

**ACCESS TO HIGHER EDUCATION AMONG RAI PEOPLE**  
**(A Case Study of Godak Village, Ilam District)**

**A Thesis Submitted to**  
Central Department of Sociology  
Faculty of Humanities & Social Sciences  
Tribhuvan University In Partial Fulfillment of the  
Requirements for the Degree of Master of Arts in Sociology

**Submitted by**  
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**TRIBHUVAN UNIVERSITY**  
**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**  
**CENTRAL DEPARTMENT OF SOCIOLOGY**  
**KIRTIPUR, KATHMANDU**

**LETTER OF RECOMMENDATION**

This dissertation entitled "**Access to Higher Education Among Rai People (A case study of Godak Village, Ilam district)**" has been prepared by Ms. Gita Devi Rai under my supervision and guidance for the partial fulfillment of the requirements for the degree of Master of Arts in Sociology.

Therefore, I recommend this dissertation to the evaluation committee for its final evaluation and approval.

.....

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Date: 1<sup>st</sup> October, 2018

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**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**  
**CENTRAL DEPARTMENT OF SOCIOLOGY**  
**KIRTIPUR, KATHMANDU**

**LETTER OF APPROVAL**

This evaluation committee has approved this dissertation entitled "**Access to Higher Education Among Rai People (A case study of Godak Village, Ilam district)**" submitted by Ms. Gita Devi Rai for the partial fulfillment of the requirement for the master degree in Sociology.

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# CHAPTER-I

## INTRODUCTION

### 1.1 Background of the Study

Nepal is a multi-ethnic, multi-lingual and multi-religious nation. And it has been described as the ethnic turn table of Asia, According to M. Gaenszle (2000), it has cultural variation. A part of Nepal has regional variation too. In different regions we find different caste, ethnic groups. Rai is the one of the indigenous people of Nepal. All these Rai have been broadly subsumed together with several other Tibeto-Burman groups of East Nepal under the generic term Kirati.

According to Brook and Moris (1928), Rais have clans such as Bantawa, Chamling, Kulung, Thulung, Sampang, Lohorung, Mewahang, Athpahare, Nacchiring was asserted that everyone has the rights to education (Vanaja, 2009).

The term "Rai" doesn't signify one particular clan, but it covers many clan groups, each having its own language and culture. Actually we have no idea how Rais have been divided into these different groups with different languages and cultures. Even though they have different languages all the clans are entitled as Rais. But they have more or less similar culture.

Education is the greatest force to building up a country-economically, socially and culturally. The challenges have to be accepted by educators, who are the real builders of a nation. Unless education is properly planned and organized; it is not possible for the masses to progress and participate in the social welfare of all (Aryal, 1970).

French sociologist Emile Durkheim saw the major function of education as the transmission of society's norms and values. He maintained that, 'Society can survive only if there exists among its members a sufficient degree of homogeneity; education perpetuates and reinforces this homogeneity by fixing in the child from the beginning the essential similarities which collective life demands.' Without these 'essential similarities', co-operation, social solidarity and therefore social life itself would be impossible (Haralambos, 1997).

The discourse of education divided into two. On the one hand is formal education:

Formal education as used here is of course, the highly institutionalized, chronologically graded and hierarchically structured 'education system', spanning lower primary school and the upper reaches of the university (Coombs and Ahmed 1974:8).

On the other hand is non-formal education:

Non-formal education is any organized, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children (Coombs and Ahmed 1974:8).

But that too was very imprecise, and every country interpreted non-formal education in their own way. For some, it meant every educational programme provided by the Ministry of Education apart from the schools and colleges (e.g. adult literacy classes.) For others, it meant educational programmes like schooling provided by non-governmental agencies (NGOs) (Rogers, 2004).

Formal education, being in principle a coherent integrated system, lends itself to centralized planning, management, and financing. Non-formal education is quite the opposite in this respect. It has many different sponsors and managers and sources of support, including almost all government ministries and departments, and a wide assortment of non-governmental agencies (Coombs, 1985).

In advanced industrial societies education is provided by the state as a matter of right for all its citizens. Formal institutions- schools, colleges and universities- are organized for this purpose. They are staffed by full-time professional practitioners- teachers and lecturers. Attendance at schools is compulsory (Haralambos, 1997).

The constitution of Nepal, 2072 has defined Nepal as a multi-religious multilingual, multicultural and multiethnic country with geographical and biodiversity. National census 2011 has identified and grouped one hundred twenty-five different caste/ethnic groups with distinct language and culture in the nation. However, the structure of Nepalese society is yet based on the Hindu culture and hierarchical caste system.

The history of formal education in Nepal can be traced to 1859 A.D. when the country's first ever school was started. It was named Durbar High School and was established by Prime Minister Jung Bahadur Rana to educate members of his family and relatives. Another milestone stem was achieved with the opening of Tri-Chandra College in 1918 that provided intermediate level in Arts. In the year 1923, it was improved to provide Bachelors level education as well, in Arts. However, the same college gave Bachelors level education in Science starting from 1948 (Kayastha, 1984).

Historical context has played the vital role for the greater differences in education attainment among the various caste/ethnic group of Nepal. Nepal remained in total void of education for more than century during Rana regime. Only limited numbers of high caste people and families of ruling class had the privilege to get education. The impact of the education of this period has really been great on the national life of the people. Ninety-nine percent of the people were uneducated and unenlightened (Aryal, 1970).

## **1.2 Statement of the Problem**

In a hierarchical multiethnic caste society like Nepal, people's life chances always are significantly affected by ethnicity, rank, gender, cultural tradition.

In a situation of rapidly growing population increased commercialization of the economy, growing importance of formal education and influence of central government in local life, Jati and gender identity may significantly affect. People's chances of winning or losing in the game of life.

In many Third World societies the state apparatus is still viewed as particularistic, a foreign organization that acts with limited legitimacy. The local school, located in the village or urban shantytown, may hold greater authority. But despite parents respect for its signal of opportunity, they simply cannot afford to keep their children in school, given economic and cultural opportunity costs (Fuller, 1991).

In complex societies, the culture of different social groups is not uniform in all respects. Different religious, linguistic, caste and class groups have in some respects their own separate and exclusive culture

which has considerable social impact on the educational aspirations and achievement (Shah and Shah, 1998).

Out of every 1000 children born each year in Nepal, on an average 700 enter in class one, 70 reach class ten, 14 pass the school leaving certificate (S.L.C.) and among them only two graduates with a first division. A majority of Nepal's children about 80 percent of them are "fated" to study in government run schools, but over the years only 20% of those who get through the S.L.C. are from these public institutions (Dixit, 2002).

Literacy rate seems to differ along with geographical setting, rural-urban sector, caste-ethnicity and gender wise. Compare to others, people of hill origin has higher literacy rate. There has been significant difference in literacy rate among 60 caste/ethnic group mentioned in 1991 census. Among these only 19 groups have crossed the average national literacy rate. Among these 19 groups, 11 are of mountain/hill origin and 8 of terai origin. Of these, 12 are caste, 6 ethnic and religious (Sikh) group. The extremes range from high 88% for Marwari to a low 4.2% for the Mushar. Similarly in rural-urban differences literacy rate of rural area has 37%, where as urban area has 67% literacy rate. In gender wise, 55% of male are literate and female have 25% literacy rate national wide. Further, in the enrollment of higher education, high caste has more participation than other groups. Rais has total literacy rate<sup>1</sup> of 44.5% and 1.9% enrollment in tertiary level and only 1.1% is enrolled in graduate level and above (Gurung, 1998).

In Rai communities several culture and tradition play a vital role for their poor education status. To overcome of Rai communities from educational problems it is necessary to find out the educational problem

of them and their solutions. The study tried to answer following research questions:

1. What is the current status of higher education (enrollment, dropout, performance) in Rai community?
2. What are the main causes of their not having (adequate) access to higher education?

### **1.3 Objectives of the Study**

The general objective of the study is to explore the access in higher education among Rai people. The study has the following specific objectives:

1. To explore the status in higher education among Rai community of Godak village, Ilam.
2. Examine the factors affecting Rai people's access to higher education.

### **1.4 Importance of the Study**

The literacy rate differs along caste/ethnic groups, geographical regions and rural/urban areas. In higher education mainly high castes group from hill have higher enrollment as compared to other ethnic groups. There is a little or negligible sociological studies analyzing the participation of ethnic groups in higher education. Thus, this study has attempted to explore and examine the relation between different socio-cultural factors in higher education.

Due to lack of enough studies of Rai community education we cannot find out their probability and challenges in educational sector. So, this study has explored the access to higher education among Rai people.

This study has been helpful to those researcher interested in higher education. Nevertheless, study has certainly end the curiosities related with research problems.

### **1.5. Organization of the Study**

This dissertation consists of six chapters. Chapter-one deals with the background of the study, statement of the problem of study area, objectives of the study and important of the study. Chapter-two deals with the review of the literature of related topic. Chapter-three deals with the research methodology, rationale of the site selection, research design, universe and sampling procedure, nature and source of the data collection, techniques of data collection, observation, key informants interview, focus group discussion, structured-interview, data analysis and presentation, limitation of the study and some constraints in data collection. Chapter-four deals with the geographical setting, location of the study area, natural resources, occupation, the income and expenditure, demographic features, ethnic composition, family structure and marital status. Chapter-five deals with the higher education status of the Rais of Godak. The last chapter-six consists of summary and conclusion.



