikkim. Qualitative research method is being used to understand the conundrums on educational choices of Bhutia tribe students of Sikkim. The researcher conducted an unstructured interview to assess the educational choices of Bhutia Tribe (Lhopo) students studying in all the four districts of Sikkim (East, West, North and South). The researcher interviewed 30 Bhutia students studying in Senior Secondary Schools of Sikkim. The factors which lead to conundrums were uncertainty, Indecisiveness, Confusion, etc.

Keywords : Conundrums, Educational Choice, Bhutia Tribe.

Introduction :

Bhutia is a generic term used all over the country for those people who come from Tibet. The term Bhutia may also be spelt and pronounced as Bhotia as derived from the original habitat "Bhot" meaning Tibet. The Bhutias of Sikkim call themselves as Lhopos (Balikci, 2008). The Bhutias of Sikkim refer Sikkim as Denjong i.e. the "Valley of Rice" which is the cash crop of this community and which represents the agrarian nature of society. The Bhutias, also known as "Lhoris or Lhopos (Sikkim, Gazetteer of Sikkim, 2013). The history of Bhutia tribe and its migration to Sikkim can be traced when the 25th King of Kham Mi-nyak dynasty of Tibet started his journey with his sons towards the south of Tibet, as guided by the words of the Gurdrag (which is said to be one of the ancestral diety who gave the power to their forefathers to invade most of the provinces of China). The diety asked the descendant of the Kham Mi- Nyak dynasty to go to the hidden lands which is lying in the South of Tibet called Dema-jong(Sikkim). Moving

southwards, the King along with his sons stayed at various places for quite a long time like in Sakya. Here the eldest Prince of the immigrant raised the pillar of the monastery. For his contribution the name was given to the prince as Khye- Bhumsa, which means the strength of the lac of men. He dwelt in Sakya for quite a long time and even he married there. Ironically Khye-Bumsa came to know about the Lepcha wizard called The-Kong-Tek, who was said to be the incarnation of great Lama, who can bestow the boon of progeny. He went to the Lepcha wizard after consulting with Lamas along with his 16 followers. It is said that with his grace Khe-Bumsa was blessed with three sons. Khye-Bumsa and The-Kong-Tek developed an eternal friendship and formed blood brotherhood with Lepchas. To strengthen their relationship one historic step of blood brotherhood was build up between the two chieftains at place called Kabilungtsok, where the mount Kangchen- Dzond-nga was kept as a witness to this historic agreement. (Dolma, 1902) Thus the relation between Bhutias and lepchas has

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paved the way of living togetherness and both the communities celebrate the grand Pang Lhabsol (Sikkim, Gazetteer of Sikkim, 2013) in the fond memory of this agreement. The Lepchas of Sikkim gradually came in close contact of Bhutias. This relationship turned into a new chapter when the descendant of Khye-Bhumsa, who was from Lhopo Bhutia community and follower of Buddhism, Phuntsog Namgyal, was crowned as the 1st King of Sikkim in 1642 by the three Lamas at Yuksam became the first consecrated ruler and a centralized authority was set up in Sikkim for the first time. In this way, from Bhutia community came the ruling house of Sikkim. Thus, Buddhism entered in Sikkim with the emergence of Bhutia Tribe during 16th century when the Bhutia Chieftain Khye Bhumsa came to Sikkim and his descendant became the first King (Chogyal). The legacy of Namgyal dynasty remained from the year 1642 to 1974 (Sikkim, Gazetteer of Sikkim, 2013). The political scenario of Sikkim changed from the Monarchy system to the Democratic form of government in 1975. With the 38th Amendment Bill of the Indian parliament, Sikkim became the 22nd state of India. After the merger, a new era of political system of democratic setup was introduced. Sikkim was accorded with a special status with Article 371 (F) protecting the identity of Sikkim people. (Sikkim, Gazetteer of Sikkim, 2013).

