



“A Study on Structure, Enrolment and Literacy Rate of School Education in Sikkim State, India”

Bijay Thakur^{1*}, Praveen Rizal²

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^{1*}Research Scholar, Department of Management, School of Management and Commerce, SRM University Sikkim, Gangtok-737102, Sikkim, Email ID: bijay_t@srmus.edu.in

²Associate Professor, Department of Economics, SRM University Sikkim, Gangtok-737102, Sikkim, Email ID: praven.rizal@gmail.com

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ABSTRACT

Sikkim, a state in the Himalayas known for its challenging terrain and rich cultural heritage, offers a distinctive educational environment with a diverse landscape. As per data from the Department of School Education and Literacy under the Ministry of Education, Government of India, Sikkim (2018-19), there are 1289 schools in total. Furthermore, the purpose of the study is to study Sikkim's school system, with specific focus to key aspects including school structure, student enrolment, and literacy rates. Hence, this paper is descriptive in nature. The educational framework in Sikkim includes 768 government schools, 417 private schools, 7 central schools, and 97 monastic schools. Across all districts, there are 73,099 female students enrolled, constituting roughly 49.91% of the total student populace, while 73,370 male students make up about 50.09%. Thus, there is almost an equal distribution of male and female students across districts. India has improved its literacy rates significantly as a whole, and this trend is visible between 1951 and 2023. Sikkim in particular has shown remarkable progress, regularly surpassing the national norm and reaching a notably high literacy rate by 2023. The literacy rates in the North-eastern states of India have seen significant growth over time, with Mizoram consistently leading the region in literacy rates. In addition to the state's initiatives, educational accessibility has significantly improved, which has increased student enrolment at all levels. However, there are still issues, particularly in rural areas, such as physical obstacles and inadequate facilities. Based to this study, if the state wants to significantly improve the performance of students, it must give the most priority to infrastructure, teacher preparation, and curriculum improvement.

Keywords: Sikkim, School Education, Structure, Students Enrolment, Literacy Rate.

Introduction

Education holds the capacity to empower individuals across various aspects of their lives. It enhances comprehension, refines skills, and broadens perspectives. Education is crucial for fostering an equal society and fostering social, economic, and political progress. It serves as the foundation for students to cultivate ethics and integrity, with accumulated knowledge and skills shaping their character over time.

A society's intellectual, social, and cultural growth is based mostly on its school education structure. In order to prepare young minds for challenges and possibilities in the future, it acts as the main channel for imparting knowledge, skills, and values. A society's and an individual's destiny is greatly influenced by the educational system in place in schools. It builds the foundation for a successful and peaceful society by fostering intelligence, morality, and social consciousness.

Since its integration with India in 1975, Sikkim has experienced rapid advancements in education. This modern educational drive has facilitated the rise of a diverse and educated middle class, transcending traditional barriers of caste, ethnicity, language, and religion. The educational landscape of Sikkim comprises a total of 768 government schools, 417 private schools, 7 central schools, and 97 monastic schools. Both central and state

authorities have implemented the 'Sarva Siksha Abhiyan' initiative to promote universal education, particularly targeting children residing in remote areas of the Himalayan region.

The school education system in Sikkim is divided into different level, they are Primary School (Class I to Class V), Junior High School (Class I to Class VIII), Secondary School (Class I to Class X), Senior Secondary School (Class I to Class XII) and Monastery. Admission procedures in Sikkim schools commence at the age of five, with students progressing from primary to secondary education, culminating in a twelve-year schooling cycle before college enrollment. Sikkim conducts two board examinations, one at the conclusion of class X and the other at the conclusion of class XII, with schools affiliated either with the ICSE or CBSE boards. English serves as the primary medium of instruction across schools in Sikkim. Recognizing the utmost importance of education, the state government allocates a significant portion of its budget towards the sector, with 20% utilized for this purpose according to the Education Department's Annual Report for the year 2020-21, Government of Sikkim.

Therefore a school structure provides the fundamental framework that molds students' experiences in school and develops learning environments that foster academic progress. The dynamics within these structures are also directly influenced by the number of students enrolled, which reflects the demographics and diversity of the community the school serves. Furthermore, school literacy rates are an indicator of how well education is doing since they show how well literacy initiatives and instructional strategies are working. As a result, the relationship among school structure, student enrollment and literacy rate emphasizes how these elements work together to provide a healthy educational environment.

Review of Literature

For this study, various articles and research papers from academic journals as well as relevant publications have been reviewed. These sources cover various aspects crucial to the foundational development of the research. Specifically, the study is centered on the educational system in schools within the state of Sikkim. Important reviews are as follows.

Khatun Ayesha and Dar Nabi Sajad (2019) "*Management education in India: the challenges of changing scenario*" the study focuses on examining the development of business schools (B-Schools) in India and the competitive environment they operate in. It reveals that despite a notable increase in the quantity of B-Schools in the country, there has been insufficient emphasis on maintaining quality standards. This paper addresses various significant challenges faced by Indian B-Schools. Additionally, it observes a disparity in the distribution of B-Schools across different states and regions in India, which closely aligns with levels of industrialization.