## **CHAPTER-II**

### **LITERATURE REVIEW**

#### **2.1 Theoretical Review**

Three types of studies dominate sociology of education: large systems, specific institutions and interaction in educational settings. Each focuses on a different level of analysis and used different methods for research. Theories are as follows:

##### **2.1.1 Functionalist Theory**

This approach is often likened to the biological functioning of the human body. Each part plays a role in to total system and all are dependent on each other for survival. Just as the heart or brain is necessary for the survival of a human being, an educational system is necessary for the survival society.

Functionalist theory views the educational system as an integral, interrelated part of the whole societal system, carrying out certain necessary functions for the survival of society. Systems are held together by shared values. Durkheim first applied the sociological perspective and methods to the study of education (Ballantine, 1997).

Durkheim argues that education teaches the individual pacific skills necessary for his further occupation. This function is particularly important in industrial society with its increasingly complex and specialized division of labour (Haralambos, 1997).

American sociologist Talcott Parsons outlines what has become the accepted functionalist view of education. Writing in the late 1950s Parsons argues that after primary socialization within the family, the

school takes over as the 'focal socializing agency.' School acts as a bridge between the family and society as a whole, preparing the child for his adult role (Ibid).

### **2.1.2 Conflict Theory**

Conflict theory assumes the tension exists in society because of competing interest groups. The "have" control the power and resources, and thus the educational systems- including access to higher level of education. There is the ever-present possibility of struggle.

Weber's theory deals with conflict, domination, and groups struggling for wealth, power, and status in society. These groups differ in property ownership; cultural status, such as ethnic group; or power derived from positions in government or other organizations. Education is used as one means to attain desired end. Relation this to Karl Marx writings on conflict theory, education produces a disciplined labor force for military, political or other areas of control and exploitation by the elite (Ballantine, 1997).

Marxist analysis of the relation of class, ethnic subculture and educational attainment reveals that the subculture, the distinctive norms and values of social classes and ethnic groups, influence performance in the educational system e.g. in general the motivation to achieve will generally be lower for members of the working class. (Haralambos and Heald, 1980).

### **2.1.3 Interaction Theory**

Interaction theory focuses on individuals and how they form interpretations of the world around them. Labeling and exchange theory are two types of interaction theory.

If Johnny is told repeatedly that he is dumb and will amount to little, he may incorporate this "label" as part of his self-concept and behave as the label suggests. There is evidence that students behave well or badly depending on teacher expectations. Exchange theory is based on the assumption that there are costs and rewards involved in our interactions; reciprocal interactions bind individuals and groups with obligations for example, student learns and teacher is rewarded. Rewarding behavior is likely to be continued (Ballantine, 1997).

Sociologists of education using interaction approach are likely to focus on interactions between groups-Friends, teacher-student, teacher-principal-on student attitudes and achievement; on student values; on students self-concepts and their effect on aspirations; and on socio-economic status as it relates to student achievement (Ibid).

## **2.2 Review of Prior Related Studies**

Much of the research in the sociology of education has been directed to the question of why members of some social groups reach higher levels of educational attainment than members of others. A large array of statistical evidence shows that, in general, educational attainment rises from the bottom to the top of the class system. Thus, the children of managers and professionals usually obtain higher qualifications than those of manual workers. Statistics also show that the educational

attainment of ethnic groups varies. For example, in America, Blacks as a group have a lower attainment level than Whites (Haralambos, 1997).

The work of Bam Dev Sharda on caste and social mobility in a study of 11 villages in the Punjab, Haryana, and Himanchal Pradesh, India, allows for dual systems of stratification to function side by side and to affect one another in caste societies undergoing processes of industrialization and modernization (Sharda 1977). In his study of occupational mobility, Sharda finds that the effects of caste on education are stronger than any other factor. He attributes this to “the different values castes place on educational attainment (p.65),” noting the importance traditionally placed on education by higher castes. Accordingly, Sharda finds caste stratification mirrored in patterns of educational attainment: illiteracy levels were observed to be low among high-castes, high among middle-castes, and quite high among the low-castes (Bhatta, 2009).

*Kalo Akshar Bhaisi Barabar and Lekhi Padhi Ke Kam, Halo Joti Khaye Mam* were the common proverbs prevalent in Nepali Society concerning education in past. This scenario has changed to some extent and education is becoming a dream of all. But all the caste/ ethnic groups do not have equal participation in education. Educational status varies highly according to caste/ ethnic, region, sex, religion etc. In the 1991 census of Nepal literacy rate was 39.3 percent. Amongst them 60 percent were caste group and the ethnic groups were one-third. The average literacy rate has now increased to 59.6 percent in 2001 census. Out of these, 90.1 percent were able to read and write while 9.9 percent were to only read. 2001 census revealed that the number of those receiving such higher education had reached 352,243. Out of the number, 78.7 percent were of graduate level and 21.3 percent of postgraduate level. However

there is disparity in the educational status of different caste and ethnic group (Gurung, 2003).

We have looked in depth at students constructions of schools and found that they treated the schools as sites for the opposition of systems of gender and caste privilege in Nepal, the formation of critical commentary on governmental policies and practices, and their own constructions of the *parhne manche*, the educated person (Skinner and Dorothy, 2009).

In order to provide equal opportunity and access some of the problems that affect all of them, to some extent, are: poverty and lack of economic resources in the family; the utility of every extra hand for earning to make two ends meet- while young boys earn, the girls may either work or look after the household and younger siblings are release the mothers for; lack of schooling facilities or provision of poor quality facilities (such as dilapidated buildings); single teacher schools, lack of financial help and incentives at an early age; discriminatory treatment and attitudes of teachers; indifference of parents (Chanana, 2001).

The dimension s of inequalities in educational provisions and outcomes in Nepal revolve around gender, caste and ethnicity. In “Who Goes to School?,” Sharon Stash and Emily Hannum examine whether educational expansion in Nepal has narrowed down gender and caste gaps in education, and whether caste and gender continue to affect access to and progress in basic education among school-aged children. By conducting an econometric analysis of the 1991 Nepal Fertility, Family Planning and Health Survey data, the authors have found little changes in gender and caste/ethnic gaps in access to primary education despite educational expansion. What is striking about their findings is that, girls

continued to face discrimination in educational opportunities even among more educated and urban households, but upon entering school, they progressed at an equal rate with boys. Caste, on the other hand, affected both entry into, and progress in the school. Stash and Hannum thus emphasize the need for further attention to large-scale studies of caste and ethnicity in comparative research on educational stratification because of the importance of these categories as stratification because of the importance of these categories as a stratifying mechanism, their differential impact on men and women, and the likelihood of their endurance (Bhatta, 2009).

There is a lack of adequate information dissemination regarding the various support mechanisms that are in place for needy students from poor and marginalizes communities. Prospective students have to get this information from their fellow students or only once they have formally enrolled in the campuses. This lack of adequate information does not directly discourage students from entering higher education but rather it does not encourage them to come to colleges (Bhatta, Adhikari, Thapa and Rai, 2008).

Early marriage has also been reported as a major cause of discontinuity in higher education and there is evidence to suggest that early marriage affects boys more than girls, in the sense that they have to bear the additional economic burdens associated with marriage as they have to look after their wives and kids too by finding a good job. The pressure for earning extra economic resources increases if the economic condition of the family is poor (Bhatta, Adhikari, Thapa and Rai, 2008).

Educational studies from Nepal have suggested strong caste effects on school participation. Jamison and Lockheed (1987), in a

comprehensive analysis of data from a World Bank study in Bara and Rautahat districts of Nepal, found that high-caste households were considerably more likely to send their children to school.

In the case of Janajati men, recruitment in the British and Indian Armies (*bharti jane*) has also been reported as a major cause of their underrepresentation in higher education. Traditionally, young men from the Gurung, Rai, Limbu and Magar jatis have been highly represented in the foreign armies as the famed Gurkha fighters (known locally as the Lahures). Recruitment, especially in the British Army is associated with high status, high income and more linkages. It has been reported by many group discussion participants that *bharti jane* is the first priority among the boys from these jatis even during school education. Lahures become the first choice for marriage and have a high status in their society. Unofficial estimates suggest that there are about 100,000 beginning applicants for the approximately 200-300 number of annual openings in the British Army and the majority of applicants take a break from or leave the school and college for good to engage in intensive physical trainings to get past the selection process. Similarly, for recruitment in the Indian Army, about 10-12 thousand applicants compete for about 700 annual openings. It has also been reported that those men who are not selected in the army tend to seek employment in other foreign countries rather than continuing their education in Nepal (Bhatta, Adhikari, Thapa and Rai, 2008).

### **2.2.1 Imperial literature Review**

In this section efforts have been made to review past publication and documents pertaining to the field of study

World Bank, (2005), cites that education is one of the first primary channel through which a particular identifies a set values and world views which are transmitted. As much the formal education system is a powerful avenue for promoting respect for human rights and building social cohesion. From this view, it can be said that to get formal education is a human right for the people to promote their own position in the society.