Education amongst Bhutia

Traditional indigenous system of Education has been deeply rooted in the culture of Sikkim. As Chogyal of Sikkim brought the Buddhism along with him and this religion was spread all over the state, Buddhism became the state religion during the reign of Chogyal dynasty. Since then monastic education was considered as an indigenous system of education. Monastic education basically focused on the philosophy and religious script of Buddhism. The curriculum of monastic education was based on fundamental Buddhist teachings along with diversified subjects such as painting, sculpture, astrology, philosophy, and literature etc, (Sikkim, Gazetteer of Sikkim, 2013) “The establishment of monastic school as in the institutional form provides education on the basis of religion where the medium of instruction was Tibetan. The people from Buddhist religion are allowed to take

admission on it, rest of the habitation are neglected on the basis of religion. To spread the Buddhism in kingdom, rulers of Sikkim constructed number of monasteries within the kingdom” (Siwakoti, 2014). This is how the Bhutia community owned the monastic education as an indigenous system of education. After the merger of Sikkim with the Indian government in 1975, the educational policies were modified with the aim of providing education to the masses. With the impact of this, system of education also adopted the changes in curriculum where the modern subjects including English, Math, Science and Tibetan became the part of curriculum. Not only this, the monastic education also opened the door for other communities and the communities like Tamang, Rai, Sherpas etc also started getting monastic education. The monastic education has spirituality in nature, so after getting monastic education the students mostly tend towards “Lamaism”. Being indigenous education system of Bhutia community, monastic education has got a prominent place among them. On the other hand with the advent of modern education system in Sikkim, the Bhutia community also got influence like other communities (Sikkim, Gazetteer of Sikkim, 2013).

Conundrums here refers to the problems like: uncertainty, indecisiveness and confusion the Bhutia students come across while making their Educational choice Students while making an educational choice they come across various factors which help and sometimes creates a barrier in their choice. This paper examines the various factors which lead to conundrums on educational choices of Bhutia tribe students of Sikkim.

Review of related literature

Germeijs, Verschueren, and Soenens (2006) conducted a study on Indecisiveness and High School Students' Career Decision-Making Process: Longitudinal Associations and the Meditational Role of Anxiety. It was found that indecisiveness was a risk factor for future levels of coping with the career decisional tasks of broad and in-depth environmental exploration (amount of information and exploratory behavior), amount of self-information, decisional status, and commitment. Similarly, Upadhyaya & Kiran Sisodiya (2016) conducted a study on A Study on Interest of Secondary

School Students in Selection of Subject and sources of Guidance. It was found that that mostly students are interested in fine art and science subject which is the highest percentage of interest in both subjects. On the other hand, the students are confused whom should they take guidance in selecting the subject at 10, +2 level. Thus it was suggested that there should be a career counselor in every school for guiding to students for selection of right career according to their interested field. The review stressed on conundrums like indecisiveness, confusion etc. The researcher views that there are other things also to explore while facing conundrum in educational choices.

Objectives of the study

To objectives of the study are as follows :

1. To study the factors which lead to conundrums on educational choices of Bhutia tribe students of Sikkim

Research Method

The investigator used qualitative research method to assess the conundrums on educational choices of Bhutia tribe students. For this the researcher used unstructured interview to understand the conundrums on educational choices of Bhutia Tribe students of Sikkim.

Population and Sample

The unstructured interview was gathered from 30 Bhutia students studying in senior secondary school of all the four districts of Sikkim.

Analysis and interpretation

The objective of the study was to find out the conundrums on educational choices of Bhutia tribe students of Sikkim. From the study the following factors were revealed:

Uncertainty, Indecisiveness, Confusion

Indecisiveness

Three students are found to be confused regarding their educational choice which leads to conundrums and dilemmas. This indicates that very few numbers of students are indecisive regarding their educational choices. This shows their conundrums on educational choices.

