CHAPTER – VII

MAJOR FINDINGS AND CONCLUSION

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Education is a process through which knowledge, skills, attitudes and values are imparted. It is a very essential instrument of social, economical and political transformation. Education as one among the vital agencies of the society plays a significant role not only in the development of individuals but the society as a whole, it is very essential to have a thorough knowledge about the development of education of any geographical area. It provides a clear picture of the progress of education of the specific geographical area. It enables the learners to have adequate knowledge on educational policies and their impact, the philosophical ideas and ideals that prompted the said policies and the contributions of different peoples towards the development of the education of a place.

Social progress, one among the major objectives of education requires systematic studies to assess the progress that has already been made. These studies can be used as an input for bringing further changes in the planning for development. Social mobility one among the major component of social progress depends on all the said factors, requires systematic studies to establish the level of progress attained in the different societies. In this regard the study on the historical development of education and social mobility is an attempt to study the social progress attained in a specific area, i.e., Sikkim, one among the North Eastern States of India.

7.1. Objectives of the Study

Following are the objectives delineated for the present Study:

i) To study the development of education in Sikkim.

ii) To study the social mobility in relation to educational attainment in Sikkim.

7.2. Methodology

The chosen problem of the study, 'Educational development and social mobility in Sikkim; A critical study', falls in the category of both quantitative as well as qualitative

research in which historical and survey method of research has been applied. The historical method has been applied to study the educational development and the survey method has been used for studying social mobility in Sikkim.

A total of 800 people comprise the sample of the study in which Stratified purposive sampling technique has been adopted to study the inter-generational social mobility by including three generation i.e. 1st generation, the respondents father/mother, 2nd generation, the respondent and 3rd generation, the respondent's son/daughter. The respondent in the present study is the 2nd generation in the age group 50 – 60 years and has at least one child already settled (married).Two districts out of four have been chosen i.e., East District (the most developed district) and West District (the least developed district). Equal representation has been ensured for the variables like, gender, type of service and profession.

The data on educational development were organized in a chronological order to understand the developments that has taken place over the period of time. The nature of the development of education had two different phases i.e., educational development up to 1975 and the educational development from 1976 to 2012. Therefore these different phases of educational development have been organized as Pre-Merger Phase and Post-Merger Phase. The progress of education has been ascertained based on the indicators like, literacy rate, size of educational institution, enrollment and number of teachers and teacher-pupil ratio. On the other hand to find the relation between social mobility and the educational attainment of the respondents, the investigator compared the data of all the 7 variables of social mobility (occupation, occupational grade, income, size of family, type of marriage, domicile and the type of house) with the data on educational attainment. As a first step the information's of the respondents were classified into 3 groups based on their educational attainment i.e. low educational attainment (illiterate and primary), moderate (secondary and senior secondary) and high educational attainments (graduate and above) and then the total number of respondents engaged in different type of occupation were converted in to percentage for 3 groups each (job holder, self-employed and agriculture/household workers), to establish grade and the different grade of occupation (grade-I, II, III/IV and unemployed), different level of income; low (income below 20,000), moderate (21,000-40,000) and high (41,000 and above), different size of

family; low (below 4 members), medium (5-6 members) and high (7 and above), type of marriage (within-caste and inter-caste), domicile (rural and urban) and lastly the type of house (katcha, pakka and semi-pakka), it was done generation-wise, district-wise and gender-wise.

7.3. Delimitations of the Study

The study is delimited to;

1. Educational development and social mobility in Sikkim.
2. The government educational institutions in Sikkim.
3. The educational development up to 2012, more preference is given to school education.
4. The published sources on historical and educational development and the official records.
5. The sample is limited to 800 people from East and West District only.

7.4. Major Findings

The objective-wise major findings of the study are presented below.

7.4.1. Major Findings of the Development of Education in Sikkim (till 2012): The major findings of the development of education in Sikkim have been classified into two sub headings they are discussed below.