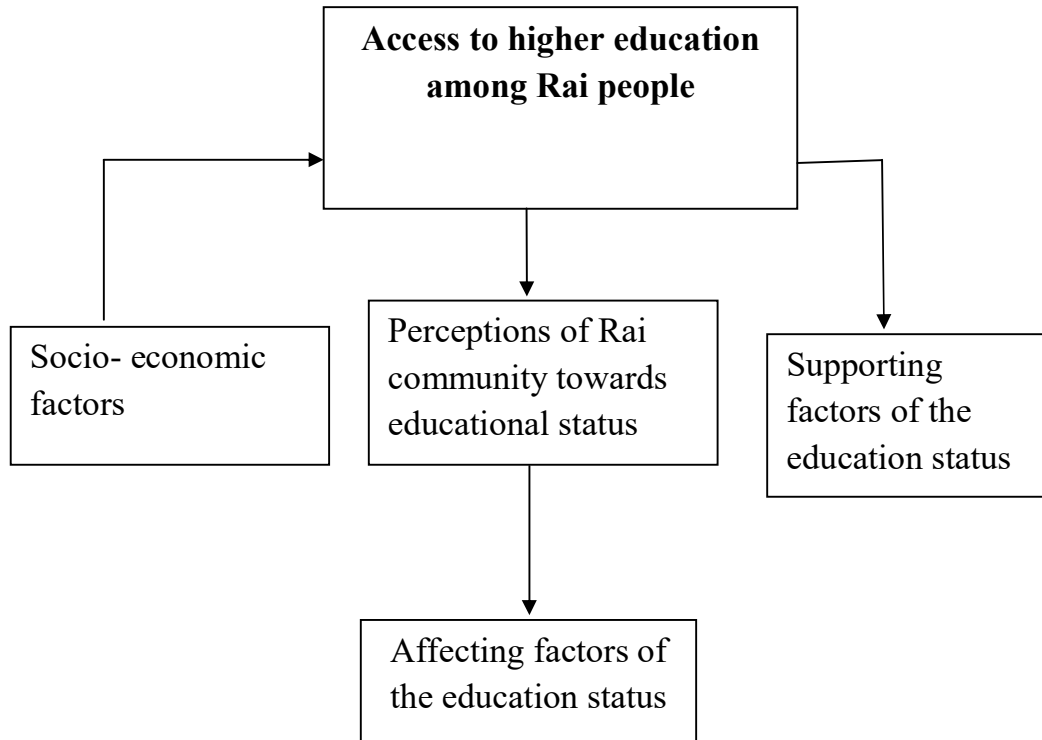
UNESCO, (1989), has presented a study on “UNESCO principal regional office for Asia and the pacific”, the study find that education must be on step ahead of other activities, education is the core of the cultural-ideological revolution, and education is the key to the successful socialist transformation and construction in the country. This study presents that education is one of the most necessary tool for the people because education acts as the head of any activities and also education is the core of cultural-ideological revolution as well as it is a key for social transformation and construction in the country.

According to Y, Bhattachan (2009), in “*Aadibashi Janajati Mahilaka laingik ra Jatiya Sawal तथा Adhikarharu*”, presents that indigenous women population is 37.5% of total population of female. In Rai community they have a problem to learn in Nepali. Therefore, because of the non-establishment of educational institutes through the medium of mother tongue, they have the problem of enrollment rate and dropout rate is high in formal education. The writer says that indigenous women faced problem in formal education as taught in Nepali not in their mother tongue. Therefore, due to the difference in language the enrollment of women in education is low.



## 2.2.2 Conceptual Framework

Socio- economic and demographic background is the main component of Higher Education. Various factors affects the situation of education in Rai community is demonstrated and explained in this framework.



## **CHAPTER-III**

### **RESEARCH METHODOLOGY**

To carry out the successful research, proper research methodology is needed various methods are used in gathering different information no single method is enough to collect all kind of information, therefore different methods and techniques were used in this study. This chapter discusses the research design, sampling procedure, nature of the data and techniques of the data collection and data analysis and presentation.

#### **3.1 Rational of Site Selection**

Godak, ward no. 6 of Ilam district, populated by various Rai sub-clans people and other castes was the study area. Rai people are the main inhabitants of the Godak village. However, their participation in higher education is low, that's why it was important to research on this community. The reasons behind the selection of these areas are as follows

- The areas are situated in the Majh Kirat, and obviously populated by the Kirati (Rai).
- Ethnic issues are increasing in present situation.
- There are limited anthropological/sociological studies done about Rai community, so dissertant select these areas to study the role of Rai people and their educational status.

Also, I am a native resident of the study area. It is easy to access therefore this area was suitable for the research to find out the participation of Rai community in higher education.

### **3.2 Research Design**

Basically, the study is based on descriptive as well as exploratory research design. The main objective of the study is to explore and examine the participation of Rai community in higher education i.e. their enrollment, dropout rate, reason behind dropout etc. This study attempts to provide proper knowledge and describe overall situation of Rai community of studied area. Consequently, descriptive and exploratory research design has been applied for the study.

### **3.3 Nature and Source of Data Collection**

During the data collection both qualitative and quantitative natures of data had been collected. Quantitative data and information indeed supplement and complement qualitative data and information. The data required for the analysis of participation in higher education of Rai community derived from the fieldwork was primary data. Relevant data of secondary sources was studied seriously and collected appropriately for this research study also secondary source was as per availability.

### **3.4 Universe of the study and Census method**

People of Godak village ward no.6 who were from Rai community were regarded as the universe for this study. Thus, it contains all the population in the universe, which is numbered as 93 households. Census method was applied to carry out this study. To take appropriate information about main causes of their inabilities of establishing access to higher education, status of higher education (enrollment, dropout, performance) in Rai community, students of each household who were attempting higher education in different levels had been interview. Within 93 households 55 respondents were taken from each house of the study area.

### **3.5 Tools and Techniques of Data Collection**

#### **3.5.1 Primary Data Collection**

The following tools and techniques were used to collect primary data:

##### **3.5.1.1 Semi-Structured Interview Schedule**

A semi-structured interview schedule was used in the study as the tool for collecting information. Interview has been conducted with the students of overall households who were studying, intermediate, Graduate, Post Graduate and above. The schedule has been prepared with comprehensive questions for interview mostly related to the participation of Rai community in higher education.

For the primary data collection, a structured questionnaire tool was used to collect some of the basic informants like occupation, family types, resource procurement, farm management, labor pattern, land holding and others in the decision making pattern of the Rai people.

##### **3.5.1.2 Key Informant Interview**

It was the most important method to achieve the information about Rai community since there is the lack of written documents regarding this community of the village. Key informant was included such as teachers, local political leaders, social activists and senior people of the community. A total of five key informants were interviewed and these persons were selected on the basis of their position in the society. The key informants were repeatedly interviewed during the survey period to have greater insight in to the problem under the research.

### **3.5.2 Secondary Data Collection**

In addition to this, document study technique will be used to collect required secondary data for the study.

### **3.6 Data Analysis, Presentation and Interpretation**

Quantitative data, which will collect from different sources, was analyzed by tabulation and qualitative data will be presented in descriptive way. For the study, the data have been collected through various instruments. The dissertant has analyzed the data in subsequent chapter using both descriptive and simple statistical tools and techniques. This data were made in tables after examining its appropriateness in the presentation.

### **3.7 Limitation of the study**

As far as possible, every effort was made to obtain reliable facts and figures. This study was focused on a particular community, belonging to specific geographic location with its own cultural and social values; this study has its own constraints. Every study does have its own limitation and this study is no exception. The limitations of the study are as follows

1. This study was conducted for the partial fulfillment of the Master Degree requirement in Sociology. So, it is not feasible for detailed research, due to lack of sufficient resource and time.
2. This study was conducted for the completion of the partial fulfillment of Masters Degree in Sociology. Therefore findings might not be feasible for a detailed research on the issue due to the constraints of time and resources in preparing it.

3. The study was heavily depending on the facts and figures provided by respondents and the researcher's personal observation.
4. This study was concentrate in Rai community of Godak village ward no. 6 so the finding of study may not be thoroughly applicable and generalize of Rai community as a whole because it will be based only on small area.

## CHAPTER-IV

### DEMOGRAPHIC CHARACTERISTIC OF RESPONDENTS

#### 4.1 Introduction of Study Area (Ilam)

Ilam District is one of the hilly regions situated in the eastern part of Nepal which is famous especially for five things namely broom, cardamom, milk, ginger and chili. Moreover, these days tea is also becoming famous in this district. Ilam Bazar is the head-quarter of Ilam District. The total area of this district is 1703 s.q. km. It is situated 260 4' to 270 8' North latitude and 870 40' to 870 10' East longitudes. Ilam District is surrounded by West Bangal of India in East, Jhapa District in South, Panchthar in North and Morang in West. There are 4 municipality and 6 rural municipality in Ilam district. Within Ilam municipality there are 12 wards. Out of the 12 wards Godak village is one that is fertile area for agricultural products.