Solanki P Piyush (2019) "*Education in India: Emerging Issues, Challenges*" the study mainly focused on the overall performance of higher education system in India. The study aims to identify new issues and challenges in India's higher education sector. In the end, the study comes to the conclusion that dealing with these issues calls for all-encompassing solutions that incorporate the demands of all stakeholders, including parents, the government, businesses, and educational institutions.

Rani Jamuna. J (2017) "*Academic Stress among School Students Writing Board Exam*" in her study she has examined that due to rapid advancement and competition among adolescent stress is a part of today's living. A random sample of 150 students from the population of Chennai city is selected and questionnaire was collected from 100 students responded. The findings reveal that there is no significant difference between gender and stress. It was found that studying all night before exam and irrational thoughts about exams and their outcomes are the main sources of stress. Falling asleep or staying asleep and muscle tension, especially in neck, back and jaw is the major impact of stress on the students.

Sahoo Sanjukta (2016) "*Girls' Education in India: Status and Challenges*" the study highlights the stark disparities in girls' education across different educational levels. While higher education shows improvement, elementary and secondary education face significant challenges. Major obstacles such as parental attitudes, inadequate infrastructure, security concerns, gender biases, and the socio-economic status of parents hinder the promotion of girls' education in India. She emphasized that it is imperative for higher authorities, community members, NGOs, and all Indian citizens to collectively shoulder the responsibility of eliminating the various barriers hindering girls' education from our society.

Subba Maya Nar and Bhutia Yodida (2016) in their study "*Status of Elementary in the State of Sikkim, India*" explored the challenges faced by government elementary schools. Employing a descriptive approach, they found that students are admitted year-round without any screening process. The recruitment of teachers is often done on a temporary basis, leading to a lack of dedication and a tendency to seek better opportunities elsewhere. Additionally, the majority of these teachers are untrained and lack motivation, which ultimately compromises the quality of education provided to students who require a solid foundation of knowledge.

Gogoi Nitul, Dutta Jadab and Soni, J.C (2016) in their study "*A Comparative Study on Academic Achievement and Intelligence of Class X students of Jawahar Navodaya Vidyalaya and Kendriya Vidyalaya in Lakhimpur District, Assam*" examined the academic achievements and intellectual capacities of Class X students attending Jawahar Navodaya Vidyalaya and Kendriya Vidyalaya in Lakhimpur District, Assam. The study included 120 students (60 from JNV and 60 from KV). The researchers used the Group Test of Mental Ability to assess students' intelligence, while academic achievement was gauged using the students' Board Examination scores.

The primary finding of the research revealed significant differences between the intelligence levels and academic performances of students from JNV and KV.

Gakhar Kamlesh and Kour Harjeet (2012) in their study “*Scenario of Present Education System: A Comparative Study of Haryana and Its Neighbouring States*” has examined the education system of Haryana was analysed with a comparative focus on its neighbouring states.

Their study sheds light on various aspects of educational attainment, providing valuable insights for experts and researchers to assess progress towards goals and identify areas requiring attention. Additionally, the research includes a comparative examination of literacy rates and the number of literate individuals across these states.

Statement of the Problem

The state has observed the dynamics of the sectors since Sikkim was annexed by the Indian Union in 1975. The education sector was one that showed the biggest improvement over time. From the background observation of education through various reports and review of literatures, it is observed that the state has adopted the education in more specific process. However, the system of school education and other dimension has not been examined, in particular, during the present changing modern days. Therefore, the present study is designed to examine the school educational system of Sikkim, focusing on key elements such as school structure, student enrollment and levels of literacy.

Objective

- i. To study the structure, enrolment and literacy rate of school education in Sikkim state, India.

Methodology

Data Sources and Type:

- The aim of this study is to examine the school educational system of Sikkim. For this study the data has been collected from secondary source on school structure, student enrolment, literacy rate and other information. The data is collected from the Department of School Education and Literacy, Ministry of Education, Government of India (2018-19).

Statistical Tools:

- The analysis of the study has been done with the help of descriptive statistics. Further percentages and graphical representation has been used for clear understanding.

Limitation:

- This study is focusing only on present school education and its enrolment and literacy rate. The other aspects of school education has not been observed in this study.