7.4.1.1. Major Findings of the Pre-merger Development of Education in Sikkim (up to 1975): Pre-merger development of education in Sikkim was very difficult to quantify as it was very hard to find the numerical data on the selected indicators of educational development, the investigator could not find the data in a uniform manner for the selected indicators, following are the major findings based on the data collected;

- The history of educational development in Sikkim begins with the four indigenous system of education, namely; Lepcha, Buddhist, Hindu and Muslim system of education. Buddhist were the once who first introduced the formal system of education in the form of monastic system in the state. It is found that Buddhist system of education in Sikkim still holds the strong place as compared to the other three system of education. The state had 31 Monastic schools in the year 1989-90

which increased to 85 in 2010, regarding the Sanskrit Pathsala the state had 9 pathsala in 1989-90 which decreased to 7 in 2010 and regarding the Islamic school the state has only 2 schools at present.

- The modern system of education in Sikkim begins with the establishment of a Missionary school in 1883 in Gangtok by Reverend McFariene, a Scottish missionary (Raatan, 2008) likewise the missionaries kept on establishing schools in different parts of Sikkim. The first government school to be established in Sikkim was the Bhutia Boarding School established in 1906, the second government school namely Nepali Boarding School, was started in the present day Lal Bazar area.
- There were some disparities observed in literacy rate of Sikkim during the pre-merger period between the genders. In 1901 there were 1,081 (male) and 24 (female) literates per 10,000 of total male and female population in Sikkim, in 1911 there were 904 (male) and 30 (female), in 1921 there were 856 (male) and 33 (female), in 1931 there were 661 (male) and 33(female), in 1941 there were 947 (male) and 41 (female), in 1951 there were 1263 (male) and 143 (female), in 1961 there were 2236 (male) and 493 (female) literates per 10,000 of total male and female population and the scenario remain the same in the year 1971, there were 28,579 (male) and only 8,651 (female) literates. But when comes to total literacy there seen a positive increase in the literacy of the state except 1901 to 1931 (as in 1901 it was 578 it decreased by 99% to 479, it again decreased in 1921 by 28% to 451 and in 1931 it further decreased by 97% to 354).
- Due to the initiative of the central and the state governments it is found that there has been substantial expansion in the number of schools during the years. It is found that the total number of schools in different stages (primary, upper-primary, middle, junior high and higher secondary) in the year 1954 was 88 it increased by 94% to 182 in 1960-61, it again increased by only 1% in 1965-66 and it further increased by 9% to 192 in the year 1970-71, likewise in the year 1975 Sikkim had the total number of 264 schools.
- It may be due to the negligence on the part of the authority systematic recorded data could not be collected related to the numbers of teachers and pupil. But data was could be collected only of the year 1960 and 1975-76. It is observed that with the

yearly increase in the number of schools the number of teachers and enrollment pupils also increased. In the year 1960 there were 567 teachers and 12,521 pupils which increased to 1,107 teachers and 21,222 pupils in the year 1975-76.

- An important reform in the system of education was introduced in November, 1920 when the maharaja of Sikkim reorganized the significance of Education Department which was placed under a "Director of Education, Sikkim State" to be assisted by the "Board of Education, Sikkim State". The board except the president, Maharaj Kumar had to visit the state educational institutions occasionally and briefly examine the pupil's performance (Annual Report, 1920-21). In 1922, Education was brought under the Department of Ecclesiastical Affairs, in this year the total number of students enrolled in different schools was 519 (Dewan, 2012).
- The idea of planned development to stimulate Sikkim's education was the outcome of the first visit of Indian Prime Minister Jawaharlal Nehru to Gangtok in April 1952 his discussion with the then Maharaja Tashi Namgyal brought a team of experts from Indian Planning Commission to draft a development plan for Sikkim. The drafted seven year economic development plan was implemented with the help of Government of India for the period starting from 1954 to 1961.

7.4.1.2. Major Findings of the Post-merger Development of Education in Sikkim (1975 to 2012):

- Sikkim had a very poor literacy before its merger with Indian Union i.e. 6.59% in 1951, 14.15% in 1961 and 17.74% in 1971 but soon after its merger, Sikkim with the help of India managed to double its literacy to 34.05% in the year 1981 and after 1991 Sikkim's literacy gone even higher than the national literacy rate. The literacy rate of Sikkim is 82.20% as per Census 2011, male literacy is 87.30% and female literacy is 76.43% respectively.
- Sikkim till the year 1975 i.e. at the time of its merger with Indian union had a total number of 264 schools but soon after six years of its merger the number of schools increased to double its number to 557 in the year 1981 i.e. 110.98% and there was a steady progress in 1995 it increased by 31.96% to 735, and in 2000 increased by 0.68% to 740, in 2005 it further increased by 5.68% to 782, but in the year 2010 the growth was seen negative, the number of schools decreased by (–) 0.77% to 776

and in the year 2011 the growth was seen again positive the number of school again increased by 0.26% to 778. It was found out that the number of primary school has been decreased from the year 1995 because of the up-gradation drive of the government of Sikkim of primary schools into junior high school or secondary or Sr. secondary schools.