Student 1 shares "I don't know what to do after this. I wanted to become teacher. But my cousin suggests me to go for force. I am not able to decide whether I become

teacher or police. My cousin says I do have a good height, because of this they wanted me to join force..... but I am still not decided. Lets see what happens in future"

Student 2 "I haven't yet decided about my ambition. I don't have any idea about my ambition...(pause)... As such I do not have any idea what is my ambition but after class XII I am thinking of studying further. Maybe I will take English as a major which is an easy subject for me. I will just keep on studying further and let's see what happens"

Student 3 "Actually I wanted to become a lawyer. I landed up taking Bio Science in class XI. My parents and grandparents wanted me to choose this subject. Because of them I opted this subject. And I am not able to decide my ambition as well...pause... maybe I will become vet doctor one day. Whatever my parents say I will do it.. I don't know I had options for becoming lawyer then but I had to choose this subject"

This indicates that there are some other factors which are creating a barrier to their educational choices. The decision of choosing their subject is interfered by their parents or either by their family member which in results creates conundrums in their educational choice (Veerle Germeijs, 2006) conducted their study on how indecisiveness relates to adolescents' process of choosing a studying higher education, using a longitudinal design. The results indicated that indecisiveness was a risk factor for future levels of coping with the career decisional tasks of broad and in- depth environmental exploration (amount of information and exploratory behavior), amount of self-information, decisional status, and commitment. However, indecisiveness did not relate to the degree of change in decisional tasks during Grade 12.

Confusion

Seven students are confused regarding their educational choices which lead to conundrums or dilemmas. This indicates that few students are confused in choosing their education.

Student 1 shares "My uncle is a doctor and he suggested me to choose a Science subject after my Class X, but actually I am really interested in Bakery. Sometimes I learn how to bake a cake. I also love art, painting etc. In my spare time I spend my time painting.

Since I have chosen science as a subject, I will study but I am not able to decide whether to go for bakery or become a doctor like my Uncle”.

Student 2 shares “I wanted to take football as my career but yes sometimes I get confused sometimes I feel there won't be any job security in becoming a footballer. My parents also support me in this. I have joined club, but sometime I feel will I be able to live up to my parents expectation?”.

Student 3 shares” Since my ambition is to become a doctor but I don't know whether I will score good marks or not. I am confused I do not take out much time to study. I study in tuition from 4 to 6 .I am confused whether I will score a good marks or not.”

Student 4 says that” I have not decided about my ambition. I am studying but neither I am interested to become a teacher nor doctor. I am so confused about the options, so this is the reason I am stuck .I don't have any ambition”.

This indicates that the students are not able to decide their educational choices; they are facing problem in making the right choices. Explaining further, from the interview it indicates that the students need a proper guidance in deciding their choices. Similarly in the study conducted by (Sisodiya, 2016) , they reflected that mostly students are interested in fine art and science subject which is the highest percentage of interest in both subjects. On the other hand, the students are confused whom should they take guidance in selecting the subject at 10, +2 level. Thus it was suggested that there should be a career counselor in every school for guiding to students for selection of right career according to their interested field.

Uncertainty

Three students are uncertain about their educational choices. This indicates that very few students are uncertain about their educational choices.

Student 1 shares that” I know I will become a teacher. But for that what courses I have to choose and what subject I have to study I don't have any idea...laughs.... Even I have not thought about which subject I am going to teach..it is just that I wanted to become a teacher. My cousins suggested me that if I join

police I will be appropriate for that profession because of my good height. But I am not yet decided what to do after finishing my school”.

Student 2 shares that” I wanted to become a police officer. Since my childhood my father always suggested me to become a police officer. But I don't know which subject I have to study. And what courses I have to avail I am clueless. I have not yet decided what to do next after schooling”

Student 3 shares that “Maybe there is a possibility in near future my ambition might change because of the circumstances I will come across. My ambition is to become a Doctor now, maybe I will drop my ambition of becoming a doctor if my scores are not up to my expectation in the coming boards. My boards result will decide what next I have to do”.

Uncertainty was found as one of the factors in creating conundrums on educational choice of Bhutia students of Sikkim.