Results & Discussion

School Structure

Table 1. Number of Schools by District

Sl. No.		Districts				Types of school wise total (%)
		East (%)	North (%)	South (%)	West (%)	
1	Government	233 (18.08%)	78 (6.05%)	229 (17.77%)	228 (17.69%)	768 (59.58%)
2	Private	175 (13.58%)	20 (1.55%)	114 (8.84%)	108 (8.38%)	417 (32.35%)
3	Central Government	3 (0.23%)	1 (0.08%)	2 (0.16%)	1 (0.08%)	7 (0.54%)
4	Monastic	35 (2.72%)	21 (1.63%)	26 (2.02%)	15 (1.16%)	97 (7.53%)
	State	446 (34.61%)	120 (9.31%)	371 (28.79%)	352 (27.31%)	1289 (100%)

Source: Department of School Education and Literacy, Ministry of Education, Government of India (2018-19).

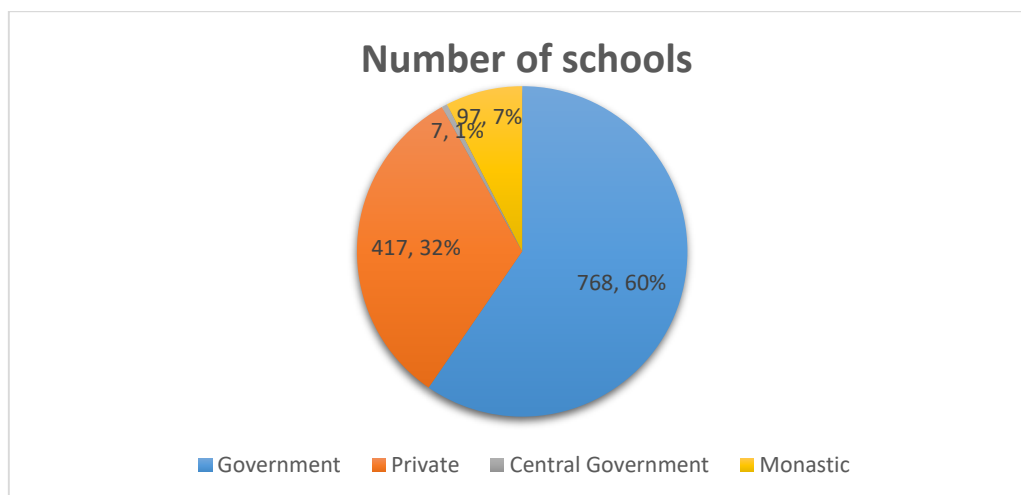


Figure 1. Number of Schools

Sikkim has a total of 1289 schools, according to statistics from the Department of School Education and Literacy under the Ministry of Education, Government of India, which is displayed in Table 1. The aforementioned educational institutions comprise of Primary, Junior High, Secondary, Senior Secondary, and Monastic schools. Based on their data and information there are 768 government schools, 417 private schools, 7 central schools and 97 Monastic schools in Sikkim.

Furthermore in East District 446 different type of school are there including 233(18.08%) Government School, 175(13.58%) Private School, Central Government School 3(0.23%) and Monastic 35 (2.72%). Similarly in North District 120 different type of school are there including 78(6.05%) Government School, 20(1.55%) Private School, Central Government School 1(0.08%) and Monastic 21 (1.63%). Likewise in South District 371 different type of school are there including 229(17.77%) Government School, 114(8.84%) Private School, Central Government School 2(0.16%) and Monastic 26 (2.02%). Lastly in West District 352 different type of school are there including 228(17.69%) Government School, 108(8.38%) Private School, Central Government School 1(0.08%) and Monastic 15 (1.16%).

Consequently, an in-depth analysis indicates that the East district, encompassing 446 schools, represents a significant portion of the educational landscape, comprising approximately 34.61% of all schools in the region. Similarly, the North district hosts 120 schools, constituting about 9.31% of the total. Moreover, the South district boasts 371 schools, making up approximately 28.79% of the overall count, while the West district accommodates 352 schools, representing around 27.31%. Importantly, each district offers a diverse array of educational institutions, ensuring a rich and varied learning environment across the area.

Notably, every district provides a wide range of educational establishments, ensuring an effective and equal education across the district. Furthermore, the existence of numerous school types within each district of all types of schools that enhances the quality of education by meeting the varied needs and preferences of the surrounding community. This diversity promotes a welcoming and vibrant learning environment, which advances the region's overall educational development.

Table 2. Number of Schools as per area type

Sl. No.	District	Rural (%)	Urban (%)	Total District wise (%)
1	East Sikkim	374 (31.86%)	77 (66.96%)	451 (34.99%)
2	North Sikkim	111 (9.45%)	5 (4.35%)	116 (9%)
3	South Sikkim	338 (28.79%)	31 (26.96%)	369 (28.63%)
4	West Sikkim	351 (29.90%)	2 (1.74%)	353 (27.39%)
	Total	1174 (91.08%)	115 (8.92%)	1289 (100%)

Source: Department of School Education and Literacy, Ministry of Education, Government of India (2018-19).