**Table No. 1**

#### **Total Population and Household of Ilam Municipality**

| Ward No | Household | Population |        | Total |
|---------|-----------|------------|--------|-------|
|         |           | Male       | Female |       |
| 1       | 932       | 1,917      | 2,128  | 4,045 |
| 2       | 591       | 1,233      | 1,330  | 2,563 |
| 3       | 634       | 1,386      | 1,541  | 2,927 |
| 4       | 631       | 1,496      | 1,512  | 3,008 |
| 5       | 1,139     | 2,538      | 2,563  | 5,101 |
| 6       | 968       | 1,803      | 2,018  | 3,821 |
| 7       | 1,435     | 2,538      | 2,594  | 5,132 |
| 8       | 902       | 1,883      | 2,039  | 3,922 |
| 9       | 1,427     | 2,722      | 3,036  | 5,758 |
| 10      | 1,137     | 2,451      | 2,527  | 4,978 |
| 11      | 799       | 1,745      | 1,871  | 3,616 |

|              |        |        |        |        |
|--------------|--------|--------|--------|--------|
| 12           | 788    | 1,749  | 1,916  | 3,665  |
| <b>Total</b> | 11,383 | 23,461 | 25,075 | 48,536 |

Source: CBS, 2068 B.S.

Above table illustrate the total population and households of Ilam municipality are 48,536 and 11,383 respectively. Distribution of male population is 23,461 and female population is 25,075. Godak village is located at middle part of Ilam municipality. Study area is located approximately 25km southeast from Ilam municipality (Bazar). The highest height of this area is 1500m and the lowest height is 647m from the sea level (CBS, 2068 B.S.).

#### **4.2 Introduction on Study Area (Godak village)**

Ilam municipality is divided into 12 ward numbers. Godak village is located in ward number 10. Total area of this village is 23.05 sq. km. Different sorts of facilities like government and private schools, health post and medical shops, post office, telephone, internet service, safety drinking water, weekly market, playground and blacktopped highway passed through Godak. Ghodeto and Goreto roads are constructed. Some small and cottage industries and some private mill also have been established.

In this Village, there are several rivulets called Adhere Khola and Asale Khola, and a river called Maikhola. These rivulets and river are being played vital role as boarder between Godak village and others different villages. Adhere Khola is a boarder to separate Godak village with Laxmipur village in South. Asale Khola is a boarder to separate Godak village with Panchakanya village in East and Maikhola is for a border between Godak, and Ilam bazar and Namsaling village in North.



**Table No. 2**

**Population, Caste/ Ethnic Composition of study area**

| <b>Caste/Ethnic Composition</b> | <b>No. of Population</b> | <b>Percentage</b> |
|---------------------------------|--------------------------|-------------------|
| Brahmin/ Chhetri                | 131                      | 18.99             |
| Rai                             | 454                      | 65.80             |
| Limbu                           | 11                       | 1.59              |
| Tamang                          | 2                        | 0.29              |
| Bishwokrma                      | 35                       | 5.07              |
| Darji                           | 11                       | 1.59              |
| Newar                           | 41                       | 5.94              |
| Joshi                           | 5                        | 0.73              |
| <b>Total</b>                    | <b>690</b>               | <b>100</b>        |

Source: Field Survey, 2018

Godak village is mainly populated by people of diverse ethnic groups such as; Rai, Brahmin/Chhetries, Newar, Bishwokrma, Darji, Limbu, Joshi etc. Table no. 2 shows the total population of Godak village (*Sabik Ward No.6*) is 690. Among them Rai's population is highest than other ethnic groups. It's occupied (454) 65.80 percent. Brahmin/Chhetri (131), they occupies 18.99 percent. Least population is from Joshi. They occupied 0.73 percent from total population of village (*Sabik Ward No.6*).

### **4.3 Age Structure of the Respondents**

Age factor is also one of the major determinants for education. Proper education should be given at appropriate age. We found that

people were concerned about education no matter what their age is. This table show different age group of people in Godak village at different level.

**Table No. 3**

**Age/ Gender Composition of study area**

| S.N.         | Age group | Male       | Female     | Total      | Percentage |
|--------------|-----------|------------|------------|------------|------------|
| 1.           | 0-6       | 10         | 8          | 18         | 3.96       |
| 2.           | 6-15      | 25         | 30         | 55         | 12.12      |
| 3.           | 16-45     | 89         | 94         | 183        | 40.31      |
| 4.           | 46-60     | 64         | 57         | 121        | 26.65      |
| 5.           | 60+....   | 36         | 41         | 77         | 16.96      |
| <b>Total</b> |           | <b>224</b> | <b>230</b> | <b>454</b> | <b>100</b> |

Source: Field Survey, 2018

The above table no. 3 states that there are 454 members in the families of 93 respondent of the present study. On the basis of age group, 3.96% people are below the age of 6 years, 12.12% people are between the age group of 6 to 15 years, 40.31% people are between the age group of 16 to 45 years, 26.65% people are between the age group 46 to 60 years and 16.96% people are above 60 years.

Out of total population we found that active populations from age 16 to 45 were involved in education gaining program. More number of people these days is aware about education. They know that education is

only way for the better future so no matter what the age they are found involved in education gaining program.

#### 4.4 Religion Composition of study area

Nepal is a multi-religious country. People of different religion groups have their own traditional and value system. Table 5 represents the religious composition of the respondent groups.

**Table No. 4**

#### **Distribution of Respondents by Religion**

| S.N.         | Religion     | No. of Respondents | Percentage |
|--------------|--------------|--------------------|------------|
| 1.           | Kirat        | 47                 | 85.45      |
| 2.           | Christianity | 8                  | 14.55      |
| <b>Total</b> |              | <b>55</b>          | <b>100</b> |

Source: Field Survey, 2018

Rai religion has been influenced both by Lamaistic form of Buddhism of the Himalayan people living immediately north of them and by the Hinduism of the middle hills (Bista, 2004). Table No. 4 shows, that majority of family are Kirat 85.45 percent and 14.55 percent follow Christianity religion. Most of the respondents and their family members are originally followers of Kirat religion but influence of Hindu religion in Rai culture can be found to some extent for a long time. The impact of Christianity, nowadays, in study area has been found more. So, change of religion from Kirant to Christianity has been found in increasing rate.

#### 4.5 Types of Family Composition

Family composition includes the types of family, whether the respondents are living in joint and nuclear family. The family composition of the respondents can be presented in the table below:

**Table 5**

**Structure of Family of Respondents**

| Types of family | Number | Percent |
|-----------------|--------|---------|
| Nuclear         | 44     | 70.06   |
| Joint           | 11     | 29.9    |
| Total           | 55     | 100.0   |

Source: Field Survey, 2018

Table 5 shows the majority of the respondents (i.e.70.06%) have nuclear family and followed by the respondents have joint family (i.e. 29.9 percent). Most of the respondents of lived in nuclear family. Small family is happy family so it is found that member of small family are found to be involved in higher education.

#### 4.6 Literacy Rate of the Study Area

Educated parents are well aware of how their children are getting in schools and campuses and so, they are more concerned with it. The more educated parents will encourage their children to gain education. The table below presents student enrollment for higher education on the basis of their parent's education.

**Table No. 6****Distribution of student's enrollment in higher education on the basis of Parent's educational qualification**

| S. N.        | Qualification of parents | Gender    |           | Total      | %          | Students no. for higher education | %          |
|--------------|--------------------------|-----------|-----------|------------|------------|-----------------------------------|------------|
|              |                          | Male      | Female    |            |            |                                   |            |
| 1.           | Illiterate               | -         | 6         | 6          | 5.71       | 2                                 | 3.64       |
| 2.           | Literate                 | 28        | 40        | 68         | 64.76      | 33                                | 60         |
| 3.           | Primary                  | 14        | 6         | 20         | 19.05      | 11                                | 20         |
| 4.           | Lower Secondary          | 5         | 2         | 7          | 6.67       | 5                                 | 9.09       |
| 5.           | Secondary                | 4         | -         | 4          | 3.81       | 4                                 | 7.27       |
| 6.           | Higher Secondary         | -         | -         | -          | -          | -                                 | -          |
| <b>Total</b> |                          | <b>51</b> | <b>54</b> | <b>105</b> | <b>100</b> | <b>55</b>                         | <b>100</b> |

Source: Field Survey, 2018

The above table illustrates that most parents are literate. It has been found that 64.76 percent are literate, 5.71 percent are illiterate, 19.05 percent have primary education, 6.67 percent have Lower Secondary and 3.81 have Secondary Education. Educated parents understand the importance of education. Uneducated parents see little advantages of education and do not prefer to send children to school. The study has revealed the fact that about 20 percent parents say they are aware of the importance of education so, they sometimes visit campus showing

concern about how their children are getting in campus. They also say that they usually ask their children what they need and give regular feedback on their study. Parents from poor educational background are not much concern about their children's study.

Most of the respondents are found to be studying in secondary level and only two of them are gaining education in master degree level.