Conclusion

Nestled in the eastern Himalayas, Sikkim is known for having various tribal ethnic groups like Lepchas, Bhutias, limboos etc. The historical and political account of Sikkim can be traced with the coming of Bhutia and Namgyal dynasty. Bhutia called themselves as lhopos or lhorees. Educational set up in Sikkim was totally monastic inclination but later on with the advent of Christian missionaries and annexation with Indian government the formal set up of education started and till now it is continuing. Conundrums here refers to problems like uncertainty, indecisiveness and confusion the Bhutia students come across while making their Educational choice Students while making an educational choice they come across various factors which help and sometimes creates a barrier in their choice. It was found that the factors affecting conundrums on educational choice of Bhutia students were: confusion, indecisiveness and uncertainty.

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Appendix III



Nepali Folklore Society

7th International Folklore Congress 2019

13-15 December 2019, Kathmandu

Organized by

Nepali Folklore Society (नेपाली लोकवाता तथा संस्कृति समाज)

Certificate

This is to certify that Kunzang Peden Bhutia (Ph.D. Scholar)
Participated/Presented a paper entitled Educational choices of Bhutia tribe
students of Sikkim.....

at the 7th International Folklore Congress 2019

held in Kathmandu from December 13 to 15, 2019.



(Signature)

(Prof. Tulasi Diwas)

President

Nepali Folklore Society

15 December 2019



Sikkim University and ICSSR-NERC Sponsored
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ON
Recent Trends in Educational Psychology


11th-12th November 2019


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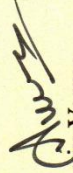
Certificate

This is to certify that *Dr./Mr./Ms. Kungang Pedon Bhutia*..... of *Sikkim University*.....
Acted as Chairperson/Participated/ Presented a paper ... on *'Level of Motivation Among*.....
Bhute Siba..... Student of *Sikkim*.....

in the National Seminar on "**Recent Trends in Educational Psychology**" held on *11th - 12th November*
2019 organised by Department of Education, Sikkim University, Gangtok.


Dr. Yodida Bhutia
Organizing President


Prof. Avinash Khare
Vice-Chancellor
Sikkim University


Dr. Anju Verma
Organizing Secretary

Appendix IV

Document Information

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CURRICULUM VITAE

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PERSONAL DETAILS

Name : **kunzang Peden Bhutia**
Father's Name : Lt. Dukpa Bhutia
Date of Birth : 13/06/1989
Sex : Female
Marital status : Single
Mother Tongue : Bhutia
Languages : Nepali, Hindi, English and Bhutia

ACADEMIC PROFILE

DEGREE/COURSE	INSTITUTE	% OF MARKS
CLASS X	Paljor Namgyal Girls School	59.2%
CLASS XII Humanities	Paljor Namgyal Girls School	71.2%
BA (Honors in Education)	Sikkim University	65.17%
B. Ed	Sikkim Govt. B. Ed College, Soreng	8.3 CGPA
M. Ed	Harkamaya College of Education	8.00 CGPA
M.A (Education)	IGNOU, Gangtok	66%
Registered PhD (Education) Completed Coursework and in verge of pre- submission	Sikkim University	7.00 CGPA

EXPERIENCE

- Worked as an Assistant Professor, in Adhoc basis in Government College Rhenock since 6th October 2017 to 03.08.2018
- In the tenure of Experience guided three students (6th Semester) for dissertation for Paper 9
- At Present, working as Assistant Professor (Permanent) basis in Sikkim Government College Gyalshing since 4th August 2018

AWARD AND FELLOWSHIP

- Honoured with Maulana Azad Fellowship (MANF) funded by University Grants Commission (UGC), New Delhi on April 2015.
- Qualified National Eligibility Test (NET) in Education and SLET (State Level Eligibility Test) in Education.

PROGRAMME ORGANISED

- Organized a Two Days National level Seminar sponsored by ICSSR, NERC, Shillong on “MENTAL HEALTH EDUCATION” on 12th and 13th march 2019, Sikkim Government College in collaboration with Sikkim University.
- Organized three days Workshop on “Enhancement of Library and Career Opportunity in Library Science for SC, ST and Women students” on 1st to 3rd October 2018, Sikkim Government College Gyalshing, sponsored by RUSA.
- Organized three day National Workshop on “Entrepreneurship Sensitization and Development Programme on 8th-10th September 2019, Sikkim Government College Gyalshing, West Sikkim, sponsored by RUSA.