- With the increase in the number of educational institutions in the state there has been a steady increase in the enrolment of students. The total enrolment during 1975-76 was 20,959 which increased to 1, 13,003 in 1994-95, and 1, 25,794 in 1999-2000, and 1, 18,520 in 2010-11, except some slight decline in the primary sector from 2001 and 2011. It is also observed that from the last decade girl's enrollment is higher than the boy's enrollment i.e. 61387 female and 59569 male in 2004-05, 61961 female and 56559 male in 2010-11 respectively. There is also the negative rate of change/increase shown in the primary sector enrolment i.e. (-) 10.20% (78585) in the year 2004-05 from 87511 in the year 1999-2000 and (-) 12.34% (68888) in the year 2010-11 from the year 2004-05 (78585) the reason behind which may be the decreasing number of primary schools in these years. But in general, a remarkable growth is seen in the enrollment decade-wise in the state which may be the result of several efforts form both central and the state government.
- It was necessitated that with the increase in the numbers of schools, the increase of man power, in the year 1975-76 there were in total 1107 teachers which increased to 6381 in 1994-95 which further increased to 7010 in 1999-2000, likewise in 2008 there were 7799 teachers in the state.
- Sikkim had a remarkable development in field of higher education too during the last decade i.e. the year 2000-10, before the year 2000 Sikkim had only 1 university i.e. Sikkim Manipal University established in the year 1998 with two technical colleges (Sikkim Manipal Institute of Technology and Sikkim Manipal Institute of Medical Sciences), it have given a new dynamism to the state's education system. But between the last decade 4 more universities came up to fulfill different demands of the local people. Sikkim till 1981 possessed 1 degree college, 1 teacher training institute and 1 law college but as per data produced by the Sikkim Human

Development Department, 2012 the state has 6 Undergraduate College, 8 Technical Institute, 1 Law College, 9 B.Ed/DIET college, 3 MBBS/ Nursing College, 5 Universities, 1 Institute of Hotel Management, 2 Ecclesiastical Institution and 2 Research institute.

- Regarding the Strategies implemented to improve the quality and quantity of education it is found that the state government with the help of central government implemented number of strategies like opening new educational institutions, providing scholarship, adding new courses of study in the school and in higher educational institutions, providing in-service training to the teachers, proving free education up to graduate level in the government institutions, distribution of free textbooks, exercise books, uniforms, implementation of centrally sponsored schemes like; mid-day-meal, Serva Siksha Abhiyan etc.

7.4.3. Major findings on the relationship between social mobility and educational attainment of the respondent

- From the study it was found out that there is an upward mobility between the generations regarding the educational attainment. In the 1st generation (east and west) there were 74.5% (male) and 94% (female) in low educational attainment, 25.5% (male) and 6% (female) in moderate education level and nil in high education (male and female). In the 2nd generation (east and west) there were 29.5% (male) and 29.5% (female) in low educational level and 37.25% (male) and 39.25% (female) in moderate education level and 33.25% (male) and 31.25% (female) in high educational attainment. In the 3rd generation (east and west) there were only 1.5% (male) and 3% (female) in low, 21% (male) and 18 (female) in moderate and 77.5% (male) and 79% (female) in high educational attainment group.
- In the analysis on educational attainment and the occupation of the respondents, firstly, it was found out there was an upward inter-generational mobility in the occupational attainment (east and west) as in the 1st generation there were 84% (male) and 99% (female) the respondent engaged in agricultural/household work and 2.25% (male) and nil (female) job holders and 13.75% (male) and 1% (female) self-employed, in the 2nd generation there were 50% (male and female) were job holders, 25% (male and female) self-employed and 25% (male and female)

agricultural/household work and in the 3rd generation there were 67% (male) and 61.25% (female) job holders, 20% (male) and 19.5% (female) agricultural/household work. Secondly, there seen a positive relation between the two as in all the generations the respondents with low educational attainment (Primary and Illiterate) they were mostly engaged in agricultural/household work, the respondents with moderate (Secondary and Sr. Secondary) and high (Graduate and above) were mostly job holders and self-employed.