#### **4.7 Higher Education of Study Area**

Two of the most common motives for state expansion of education are: (i) the creation of loyal nation-state citizens and, (ii) bring about national development (Bhata, 2009). Education plays an important role not only for the welfare of people, nation and economy but also for creating equality between male and female as a whole. Therefore, education is so essential thing to change the society in the positive direction in forthcoming days.

**Table No. 7**

**Status of Rai peoples enrolled for higher education in Study area**

| Education Level    | Gender |        | Total |
|--------------------|--------|--------|-------|
|                    | Male   | Female |       |
| Intermediate       | 18     | 24     | 42    |
| Graduate           | 2      | 5      | 7     |
| Post Graduate      | 2      | 4      | 6     |
| <b>Grand Total</b> | 22     | 33     | 55    |

Source: Field Survey, 2018

The above table no. 7 states that the enroll status in higher education of Rai peoples in Godak. As given information in table, the number of Rai students enrolled in intermediate, graduate and post graduate level is 42, 7 and 6 respectively. Enrolled numbers of Rai students are far different between intermediate and graduate level. It shows that only limited numbers of Rai peoples are enrolled for higher education.

#### 4.8 Marital Status

Some level of education for girls may enhance their value on the marriage market, too much schooling could result in reduced marital opportunities for them. For India, Mysore Narasimhachar Srinivas (1978) writes, "as a girl gets more and more educated, her connubial circle narrows as there is an implicit rule which is only rarely broken that the boy be at least as highly educated as she is" (p. 24). Early marriage, in the context of Nepalese society, has a great effect on education. The table below illustrates the students and their marital status:

**Table No. 8**

**Profile of Students on the Basis of their Marital Status**

| S. N.        | Marital Status | Gender    |           | Percentage |            | Total     | Percentage |
|--------------|----------------|-----------|-----------|------------|------------|-----------|------------|
|              |                | Male      | Female    | Male       | Female     |           |            |
| 1.           | Single         | 15        | 28        | 68.18      | 84.85      | 43        | 78.18      |
| 2.           | Married        | 7         | 5         | 31.82      | 15.15      | 12        | 21.82      |
| <b>Total</b> |                | <b>22</b> | <b>33</b> | <b>100</b> | <b>100</b> | <b>55</b> | <b>100</b> |

Source: Field Survey, 2018

As Table No. 8 shows, 21.82 percent of the students are married and 78.18 percent are unmarried. It also shows that more boys are married than girls. 15.15 percent married girls are found, which is 16.67 less than the percentage of married boys. Already married (21.82 percent) students say that there is a pressure of household work and family care such as caring children, cooking, washing clothes, cleaning house, look cattle and have to engage in agricultural works. So that it is very challenging and difficult for them to manage sufficient time for education. That's why married male and married female's attendance is poor in higher education.

#### **4.9 Occupation Structure**

Occupation determines people's economic condition in society. Majority of respondent's household income source is agriculture and foreign wages employ. It is also main source of sustaining life and backbone of economy of this study area. Besides these, some people are involved in Indian, Nepali military force and few people only are engaged in Nepal government office. Table no. 7 shows occupation of respondent family.

**Table No. 9**

#### **Distribution of Family Occupation**

| <b>S. N.</b> | <b>Occupation</b> | <b>No. of Respondents household</b> | <b>Percentage</b> |
|--------------|-------------------|-------------------------------------|-------------------|
| 1.           | Agriculture       | 25                                  | 45.46             |
| 2.           | Foreign Wages     | 20                                  | 36.36             |



|              |                |           |            |
|--------------|----------------|-----------|------------|
| 3.           | Business       | 5         | 9.09       |
| 4.           | Military force | 3         | 5.45       |
| 5.           | Gov. Service   | 2         | 3.64       |
| <b>Total</b> |                | <b>55</b> | <b>100</b> |

Source: Field Survey, 2018

From table no. 9 it is observed that the highest 45.46 percentage of respondent family are involved in agriculture. The table shows 3.64 least percent respondent households are involved in government service.

#### **4.10 Respondents Occupation/Profession**

Many of the students involved in various activities apart from their study. Their involvement in such activities ranges from full-time job to part-time job.

It was found that, respondents and family members are involved in various occupations for their livelihood. 45.46 percent a people are involved in agriculture for their survival 36.36 percent are interested in foreign wages and 9.09 percent are interested and involved in business. 5.45 percentages of them are in military force where3as, 3.64 percent are involved in government service.

From the study we came to know that most of the people are still involved and dependent upon agricultural for their survival.

**Table No. 10**

**Profile of Students on the Basis of their Occupation/ Profession**

| S.N.         | Occupation     | Gender    |           | Percentage |            | Total     | Percentage |
|--------------|----------------|-----------|-----------|------------|------------|-----------|------------|
|              |                | Male      | Female    | Male       | Female     |           |            |
| 1.           | Service/Job    | 10        | 11        | 45.45      | 33.33      | 21        | 38.18      |
| 2.           | Business       | 2         | 1         | 9.09       | 3.03       | 3         | 5.46       |
| 3.           | No Involvement | 10        | 21        | 45.46      | 63.64      | 31        | 56.36      |
| <b>Total</b> |                | <b>22</b> | <b>33</b> | <b>100</b> | <b>100</b> | <b>55</b> | <b>100</b> |

Source: Field Survey, 2018

Table No. 10 shows that 43.64 percent student, are involved in some kind of activities besides their study. More than half of these students do so due to the fact that their parents cannot afford to their study while others say that they pursue job just to live independent life and to avoid boredom caused by staying home during day. Students who are involved in business do this so as to help their parents and continue their occupation. 56.36 percent of the student is not involved in any activities. Many of these students do not do anything to give full effort for their study while some others say they are looking for job.

## CHAPTER- V

### ACCESS TO HIGHER EDUCATION AMONG RAI

#### 5.1 Status in Higher Education

Education is critical foundation of economic and social development. (CERID/WEI 1984: foreword). Two of the most common motives for state expansion of education are: (i) the creation of loyal nation-state citizens and, (ii) bring about national development (Bhatta, 2009).

##### 5.1.1 Students Enrollment in Private and Public College

Family occupation is one of the major economic aspects that denote how respondents and respondents' family are economically strong to fulfill their daily requirements. The respondents of researched households are enrolled in Private as well as Government College. Table no. 11 shows number of students in Private and Government college on the basis of their family occupation.

**Table No. 11**

**Number of Students in Private and Government College On the Basis of family Occupation**

| S. N. | Family Occupation | No. of Respondents household | Private College | %     | Government College | %     |
|-------|-------------------|------------------------------|-----------------|-------|--------------------|-------|
| 1.    | Agriculture       | 25                           | 12              | 21.82 | 13                 | 23.63 |
| 2.    | Foreign Wages     | 20                           | 18              | 32.72 | 2                  | 3.64  |
| 3.    | Business          | 5                            | 2               | 3.64  | 3                  | 5.45  |

|              |                |           |           |              |           |              |
|--------------|----------------|-----------|-----------|--------------|-----------|--------------|
| 4.           | Military force | 3         | 2         | 3.64         | 1         | 1.82         |
| 5.           | Gov. Service   | 2         | 1         | 1.82         | 1         | 1.82         |
| <b>Total</b> |                | <b>55</b> | <b>35</b> | <b>63.64</b> | <b>20</b> | <b>36.36</b> |

Source: Field Survey, 2018

As Table No. 11 shows, 21.82 percent from agriculture family background, 32.72 from foreign wages family background, 3.64 from military and business background and 1.82 percent from government service family background student had join private college. As well as 23.6.3 percent from agriculture family background, 3.64 from foreign wages family background, 5.44 from business background, 1.82 percent from military and government service family background student had join government college. Among 55 students 63.64 percent of the respondent students joined private college and 36.36 percent joined Government college. They assumed that private colleges are competitive and they are sincere for quality education even though it is relatively expensive than government college. Respondent who have enrolled in Government College for higher education primary reason is that Government college is relatively less expensive and quality education is provided at low expense.

In comparison to private college, government college is established under the expenditure of government sector. Teachers who are member of government college do not have to pay their pocket money for manufacturing infrastructure of the college. However in the private college, there must be the strong team members for the enlistment of the college. They have to pay large money to establish the foundation of teachers. Hence, students have to pay a greater expenditure to regain the

knowledge and other extra activities. They are not allowed to miss any classes.

**Table No. 12**

**Reasons behind selection of Private and Government College**

| <b>Reasons</b>   | <b>Government</b> | <b>Percentage</b> | <b>Private</b> | <b>Percentage</b> |
|------------------|-------------------|-------------------|----------------|-------------------|
| Economy          | 8                 | 40                | -              | 0                 |
| Self interest    | 6                 | 30                | 13             | 37.14             |
| No option        | 3                 | 15                | 5              | 14.29             |
| Friends Pressure | 1                 | 5                 | 2              | 5.71              |
| Quality          | 2                 | 10                | 15             | 42.86             |
| <b>Total</b>     | <b>20</b>         | <b>100</b>        | <b>35</b>      | <b>100</b>        |

Source: Field Survey, 2018

Private schools are associated with a number of salient features such as: emphasis on English language as the medium of instruction and communication; relatively 'exorbitant' user fees; and better student performance in the SLC examinations (Bhatta, 2009). Students have enrolled in private college mainly for the quality education, 42.86 percent of the students which is highest frequency asserted that private college provides quality education whereas this percentage is only 10 percent in the case of government college. 40 percent of the students have enrolled in government college because of economic reason. 36.36 percent of the

students have enrolled in government college and 63.64 percent students have enrolled in private college because they did not have any option between private and government college.