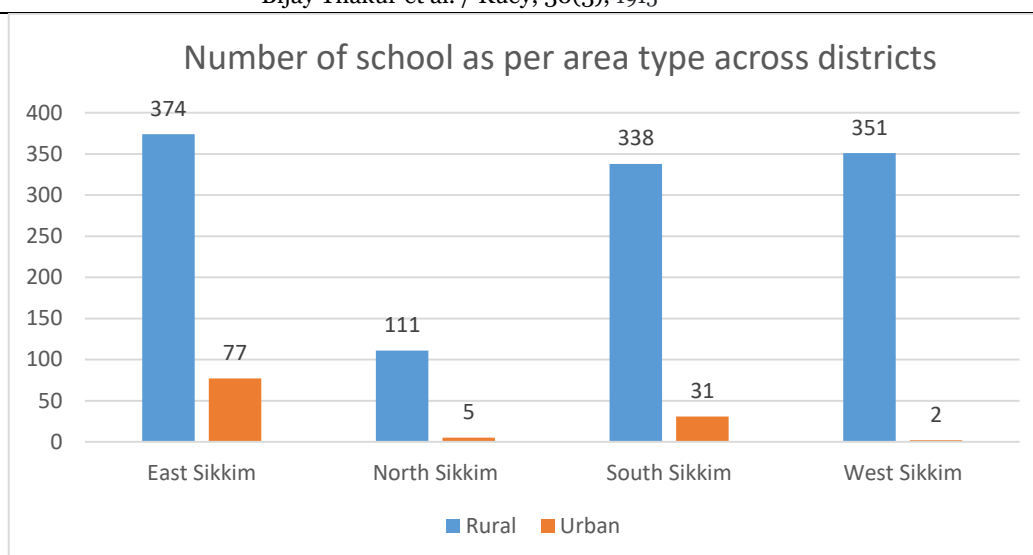


Figure 2. Number of Schools as per area type

The table 2 illustrates the percentage distribution of rural and urban populations across different districts of Sikkim. It reveals the varying levels of urbanization within each district, with some districts having a higher rural population compared to others. This table allows us to understand the distribution of population within Sikkim in terms of rural and urban areas. It provides insights into how each district contributes to the overall demographic makeup of the state.

However, in the East district, there are a total of 451 schools, comprising both rural and urban areas, accounting for 34.99%. Similarly, the North district has a total of 116 schools, making up 9% of the total. The South district comprises 369 schools, representing 28.63% of the total. Lastly, the West district has 353 schools, accounting for 27.39% of the total, including both rural and urban areas.

Moreover, the East District boasts a considerable number of schools, with 374 (31.86%) located in rural areas and 77 (66.96%) in urban locations. Similarly, in the North District, there are a total of 111 (9.45%) rural schools compared to just 5 (4.35%) urban ones. The South District also shows a significant distribution, with 338 (28.79%) rural schools and 2 (1.74%) urban ones. Finally, the West District presents 351 (29.90%) rural schools and 115 (8.92%) urban schools. Consequently, the overall distribution shows a predominance of schools in rural areas, with 1,174 (91.08%) compared to 115 (8.92%) in urban locations.

Table 3. Distribution of school as per types of school across districts

Sl. No.	District	Boys (%)	Co-educational (%)	Girls (%)	Total District wise (%)
1	East Sikkim	34 (41.98%)	414 (34.44%)	3 (50%)	451 (34.99%)
2	North Sikkim	16 (19.75%)	99 (8.24%)	1 (16.67%)	116 (9%)
3	South Sikkim	19 (23.46%)	349 (29.03%)	1 (16.67%)	369 (28.63%)
4	West Sikkim	12 (14.81%)	340 (28.29%)	1 (16.67%)	353 (27.39%)
Total		81 (6.28%)	1202 (93.25%)	6 (0.47%)	1289 (100%)

Source: Department of School Education and Literacy, Ministry of Education, Government of India (2018-19).

The table 3 represent the distribution of students across different types of schools (boys only, co-educational, and girls only) in four districts of Sikkim. The above table illustrates the enrollment patterns in different types of schools across four districts in Sikkim. East Sikkim has the highest proportion of girls attending girls schools compared to other districts, while North Sikkim has the lowest overall enrollment percentage. South and West Sikkim show similar trends with a significant number of students opting for co-educational institutions.

In East Sikkim, a relatively higher percentage of girls (50%) attend girls only schools compared to boys attending boy's only schools (41.98%). Furthermore around 42% of the enrolled students are boys, while approximately 34% are in co-educational settings, and 50% are girls in East Sikkim. In North Sikkim, the percentages are relatively lower across all categories compared to other districts. Boy's only schools have the highest percentage (19.75%) among the three categories. Around 20% of the enrolled students are boys, about 8% are in co-educational setups, and around 17% are girls.

South Sikkim has a significant proportion of students attending co-educational schools (29.03%). Here about 23% of the enrolled students are boys, approximately 29% are in co-educational environments, and around 17% are girls. West Sikkim shows a similar trend to South Sikkim with a notable percentage of students attending co-educational schools (28.29%). However 15% of the enrolled students are boys, about 28% are in co-educational setups, and around 17% are girls.