FACULTY EXCHANE PROGRAMME

- Was invited as a guest speaker in Faculty exchange programme in Nar Bahadur Bhandari Degree College, Tadong, East Sikkim on 6th November 2018.

RESEARCH CAREER AND THESIS

- Registered on 20th May 2016 for PhD programme in the Department of Education, Sikkim University. The Title of the Thesis is “*Educational Choices and Conundrums of Bhutia Tribes: A Study*”

PUBLICATIONS, WORKSHOPS AND SEMINARS

Publications

- Published paper in The Indian Journal of Research Anvikshiki- Bi- Monthly International Journal of all Research, Volume II, ISSN 0973-9777, on the Topic “*Educational Perspective of Bhutia Tribe of Sikkim: An Analysis*”
- Published paper in The Journal of Arts, Humanities, Management and Law, Sodh Sanchar Bulletin, UGC approved Journal No. 48819, ISSN - 2229 – 3620, on the Topic titled “*Educational Aspiration and Parental Involvement of Senior Secondary Students of Sikkim*”
- Published Paper in Sodh Sanchar Bulletin, Vol 9 Issue 36, ISSN 2229-3620, on the Topic “*Educational Aspiration of Bhutia Tribe Senior Secondary School Students of Sikkim*”, 2019.
- Published Paper in Sodh Sarita, Vol 6 Issue 24, ISSN 2348-2397, on the Topic “*Conundrums on Educational Choices of Bhutia Tribe Students of Sikkim*”, 2019.

Seminar Paper Presented

- Presented Paper on ICSSR Sponsored two days National Seminar on “e-Governance in Higher Education: Challenges and Prospects with Special Reference to North- East Region”.
- Presented Paper on ICSSR Sponsored two days National Seminar on “Cognitive Disabilities and Effective learning tools-An approach towards Educational Paradigm Shifts”.
- Presented Paper on One- Day Conference on Teaching, Learning and Evaluation in Higher Education: Issues on Quality, Equity and Accessibility”.
- Presented Paper on ICSSR Sponsored two days National Seminar on “Issues and Challenges of Teacher Education”.
- Presented Paper on three days 7 International Folklore Congress 2019, Kathmandu, Nepal
- Presented Paper on two days National Seminar on Recent Trends in Educational Psychology.

Workshops Attended

- Attended Ten Days workshop in Qualitative Research Methodology in NUEPA, New Delhi.
- Attended Ten Days’ ICSSR sponsored Workshop on Research Methodology in Social Sciences organized by Department of Education Visva-Bharati, Santiniketan.
- Attended One day workshop organized by INTACH’s Heritage Education Programme.
- Attended Two days workshop organized by Sikkim University, Department of Zoology on MENDELEY AND PLAGIARISM SOFTWARE.
- Attended One day workshop organized by Sikkim University, Department of Education on behalf of MHRD on “Addressing Regional Disparity in Higher Education in India”.
- Participated in the ICSSR Assisted National Seminar on “Life Skills Education: Challenges and Prospects”.

- Attended 10 days National workshop on Research Methodology in Social Sciences, Sponsored by ICSSR, New Delhi.
- Participate in two days National Workshop on “NAAC New Methodology of Assessment and Accreditation: An Institute towards ensuring Equity and Equality in Higher Education” on 21 and 22 September

Project in collaboration

- Participated as a Field Investigator under the research programme “The Study of Commerce Education in North East Region undertaken by the Department of Education in Social Sciences”, National Council of Educational Research and Training(NCERT), New Delhi

DECLARATION

I hereby declare that, the above information furnished by me is correct up to my Knowledge and I bear the responsibility for the authenticity of the above mentioned particulars.

Kunzang Peden Bhutia