Students who are studying in private college responded that private college have good environment for study, classes run regularly and courses are finished in time. They complained that government colleges are unsystematic, politicized and careless. 24 percent students have enrolled in government college and 26.66 percent students enrolled in private college because of self interest. Friend’s pressure also plays role for selection for the college. 4 percent of students in government and 6.67 percent in private college have enrolled in respective college regarding to Friends pressure.

### **5.1.2 Aspiration for Education**

What we achieve in life depends mostly on what we aspire to be and what we hope to get out of life. Aspiration of respondents for higher education is different which is shown in the table 13.

**Table No. 13**

**Student’s aspiration for different level of education**

| <b>Level of education</b> | <b>Male</b> | <b>Percentage</b> | <b>Female</b> | <b>Percentage</b> |
|---------------------------|-------------|-------------------|---------------|-------------------|
| Graduate                  | 5           | 22.73             | 10            | 30.30             |
| Post Graduate             | 10          | 45.45             | 13            | 39.40             |
| PhD                       | 2           | 9.09              | 2             | 6.06              |

|              |           |            |           |            |
|--------------|-----------|------------|-----------|------------|
| Not sure     | 5         | 22.73      | 8         | 24.24      |
| <b>Total</b> | <b>22</b> | <b>100</b> | <b>33</b> | <b>100</b> |

Source: Field Survey, 2018

Post graduate is the highest level of education that majority of the student want to accomplish. But the percentage of female students who want to complete post graduate outnumbers the percentage of male students by 6.05 percent. 22.73 percent male and 24.24 percent female students are unsure about the level of the education because of poor economy. They replied they would continue their study as far as possible.

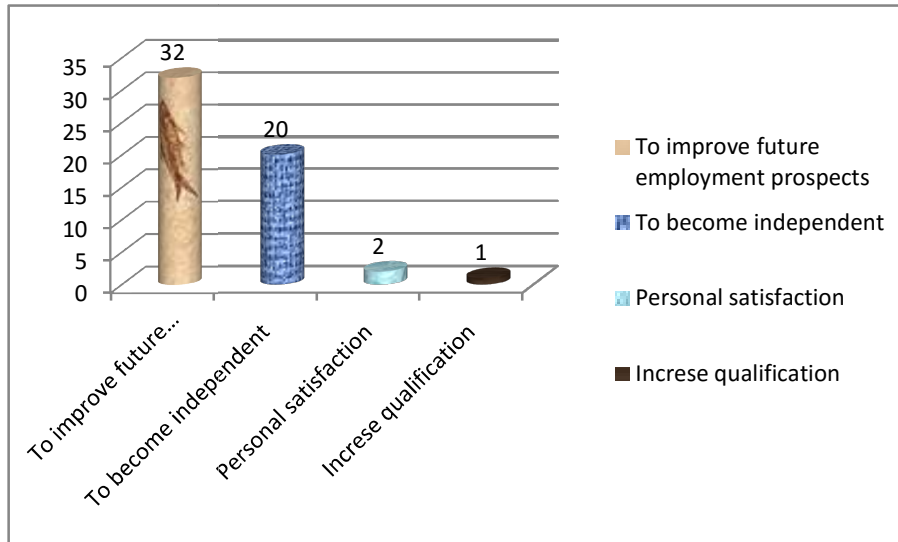
The students were interviewed about if they get opportunity to go abroad to earn money, do they continue study or quit to go abroad to earn. Some of them are likely to drop out if they get good opportunity to be employed in foreign country. Even being educated and qualified it is very hard to get a satisfactory job nowadays due to the limited employment opportunities in Nepal so they do not want to miss such opportunity. Those students who want to continue their study suggested that opportunities for getting higher education comes only once in life. So they want to complete education first and like to join the government service in future. They consider that education is more important than money and chances to earn money may also come after completing the higher education.

### **5.1.3 Perception towards acquiring education**

All students agree that it is necessary to get higher education. They asserted that higher education is inevitable to survive, to make life successful and to lead meaningful life in today's competitive era.

Respondents were asked to provide reasons why they went for higher education, which is shown in the chart 1.

**Chart No. 1 Reason behind acquiring higher education**



Source: Field Survey, 2018

The above chart number 1 states the particular reason to enroll in higher education is to improve future employment prospects and lead an independent life. They further suggested they would become prestigious citizen and good human being by acquiring education. Among total 55 respondents, 2 respondents answered the reason behind acquiring higher education is to be independent and 1 respondent answered to increase qualification.

The above bar chart shows the field survey of year 2018. This chart includes the various activities such as improving future employment which creates independency of all the students. Similarly, the personal satisfaction covers a small area i.e. of only two respondents which leads to increase the qualification of students. Therefore, the chart clarifies that



the effort in the improving of employment opportunities which includes the highest respondents of only 32.

## **5.2 Factors Affecting the Higher Studies**

### **5.2.1 Economic Factors**

Economic status of a family has direct effect on children's education and educational achievement. The major factor that affects the higher education is economic condition. If the economic status of the family is good then one can easily access for good quality of education which help them to have a good and satisfactory life style. Likewise if the economic status of the family is poor then the struggle for gaining good education also leads them to unsatisfactory and unhappy life. It is usually accepted that parents of low household economy are less likely to have the financial resources or time availability to provide children with academic support. Economic condition is the major factor to determine access to higher education. The major reason of dropout is poor economic condition of family.

### **5.2.2 Educational Factors**

Educational factors are the factors related to literacy and availability of means and environment of education. It is not only related to the factors inside an educational institution but also to educational level and intellectuality of parents and literacy of society. Student's educational achievement is a result of the proper balance between parent's educations as well as good educational environment in family. Therefore, education is so essential thing to change the society in the positive direction in forthcoming days.

### **5.2.3 Cultural Factors**

There are many festivals that have been under practice for a long time. Hindus, Buddhist, Kirat, Christianity religions are the well known and practiced religions in Godak. However, the majority of the Rai people are Kirat and Christianity but Kirat religion is not in preserved and protected situation in this study area. People of this place are used to observing different feast and festivals like *Dasain, Tihar, Shrawneshakranti, Mangeshakranti, Chaitedasain, Baisakhe Purnima, Mangsir Purnima (Uvauli, Udauli purbas)*. Some festivals are celebrated with huge expenses even by poor people. Festivals cannot be bad in themselves but the way people celebrate can sometimes be bad. During some festivals, such as *Dashain, Tihar* campus remains closed and students spend holidays celebrating festivals in joy rather than doing any recreational activities. As a result, they lose habit of study and are unable to concentrate on it. As presented in table no. 6, 85.45 percent respondents are Kirat and 14.55 percent are Christian. But great influence of Hindu religion was found in Rai community. They also celebrate Hindu festivals and spend time, money. Economically poor parents, say if they did not have to invest money in celebrating festivals, they would spend on their children's education. Therefore, celebration of festivals has also affected students' education in some way.

### **5.2.4 Marriage**

Early marriage and attitude towards marriage is one crucial factor for gender disparity in education. A daughter is supposed to belong to another person's house so most of the parents do not feel comfortable in keeping a young daughter at home. Parents want to marry her as soon as a good match is found. Besides mainly economic barrier, geographical

barrier and personal barrier constrains the attainment of higher education (Luitel, 1999). Most of respondents agree that after marriage students are not able to continue their studies. It is very difficult to look after their family as well as to concentrate on their studies.

### **5.3 Supporting Factors of Education**

#### **5.3.1 Agriculture**

Now a day's involvements in cash crops such as: cardamom, ginger, tea, kiwi fruit, tomato, animal husbandry are increasing. So, majority of households are engaged in agriculture as well as animal husbandry activities. It is the main source of sustaining life and backbone of economy of this study area.

#### **5.3.2 Business**

For gaining good quality of education, economic status must be considerable. For being economically strong, one must involve in some kind of earning program. in order to earn money most of the respondents prefer business .they are well known about the expenses they require for their higher studies so they take out little time from their work and involve themselves in business which plays important role in enlistment of their higher education.

So, the parents of the respondents most of them are involved in business activities in their leisure time. They say they are doing it for helping their parents and it help to improve economic status. Income or economic resources are needed to get education. If the economic status of family is high certainly they invest money for higher education and family members can achieve higher education.