Across all districts, the percentage of boys attending schools varies from 14.81% to 41.98%, across all districts. Co-educational schools have the highest representation across all districts, ranging from 8.24% to 34.44%

across all districts. Girls-only schools show consistent representation across districts, all around 16.67%, across all districts.

Hence all districts, there is a higher percentage of boys enrolled compared to girls. Co-educational setups seem to have a significant proportion of students compared to single-gender schools in all districts. There is variability in enrollment percentages across different districts, indicating potential differences in district preferences.

Student Enrollment

Table 4. Distribution of Student Enrollment by Gender

Sl. No.	District	Gender	
		Girls (%)	Boys (%)
1	East Sikkim	34179 (46.76%)	34061 (46.42%)
2	North Sikkim	4411 (6.03%)	4360 (5.94%)
3	South Sikkim	17718 (24.24%)	17938 (24.45%)
4	West Sikkim	16791 (22.97%)	17011 (23.19%)
	Total Gender wise (%)	73099 (49.91%)	73370 (50.09%)
	State	146469 (100%)	

Source: Department of School Education and Literacy, Ministry of Education, Government of India (2018-19).

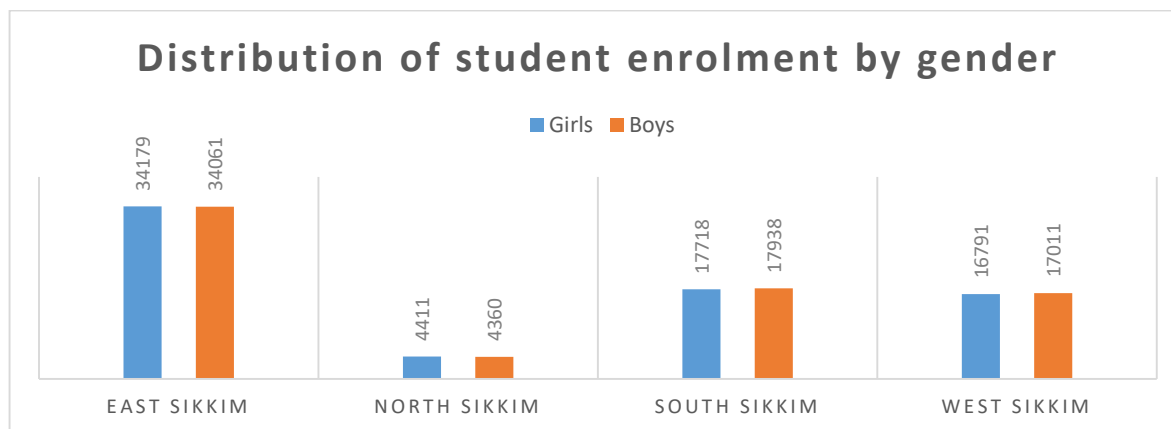


Figure 3. Distribution of Student Enrollment by Gender

The data provided in Table 4 presents the details of student enrollment by gender across various districts in Sikkim. The above table illustrates the distribution of students based on gender across different districts in Sikkim. East Sikkim records the highest enrollment figures, with a nearly equal number of boys and girls. North Sikkim, with the lowest enrollment, also depicts a similar trend of balanced gender representation. South and West Sikkim follow uniform, with slightly more boys enrolled than girls in each district.

East district has the highest student enrollment, with 34,179 girls constituting approximately 46.76% of the total student population in the district, while 34,061 boys make up about 46.42%. North district has significantly lower enrollment numbers compared to East Sikkim. There are 4,411 girls, comprising around 6.03% of the total, and 4,360 boys, making up approximately 5.94%. The enrollment in South Sikkim is higher than in North Sikkim but lower than in East Sikkim. There are 17,718 girls, representing about 24.24%, and 17,938 boys, making up approximately 24.45%. Similar to South Sikkim, West Sikkim has a considerable student population, though slightly lower than in South Sikkim. There are 16,791 girls, constituting around 22.97%, and 17,011 boys, making up approximately 23.19%.

Overall, across all districts, there are 73,099 girls enrolled, which is approximately 49.91% of the total student population. On the other hand, there are 73,370 boys enrolled, constituting about 50.09% of the total student population. Hence, there is a nearly equal distribution of boys and girls across the districts, although boys have a slight numerical edge in total enrollment. This directs a relatively equitable enrollment pattern across genders in Sikkim.