- In the analysis on educational attainment and the occupational grade of the respondents (east and west), firstly, there seen a positive inter-generational mobility in occupational grade as in the 1st generation there were 2.25% (male) and nil (female) job holders and the rest 97.75% (male) and 100% (female) unemployed and out of 2.25% (male) 0.75% were in Grade-II and 1.5% in Grade-III or IV occupational grade, in the 2nd generation 50% (each male and female respectively) were job holders and 50% (each male and female respectively) were unemployed and out of 50% (male) 1% were in Grade-I, 33.5% in Grade-II and 15.5% in Grade-III or IV occupational grade and of 50% (female) 30.5% were in Grade-II and 19.5% in Grade-III or IV occupational grade, and amongst the 3rd generation there were 67% (male) and 61.25% (female) job holders and 33% (male) and 38.75% (female) unemployed and of 67% (male) employed there were 0.25% in Grade-I, 33.5% in Grade-II and 33.25% in Grade-III or IV and among 61.5% (female) job holders there were 25% Grade-II, 36.25% Grade-III or IV occupational grade. Secondly, it is also observed that there is a positive relation between the educational attainment and the occupational grade among 1st and 2nd generation as there the respondents with high educational attainment they mostly were found in the category of Grade-I and Grade-II and the respondent with moderate and low educational attainment they were mostly found to be in either Grade-III/IV or in the unemployed category, but in the 3rd generation the relation between the educational attainment and the occupational grade was found to be different as there the respondent with even high educational attainment they were mostly found to be in the category of Grade-II and Grade-III/IV and some percentage were also found in the category of unemployed and the respondent with moderate and low educational attainment all of them were

found to be in nil category (unemployed), this difference in the relation may be because the 3rd generations are just in the starting of their career they may get jobs later as per their educational qualification.

- In the analysis on educational attainment and income of the respondents, east and west district, firstly, it was observed that there is a tremendous level of inter-generational mobility in the monthly income of the respondents, in the 1st generation (male and female) all were falling in the category of low income group, among the 2nd generation 19% (male) and 8.75% (female) with high, 23.5% (male) and 34.75% (female) with moderate and 57.5% (male) and 56.5% (female) with low monthly income and among the 3rd generation only 2% (male) and 1.25% (female) high, 46.75% (male) and 46.5% (female) moderate and 51.25% (male) and 52.25% (female) with low monthly income. Secondly, in the comparison between educational attainment and the monthly income of the respondents there seen a difference in the relation between the generation as in the 1st and 2nd generation the respondents with high educational attainment they were mostly found to be in the category of high and moderate income group and the respondents with moderate and low educational attainment they were mostly found in the category of low income group but in the 3rd generation the respondent with high educational attainment they were almost distributed evenly in the moderate and low income group and only small percentage in high income category and the respondent with moderate and low educational attainment they were mostly found in the category of low income group.
- In the analysis on educational attainment and the size of family of the respondents (east and west). Firstly, a tremendous inter-generational mobility has been observed in size of family between the generation, in the 1st generation there were 69.25% (male) and 67.75% (female) high, 28.25% (male) and 31% (female) moderate and only 2.5% (male) and 1.25% (female) low size of family, among the 2nd generation there were 33.75% (male) and 52.5% (female) high, 43% (male) and 40.75% (female) moderate and 23.25% (male) and 6.75% (female) in low category of size of family and in the 3rd generation there were 32.5% (male) and 38.2% (female) moderate and 67.5% (male) and 61.75% (female) in low category of size of family. Secondly, in the comparison between educational attainment and the size of family

of the respondents, the relation was found similar in all 3 generations i.e. the respondents with high educational attainment there all of them were having moderate and low size of family and the respondent with moderate and low educational attainment there they were mostly having high and moderate size of family but in the 3rd generation the respondent with moderate and low educational attainment also were having moderate and low size of family.