### **5.3.3 Occupation Background**

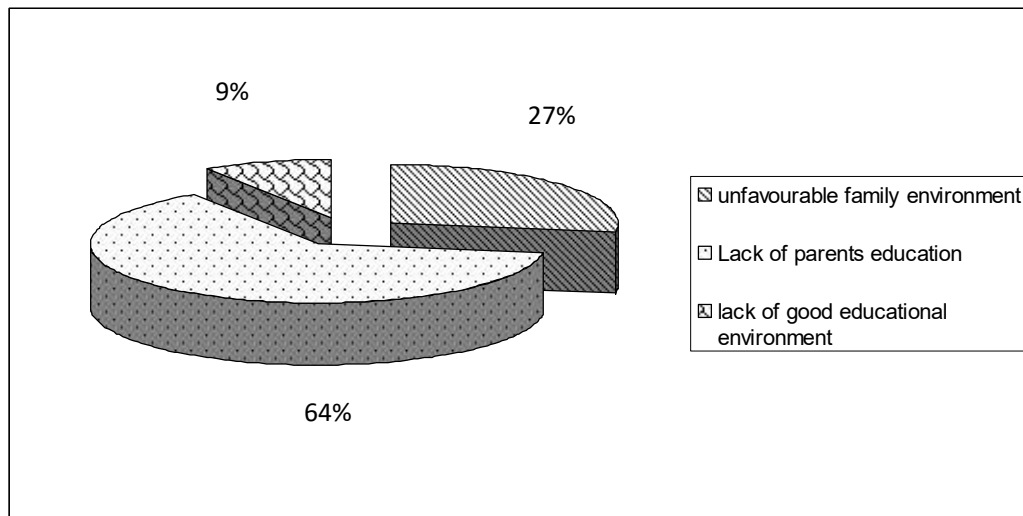
Many respondents (about 48 percent) say their family income is not enough to supply them with what they need for higher education. These students maintain that their job is beneficial to their studies as it provides practical aspects of what they read. They say that they can continue their studies along with their job and it has sharpened their logical and analytical power to write in examinations. Most of these students have been found to be good in their studies as well.

The students who are preparing for higher education are mature enough to think about their future betterment. They don't want to be a problem for their family in the matter of economic expenses so, they try to involve themselves in some kind of job or services and be depending for occurring higher education.

### **5.3.4 Disturbing factors to gain education**

All the students agree that there is less participation of Rai community in higher education. The major disturbing factors to gain education are presented in chart 2.

**Chart No. 2 Disturbing factors to gain education**



Source: Field Survey, 2018

The educational position of parents is a decisive factor for the supportive environment in family. Respondent student suggested that high caste families are familiar with the education system since past. Most of students have educated family background and get enough support and guidance from their parents. They have understood the importance of education and realized that only after being educated one can make his/her future bright. As most of them are from poor economic background and they grow up with facing economic hardship. Consequently they would not realize education as means for livelihood.

Family environment is undoubtedly inevitable factors necessary for the attainment of higher education. Family environment is an important force in influencing the educational system. Family environment includes: (i) child rearing practices in the family (ii) jointness or nuclearity of the family, (iii) family size, (iv) number of the siblings in family, (v) parents-children relationships, (vi) intellectual quality of the home, (vii) parents attitude to education, (viii) parents interest in child's

education, (x) family economic status etc. It is necessary to examine some of these aspects of family environment which influence the educational system (Shah and Shah, 1998). Students asserted that family environment is not encouraging for study. Due to lack of education among parents, they give higher priority to money and encourage their children to go abroad. They will send their children to work or get them married when they become failure in the study instead of giving them a chance for further improvement. Students have pressure even from family and society to keep and maintain their living standard.

Students asserted that there is a lack of good educational environment in society. They observe most of their neighbors improving economic condition and living luxurious life with income from foreign employment which further motivates them for going abroad.

#### **5.4 Perceptions of Rai Community towards educational status**

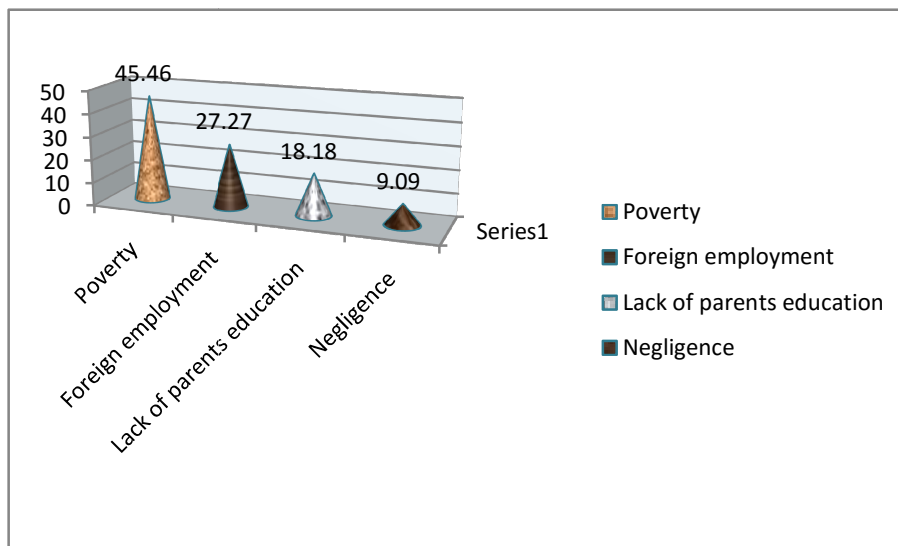
Teachers, local political leaders, social activists and senior people of the research area agree that Rai community have lagged behind other caste (Brahmin/Chhetri and Newar) in higher education after S.L.C. They responded that such situation is the outcome of different socio-economic and historical context. Most of the students of other caste have good economic status, educated parents and further education is highly valued in their community.

In comparison to other caste members such as Brahmin, Chhetri, Newar etc, Rai people stands at the lower grade. They are not highly educated in the sense that up to SLC they take it as higher education. They think that it is not necessary to study beyond SLC for getting job. Because of narrow mind and acceptance of traditional culture, Rai people

are far more backward in the field of education, agriculture, science and technology.

They are laborious in study and have a mentality to work after getting education which further motives them for concentrating in their study. Those who have low economic profile give high value to education and they are socialized to work in Nepal to be established here. Reason behind lower educational status of Rai community is mention by key informant which is presented in chart 3.

**Chart No. 3 Reason behind lower educational status**



Source: Field Survey, 2018

**Poverty:** In the study area poverty is changing trend in a country's economy. Lack of education is the significant factor responsible for the high dropout of students. Key informants replied that Rai students in the study area have poor educational status because their parents could not afford the cost in education. Now a day's private school became popular rather than government school because of their quality education and discipline. But most of parent's can't afford to pay expensive fee of

private school. They have to enroll their children in government school. As the result, satisfaction outcome can't come.

**Foreign employment:** Another reason behind lower educational status is foreign employment. Key informant responded that going abroad has become like a tradition in research area. Because of poor economic status going abroad is highly valued and easily afford by parents. They generally give priority to join military forced or go abroad for earning.

**Lack of parent's education:** Key informant responded lack of parent's education is also the main reason behind lower educational status. Role of family is vital for the better education performance of children. Good family environment is always desirable for the better education. In contrast, basically parents are uneducated so they cannot impregnate the value of education in family. Children are not thoroughly motivated to gain higher education. When the children are grown up parents generally cannot counsel and guide children in proper way even though they are concerned and worried for their children's future. Eventually lesser numbers of the children are enrolled in higher education.

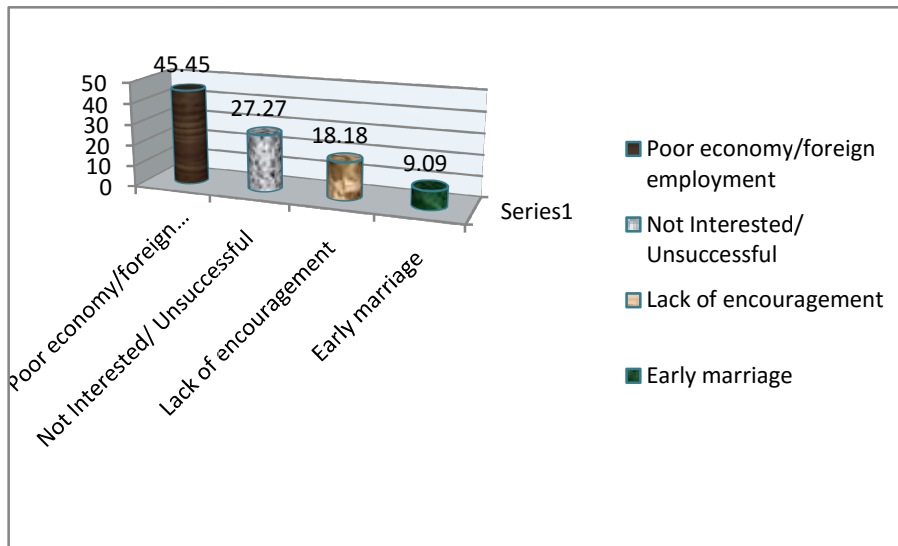
**Negligence:** Negligence towards study is also major reason. Children of Rai family consume more freedom from childhood develop a fun culture which devalue their education. But some of them are laborious and hardworking and have lots of patience in the study.

### **5.5. Perception of respondents in high dropout rate**

In the study area students responded that their friends have dropped out in the middle of the study mostly after S.L.C. The reason behind the high dropout rate was present in chart 4.