Table 5. Distribution of student enrollment as per area type & district

Sl. No.	District	Gender				District wise total (%)
		Girls		Boys		
		Rural %	Urban %	Rural %	Urban %	
1	East Sikkim	22524 (39.97%)	11655 (69.62%)	21740 (38.61%)	12321 (72.22%)	68240 (46.59%)
2	North Sikkim	3867 (6.86%)	544 (3.25%)	3782 (6.72%)	578 (3.39%)	8771 (5.99%)
3	South Sikkim	13201 (23.42%)	4517 (26.98%)	13830 (24.56%)	4108 (24.08%)	35656 (24.34%)
4	West Sikkim	16765 (29.75%)	26 (0.16%)	16957 (30.11%)	54 (0.32%)	33802 (23.08%)
	Total Gender wise	56357	16742	56309	17061	146469 (100%)

Source: Department of School Education and Literacy, Ministry of Education, Government of India (2018-19)

The table number 5 provides a breakdown of student enrollment across districts in Sikkim by gender (rural or urban). It shows that enrollment varies significantly between districts and between rural and urban areas within each district.

East Sikkim has the highest total enrollment with 68,240 students, followed by South Sikkim (35,656), West Sikkim (33,802), and North Sikkim (8,771). This indicates that East Sikkim has the largest student population among the districts mentioned. In all districts, rural areas have a higher total enrollment compared to urban areas. This highlights that a larger portion of the student population resides in rural regions of Sikkim.

In East District a total of 22,524 girls, which is approximately 39.97% of the total student population in the district, are enrolled in rural areas. In urban areas, 11,655 boys are enrolled, constituting about 69.62% of the total student population in urban areas. In North District Rural enrollment includes 3,867 girls, making up around 6.86% of the total student population in rural areas. In urban areas, there are 544 boys enrolled, constituting approximately 3.25% of the total student population in urban areas.

In South District 13,201 girls are enrolled in rural areas, accounting for roughly 23.42% of the total student population in rural areas. Urban enrollment consists of 4,517 boys, constituting about 26.98% of the total student population in urban areas. In West District 16,765 girls are enrolled in rural areas, making up approximately 29.75% of the total student population in rural areas. Urban enrollment includes only 26 boys, constituting a mere 0.16% of the total student population in urban areas.

However, in terms of percentage, urban areas tend to have a higher proportion of enrolled students compared to rural areas. For instance, in East Sikkim, while the total number of students is higher in rural areas, the percentage of enrollment in urban areas is higher (72.22% for boys and 69.62% for girls).

Thus, there are more girls enrolled in rural areas compared to boys, while in urban areas, the enrollment of boys is higher. However, there are some exceptions, such as in West Sikkim where the urban enrollment of boys is extremely low compared to girls.

Table 6. Distribution of student enrollment as per area type & gender

Sl. No.	Rural/ Urban	Gender	No. of Enrolment (%)
1	Rural	Girls	56357 (38.48%)
2		Boys	56309 (38.44%)
3	Urban	Girls	16742 (11.43%)
4		Boys	17061 (11.65%)
	State		146469

Source: Department of School Education and Literacy, Ministry of Education, Government of India (2018-19)

The table 6 outlines the distribution of student enrollment categorized by gender and their place of residence, whether rural or urban. It shows that there is a comparable number of boys and girls enrolled in both rural and urban areas, with a slight predominance of girls in rural regions. Conversely, urban areas have a slightly higher percentage of boys enrolled.

The data reveals a balanced enrollment between genders in both rural and urban areas. The majority of enrollments are from rural areas, with 76.92% of the total enrollment coming from rural regions compared to about 23.08% from urban areas. This highlights that there might be a higher demand for education in rural communities, or it could reflect a lack of educational opportunities in those areas, leading to higher enrollment rates. While the number of students from urban areas is comparatively lower, it's still a substantial portion of the overall enrollment. This indicates that despite the challenges, urban areas still provide a significant number of students for enrollment.

However, it's essential to continue monitoring and ensuring equal opportunities for education for both genders, especially in rural regions where access might be more limited. Overall, the total enrollment is greater in rural areas than in urban areas.

Table 7. Distribution of student enrolment as per area for Each Class & Level of Education

Sl. No.	Level of Education	Rural		Urban	
		Girls %	Boys %	Girls %	Boys %
1	Pre-Primary	6975 (12.38%)	7379 (13.1%)	2497 (14.91%)	2566 (15.04%)
2	Class-I	3488 (6.19%)	3858 (6.85%)	1070 (6.39%)	1235 (7.24%)
3	Class-II	3245 (5.76%)	3718 (6.6%)	1036 (6.19%)	1178 (6.9%)
4	Class-III	3482 (6.18%)	3942 (7%)	1088 (6.5%)	1222 (7.16%)
5	Class-IV	3728 (6.61%)	4119 (7.31%)	1157 (6.91%)	1245 (7.3%)
6	Class-V	3928 (6.97%)	4521 (8.03%)	1104 (6.59%)	1230 (7.21%)
7	Class-VI	4340 (7.7%)	4403 (7.82%)	1142 (6.82%)	1138 (6.67%)
8	Class-VII	4601 (8.16%)	4650 (8.26%)	1139 (6.8%)	1225 (7.18%)
9	Class-VIII	5026 (8.92%)	4886 (8.68%)	1161 (6.93%)	1129 (6.62%)
10	Class-IX	6942 (12.32%)	6344 (11.27%)	1739 (10.39%)	1753 (10.27%)
11	Class-X	3967 (7.04%)	3349 (5.95%)	1189 (7.1%)	1033 (6.05%)
12	Class-XI	3367 (5.97%)	2658 (4.72%)	1252 (7.48%)	1031 (6.04%)
13	Class-XII	3268(5.8%)	2482 (4.41%)	1168 (6.98%)	1076 (6.31%)
14	Total	56357	56309	16742	17061
	Rural/ Urban Total	112666		33803	
	State %	76.92%		23.08%	
	State	146469			