- In the analysis on educational attainment and the type of marriage of the respondents (east and west). Firstly, it was observed that there is a tremendous amount of inter-generational mobility in type of marriage as in the 1st generation there were 81.75% (male) and 94% (female) falling in the category of within-caste marriage and only18.25% (male) and 6% (female) inter-caste marriage, in the 2nd generation it was 61.75% (male) and 80.5% (female) in the category of within-caste marriage and 38.25% (male) and 19.5% (female) in the category of inter-caste marriage and in the 3rd generation there were 49.25% (male) and 62% (female) in the category of within-caste marriage and 50.75% (male) and 38% (female) in the category of inter-caste marriage. Secondly, in the comparison between educational attainment and the type of marriage of the respondents there is not found strong relation between the two variables, in all the generation the respondents with low educational attainment majority of them had within-caste marriage but the respondent with moderate and high educational attainment it is observed that in case of male respondents they were almost distributed equally between the two category marriage (within-cast and inter-caste) and in the case of female respondent the situation was found different here the respondents with moderate and high educational attainment majority of them are found in the category of within-caste marriage.
- In the analysis on educational attainment and the type of marriage of the respondents (east and west). Firstly, it was observed that there is a tremendous amount of inter-generational mobility in the place of settlement, in the 1st generation there were 66.75% (male) and 71.25% (female) settled in rural areas and 33.5% (male) and 28.75% (female) settled in urban areas, in 2nd generation there were 47.5% (male) and 51.75% (female) settled in rural areas and 52.5% (male) and 48.25% (female) settled in urban areas, in the 3rd generation there were 32.25% (male) and 41.25%

(female) settled in rural areas and 67.75% (male) and 58.75% (female) settled in urban areas. Secondly, in the comparison between educational attainment and the place of settlement of the respondents, it is observed that in all the generations the respondents with low educational attainment they were mostly found to be settled in rural areas and the respondents with moderate and high educational attainment they were mostly found in the category of urban areas except 2nd generation male respondents there the respondents with moderate and high educational attainment they were distributed almost equally between both rural and urban category of settlement.

- In the analysis on educational attainment and the structure of house of the respondents (east and west). Firstly, it was observed that there is a tremendous amount of inter-generational mobility in the house structure of the respondents, in the 1st generation there were 67.5% (male) and 65.5% (female) living in a katcha house, 30% (male) and 32.25% (female) in semi-pakka and only 2.5% (male) and 2.25% (female) living in pakka type of house, in the 2nd generation generation there were 23.5% (male) and 17% (female) living in a katcha house, 21.5% (male) and 43.25% (female) in semi-pakka and 55% (male) and 39.75% (female) living in pakka type of house, and in the 3rd generation generation there were only 6% (male) and 6.25% (female) living in a katcha house, 31.5% (male) and 32.5% (female) in semi-pakka and 62.5% (male) and 61.25% (female) living in pakka type of house. Secondly, in the comparison between educational attainment and the structure of house of the respondents, it is observed that in all the generations the respondents with low educational attainment they were mostly found to be living in katcha house and the respondents with moderate and high educational attainment they were mostly living in semi-pakka and pakka house.

7.5. Suggestion for further research

Every study completed throws new problem before the investigator. Some of the possible lines in which further studies can be carried out are listed below.

1. For further research on educational development one may take other indicators of educational development like; accessibility of educational institution, outcome, drop-

out rate, facilities provided in educational institutions, training provided to the teachers and the administrators for the improvement of quality etc.

2. The private interference on the development of education in Sikkim.
3. The development of higher education of the state.
4. The direct and indirect employment provided by some renowned educational institutions and the outcome of the institution.

7.6. Implications and Conclusion

The study possesses two segments. Firstly, it analyses the development of education with the help of some indicators; literacy rate, number of educational institution, enrollment rate, number of teachers and the strategies of the government in the development of education. Secondly, it analyses the relation between social mobility and educational attainment of the respondent, in which the data on educational attainment were compared with the other 7 variables of social mobility (occupation, occupational grade, income, size of family, domicile, type of marriage and structure of house). Thus, the findings of this study may serve as an in depth source of information for anyone interested to have knowledge about the historical development of education of the state and also the importance of education to promote upward social mobility, it will also provide a great help for the to the planners to have a thorough understanding of the trend of development of education and accordingly make more effective and efficient educational plans for the state.