**Chart No. 4 Reasons behind high dropout rate of students**



Source: Field Survey, 2018

Chart number 4 shows the primary reason for the dropout is poor economic background of family. Because of this problem they have pressure to earn money. 45.45 percent students responded that their friends have dropped out to go abroad they also prefer to go abroad to be secure from financial crisis. 27.27 percent student's friends dropped out, as they were not interested or failed in exam. If students fail the exam parents send them foreign country to work or get married, 18.18 percent student told there is a lack of encourage to continue their study. 9.09 percent student replied that their friends did not continue their study after marriage.

## CHAPTER- VI

### SUMMARY AND CONCLUSIONS

#### 6.1 Summary

Education is indispensable means for overall development of human being. Moreover, it is universally accepted that education will promote the sustainable development of the country. Therefore, we cannot ignore lack of education as one of the important variable behind the vicious circle of existing poverty in Nepal. Further History of education is relatively short in Nepal. Education for general people started only after the rise of democracy in 1950s. After then education in Nepal has progressed significantly. But the participation of the people in education varies along different caste and ethnic groups, geographical regions, rural and urban areas. Moreover this variation of educational status of caste and ethnic groups is more significant as we move toward the higher education.

In this context, this study broadly focuses on the Rai living in a rural setting. The study is particularly concentrated on the access to higher education among Rai people of Godak village. The study has explored why the younger generations are not attracted to higher education. The prime objective of this research was to explore the status and affecting factors in higher education among Rai community of Godak. The research was conducted among 55 students who were studying +2, bachelor, Master level in different private and government college. The following findings were reported during study which has been explained here under.

Children of the research area are enrolled in both private and government college. Among the students, the number of students enrolled

in private college is more than the students enrolled in government college. They assumed that private colleges are competitive and they are sincere for quality education even though it is relatively expensive than government college.

There are 12 ward in Ilam municipality. Out of the 12 wards Godak village is one that is fertile area for agricultural products in Ilam district. Above table illustrate the total population and households of Ilam municipality are 48536 and 11383 respectively. Distribution of male population is 23,461 and female population is 25075. Godak village is located at middle part of Ilam District. Among them Rai's population is highest than other ethnic groups. It's occupied (454) 65.80 percent. Brahmin/Chhetri (131), they occupies 18.99 percent. Least population is from Joshi. They occupied 0.73 percent from total population of village (*Sabik Ward No. 6*).

Most of the respondents are found to be studying in secondary level and only two of them are gaining education in master degree level. It shows that only limited numbers of Rai peoples are enrolled for higher education. That's why married male and married female's attendance is poor in higher education. From the study we came to know that most of the people are still involved and dependent upon agricultural for their survival. Many of these students do not do anything to give full effort for their study while some others say they are looking for job. Students have enrolled in private college mainly for the quality education, 50 percent of the students which is highest frequency asserted that private college provides quality education whereas this percentage is only 28 percent in the case of government college.

Students agree that higher education is inevitable but their level of aspiration is different in the study. 30.30 percent of the student wanted to study up to graduate level, 39.40 percent of the students wanted to get master's degree and 6.06 percent students wanted to continue up to PhD but 24.24 percent students were uncertain about the level of their education they would accomplish. Female students are more optimistic than male students about the positive outcome from higher education. Most of male students were discouraged as they consider employment opportunity is very limited. But some of them consider that particular reason to enroll in higher education is to improve future employment prospects and lead an independent life. Government services are more prestigious and they want to join in future to represent of their community.

Dropout rate in the study area after S.L.C. is very high. Most of respondent suggested that their friends have dropped out their study mainly for to be employed in the foreign country, failed in exam and early marriage.

In the study area despite the educated people hold high status in the community, majority of the youth give priority to go abroad to earn money. Rai of the study area have lagged behind other caste of Godak village in higher education as a result of the different socio-cultural and historical context. Entire students and key informant (teachers, local political leaders, social activists and senior people of the society) agree that there is less participation of Rai community in higher education, Out of 93 household only 55 children's have enrolled for higher education after S.L.C. Different effecting factors are found in access to higher education. They are: Educational factors: Poor educational background of parents, Unfavorable family environment, Lack of good educational

environment Cultural factors: Festival, Marriage. Economic factors: Poor family income.

Students who are involved to gain higher education they have different supporting factors in access to higher education. They are: Agriculture, Remittances, Business, Service/Job etc.

## **6.2 Conclusion**

Rai peoples are increasing to be more aware about the importance of higher education. However this awareness has still not brought any significant change in the access to higher education. The number of Rais striving for higher education has not significantly increased in contrast to their population. Still the participation of Rai community in higher education is lower as compared to Brahmin/Chhetri community. There are minor numbers of Rais who hold master's degree in this community.

Environment, which commonly prevails in the family and the community, is not conducive to learning because all the parents do not have experience of the higher education. Almost all the parents feel that their children must be well educated in order to grab the opportunity in different sectors. But the lack of financial support, motivational factors contrast the result, what parents have hoped for.

In the study area there is not serious discrimination between son and daughter to attend education. Parents here are ready to help even daughter-in laws if they want to enroll for higher education. But at the same time, parents are equally willing to give their daughter away to marriage when a suitable proposal comes and let their son to drop out if he wants to compete for military force or to go abroad for foreign employment. In the study area daughters enrolled in higher education is

more the sons because majority of the males are engaged to be employed in foreign country after they complete S.L.C.

The study shows that socio-cultural factors affect to access in higher education to Rais people. None of their relatives are holding any post in political and government sectors that's why historical context is equally important to discouraged and devalue. Nepal is facing a serious problem of unemployment and even those who hold degree in higher education are not assured for job. It is difficult to be employed without strong reference. On the other hand; only limited numbers of Rais hold higher positions in government and private sectors at study area. This type of condition discourages and reduces the motivation to gain higher education. Family and community environment has also played equal role.

To sum, for enrollment in higher education foreign employment is supportive but would not necessarily promote the access in higher education unless the other socio-political variables (e.g. employment, equal participation of different caste/ethnic on government as well as private sectors, fair allocation of employment) promotes the utility and value of the education. In the study area the level of educational attainment is the result of a complex series of interactions of historical, socio-cultural, and political component. As the result of the interaction the attitude towards education is developed which finally determines the access in higher education e.g. poor economic background, high academic unemployment rate, family and community environment interface with each other and eventually access in higher education of Rai peoples is very low.

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## Appendixes

### Questionnaires for 'Educational Attainment of Rai People', Godak, Ilam

Date : .....

#### Section – One

#### (General information)

1. House Hold No. :-
2. House Hold Head :-
 

|           |             |          |
|-----------|-------------|----------|
| Name:     | Age:        | Sex: M/F |
| Clan:     | Occupation: |          |
| Sub clan: | Education:  |          |
3. Family Structure:
 

|            |          |             |
|------------|----------|-------------|
| a. Nuclear | b. Joint | c. Extended |
|------------|----------|-------------|
4. No. Of the family members:
5. Details of the family members:

| S.N.  | Name | Age | Sex | Education | Occupation | Relation with the head |
|-------|------|-----|-----|-----------|------------|------------------------|
| 1     |      |     |     |           |            |                        |
| 2     |      |     |     |           |            |                        |
| 3     |      |     |     |           |            |                        |
| 4     |      |     |     |           |            |                        |
| 5     |      |     |     |           |            |                        |
| 6     |      |     |     |           |            |                        |
| 7     |      |     |     |           |            |                        |
| 8     |      |     |     |           |            |                        |
| 9     |      |     |     |           |            |                        |
| 10    |      |     |     |           |            |                        |
| Total |      |     |     |           |            |                        |

**Section – Two**  
**(Education related question)**

1. Where are you studying, why?



2. What types of domestic works you do at your house?



3. Do you think you have good environment to study at home? If no, what is the disturbing factor?



4. What is your parent's educational status?



5. Do your parents encourage you to study? If no, why so you think they don't encourage you?



6. Up to which standard you want to study?



7. Who paid for your education?



8. Have you ever got any scholarship while studying after S.L.C?



9. Reason behind acquiring education?



10. Do you like to join the government service in future?



11. If you get opportunity to go abroad to earn money, do you quit study or continue?



12. According to your society, do you think there is less participation of Rai community in higher education?



13. Do you have any classmate from Rai community who has dropped out? If yes, in your personal opinion what are the influencing factors of their inability of establishing access to higher education?



14. How is the opinion of old age Rai people towards the education?



15. What are the reasons for dropping out the higher education in Rai community?



**Section – Three**  
**(Economic Aspects)**

1. How much land do you have?

|                         | Khet | Bari | Forest |
|-------------------------|------|------|--------|
| Quantity<br>(in ropani) |      |      |        |

2. Crops Cultivated:

|                       | Paddy | Maize | Wheat | Millet |
|-----------------------|-------|-------|-------|--------|
| Quantity<br>(In muri) |       |       |       |        |

3. If production is sufficient do you sell the surplus?

- a) Yes                      b) No

4. Who decided to sell the surplus?

- a) Father    b) Mother    c) Both

5. Who play what role for agricultural activities?

- a) Husband                      b) wife  
c) M- Member                      d) F- Member

6. Do males help in females work in your family?

- Yes                       No