Source: Department of School Education and Literacy, Ministry of Education, Government of India (2018-19)

The above table 7 presents enrollment statistics categorized by location (rural and urban) and gender (girls and boys) across different levels of education, from pre-primary to class XII.

In Pre-Primary Education rural areas have a higher enrollment percentage compared to urban areas for both girls (12.38% rural vs. 14.91% urban) and boys (13.1% rural vs. 15.04% urban). Overall, there is a slightly higher enrollment of boys than girls at this level.

In addition in Classes I to XII rural enrollment percentages are slightly higher than urban enrollment percentages for both girls and boys. As the classes progress, the enrollment percentages tend to decrease. This is consistent across both rural and urban areas. Enrollment percentages for girls are generally lower than for boys across all classes and locations.

The total enrollment numbers indicate a higher enrollment rate in rural areas compared to urban areas, with approximately 76.92% of students enrolled in rural areas and 23.08% in urban areas. This highlights that despite the lower urban enrollment percentages at certain levels of education, the sheer population density in urban areas contributes to a significant portion of the total enrollment.

There is significant enrollment in both rural and urban areas, there may be disparities in access to education for girls, particularly in rural regions. The data highlights the disparities in enrollment rates between rural and urban areas across different levels of education, with rural areas generally exhibiting higher enrollment percentages. Additionally, it shows variations in enrollment patterns between genders and different levels of education, with some levels showing higher enrollment for one gender over the other, and others showing more parity. Additionally, it highlights the importance of addressing gender gaps in education, especially in rural areas, to ensure equitable access for all children.

Literacy Rate

Table 8. Literacy Rate

Sl. No.	Particular	1951	1961	1971	1981	1991	2001	2011	2023*
1	India	18.33	28.3	34.45	43.57	52.21	64.84	72.99	77.7
2	Sikkim	-	-	17.74	34.05	56.94	68.81	81.42	82.2
	Total	18.33	28.3	52.19	77.62	109.15	133.7	154.41	159.9
	Average	9.17	14.15	26.10	38.81	54.58	66.83	77.21	79.95

Source: Reserve Bank of India, Government of India

*Geeks for Geeks - Sanchaya Education Private Limited

The table 8 presents data on literacy rates in India and specifically in the state of Sikkim over several decades from 1951 to 2023. The literacy rate in India has shown a steady increase over the decades. In 1951, it was merely 18.33%, but it has steadily risen over the years, reaching 77.7% in 2011 and further increasing to 77.7% by 2023. This indicates significant progress in improving literacy levels across the country over the past several decades.

The literacy rate of Sikkim was not documented in 1951 and 1961 because during those periods it was not integrated with India. However, it started being recorded from 1971 onwards. Since then, it has shown

remarkable improvement. In 1971, Sikkim's literacy rate was 17.74%, which increased to 82.2% by 2023. This indicates a substantial growth in literacy within the state over the years. Sikkim's literacy rate consistently outperforms the national average, showcasing the state's commitment to education and development.

Combining the literacy rates of India and Sikkim, we get the total literacy rates for each year. This total literacy rate has shown a significant increase from 18.33% in 1951 to 159.9% in 2023. The increase in the total literacy rate indicates not only individual improvements in literacy within India and Sikkim but also population growth contributing to the overall literacy rate.

The above table also provides the average literacy rate for each period. The average literacy rate has followed a similar upward trend, rising from 9.165% in 1951 to 79.95% in 2023. This suggests a consistent improvement in literacy on an average level across India and Sikkim over the years. Hence the data indicates a positive trend in literacy rates for both India and Sikkim over the years. India, as a whole, has made significant strides in improving literacy levels, with the rate nearly increasing from 1951 to 2023. Sikkim, in particular, has shown remarkable progress, consistently surpassing the national average and reaching a notably high literacy rate by 2023. The total and average literacy rates reflect the combined progress of both India and Sikkim, showcasing an overall improvement in literacy levels.

Table 9.

Sl. No.	State	Year							
		1951	1961	1971	1981	1991	2001	2011	2023*
1	Arunachal Pradesh	-	7.13	11.29	25.55	41.59	54.34	65.39	66.95
2	Assam	18.53	32.95	33.94	-	52.89	63.25	72.19	85.9
3	Manipur	12.57	36.04	38.47	49.66	59.89	70.5	79.2	79.85
4	Meghalaya	-	26.92	29.49	42.05	49.1	62.56	74.43	75.48
5	Mizoram	31.14	44.01	53.8	59.88	82.26	88.8	91.33	91.58
6	Nagaland	10.52	21.95	33.78	50.28	61.65	66.59	79.6	80.11
7	Tripura	-	20.24	30.98	50.1	60.44	73.19	87.22	87.75
8	Sikkim	-	-	17.74	34.05	56.94	68.81	81.42	82.42
	Total	72.76	189.24	249.49	311.57	464.76	548.04	630.78	650.04
	Average	9.10	23.66	31.19	38.95	58.10	68.51	78.85	81.26

Literacy rates of the North East states of India (1951 -2023)

Source: Reserve Bank of India, Government of India

*Geeks for Geeks - Sanchaya Education Private Limited

Table 9 above illustrates the literacy rates of the North Eastern states of India spanning from 1951 to 2023.

- Arunachal Pradesh: Literacy rate has shown a significant increase from 7.13% in 1961 to 66.95% in 2023. The literacy rate has been consistently rising over the years, indicating improvements in education accessibility and initiatives.
- Assam: The literacy rate has seen substantial growth from 18.53% in 1951 to 85.9% in 2023. Despite some fluctuations, Assam has shown consistent progress in literacy over the decades.
- Manipur: Starting from 12.57% in 1951, the literacy rate has climbed to 79.85% in 2023. The upward trend suggests successful education policies and programs implemented over the years.
- Meghalaya: Meghalaya has shown steady growth in literacy, reaching 75.48% in 2023 from an initial 26.92% in 1961. Though the growth rate is commendable, it appears to be slightly slower compared to some other states in the region.
- Mizoram: Mizoram demonstrates remarkable progress in literacy, with a substantial increase from 31.14% in 1951 to 91.58% in 2023. This state has consistently maintained a high literacy growth rate, indicating effective educational policies.
- Nagaland: Nagaland has shown consistent improvement in literacy, rising from 10.52% in 1951 to 80.11% in 2023. The state's literacy growth suggests sustained efforts in enhancing education accessibility.
- Tripura: Tripura exhibits a notable increase in literacy, reaching 87.75% in 2023 from 20.24% in 1961. The state has made significant strides in education, resulting in a substantial rise in literacy rates.
- Sikkim: Sikkim has witnessed substantial growth in literacy, increasing from 17.74% in 1971 to 82.42% in 2023. Despite starting with a relatively low literacy rate, Sikkim has made impressive progress over the years.

Mizoram consistently maintains the highest literacy rates among all the North East states, showing remarkable progress. Assam and Tripura have also shown significant improvement, with literacy rates surpassing the national average. Arunachal Pradesh, Manipur, and Nagaland have shown steady progress, albeit starting from lower literacy rates. Meghalaya and Sikkim exhibit commendable growth, although the pace appears slightly slower compared to some other states.

The literacy rates in the North East states of India have experienced considerable growth over the years, with Mizoram consistently leading the region with the highest literacy rates. States like Assam and Tripura have also made significant strides, surpassing the national average. Arunachal Pradesh, Manipur, and Nagaland have shown steady progress, while Meghalaya and Sikkim have exhibited commendable growth, albeit at a slightly slower pace. Overall, the data underscores the collective efforts towards enhancing education accessibility and quality in the North East region of India.

Conclusion

It is observed that there has been a significant improvement in the education system in Sikkim state over a period of time. It is observed with the significant improvement of number of schools (1289) across state and remarkable growth in literacy rate (82.42%). Literacy rate of state (82.42%) is much higher as compare to literacy rate (77.7%) of India. It is also observed that the state is also promising in spreading education for both boy and girls. The state's concerted efforts to support diversity, raise student enrollment and literacy rates, and upgrade educational facilities have resulted in positive results. In order to continue on the track to becoming an educational model for other North East States of excellence in the Himalayan region, Sikkim may strengthen its position as a leading center for education in the region and promote collaboration among governmental agencies, academic institutions, and community members.

Suggestion

Sikkim has the following levels of education: primary, junior high, secondary, senior secondary, and monastery. The state's efforts have resulted in significant improvements in educational accessibility, leading to a steady increase in student enrollment at every level. However, challenges including physical barriers and inadequate facilities still exist, especially in rural areas. Sikkim's significant literacy rate continues to improve in spite of these barriers, highlighting the commitment of the government to support education and literacy initiatives. The state must give infrastructure, training of teachers, and curriculum development top priority if it hopes to improve student results even further. Despite enduring challenges, Sikkim's literacy rate continues to increase, driven by government initiatives, community involvement, and heightened awareness regarding the importance of education.

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