

Chapter VII

Bhutias in Educational Sector of Sikkim

Section I

Development of Education in Pre-merger Sikkim

History shows that education in Sikkim took a gradual shape in the course of history. With the co-existence of multi-ethnic groups (Lepcha, Bhutia and Nepali) with un-common religion and language of their own, education as common endeavor could not reach to all sections of society for quite some time. In this context, Datta (1991), in his book '*Sikkim since Independence*', argues that education in earlier Sikkim was confined to teachings of Buddhist Philosophy that benefitted only the upper-class people. The history of Sikkim reveals that education as an independent structure did not exist before the 17th century. Sikkim's religion (Buddhism) influenced societal development in Sikkim, including education. The ethnic society in Sikkim is also a representation of society influenced by religion and hence development of education happened through the means of religious influence.

Initially education was incorporated with religion and religious teachings. Education was in the form of Monastic education. The system of education was brought by the Tibetan people who migrated to Sikkim during the early 17th century which also happens to be responsible for the introduction of formal system of education in the form of monastic education in Sikkim. Tibetan influenced monastic education was accessible to the Bhutia *Lamas* only. The common people were excluded from the Buddhist system of Education at the early phase of its development.

From the inception of Bhutia rule in 1642 till the introduction of the modern system of education in the late 19th century, education in Sikkim was confined to the study of scriptures in various monasteries of the country. The spread of Buddhistic philosophy was no doubt the main objective of the establishment of monasteries in Sikkim. The monastic education system was also focused on the objective of patronising the Tibetan language since all the Buddhist texts were available in Tibetan language only. So, learning of Tibetan Language through monastic schools seemed very important at this juncture. Moreover, the objective of the monastic education system was also to teach Buddhism in the form of Buddhist arts, literature and culture. The curriculum of Buddhist monastic education included vast areas of study like painting, sculpture,

astrology, including mathematics, medicines, philosophy, literature and tantric learning. Apart from these, the monks (*lamas*) who were the actual beneficiaries of the education system were supposed to learn religious music, use of ritual objects and learning and recitation of puja mantras.

For further studies, the monastic education system as it existed in Sikkim provided only the basic studies, and for further upgradation of the education, the monks had to go to Tibet. At times, some learned *lamas* from Tibet were invited to Sikkim to impart education in Buddhist Teaching (Gurung, 2020, p.15).

Entry to the monastic education system was quite unique as compared to other educational systems. Only the male children who were aged eight to ten years old were eligible for admission. Another criterion for the enrolment was that the child should be free from any physical defects or deformities. The child was examined and approved by the monk who basically was the guru or tutor. The tutor approved the candidature of the child and reported to the senior monks to consider the boy as a pupil. Then he becomes a novice and resides in the monastery for his education. As per tradition, every Bhutia family in Sikkim devoted one son to the monastery to become a *lama* (Dewan, 2012, p.147). However, this tradition of sending one son to monastery is gradually vanishing in the modern era. Once admitted, the novice had to undergo professional examination in the first year. He gets promoted as a junior lama after clearing a second examination in the next following year or two. The novice performed minor routine job of serving the elderly monks till he qualified these two examinations. Qualification of the preliminary examinations allowed them to take seat in the Assembly Hall along with other *lamas*. However, junior *lamas* were expected to show respect to other senior *lamas* (Risley, 1894, pp.297-300). From then onwards the task of serving the elderly monks ceases.

Though only for a handful of *lamas* and not for all, monastic education did make a significant contribution to the spread of education in Sikkim. The role played by monastic education is not limited to the earlier educational development of Sikkim alone, but it has been able to retain its importance and popularity in the post merger educational development of Sikkim. Thus, it was the Buddhist monastic education that gave birth to formal educational system in Sikkim prior to the introduction of modern education.

7.1.1. Development of Education in Sikkim in the Pre-merger Period

The commencement of the modern formal education system can be dated back to the 1880s with the advent of the Christian missionaries in Sikkim. The work of various Christian Missionaries in Sikkim is well documented. Among the first Missionary groups to arrive were Finnish and Scottish mission missionaries (Gurung, 2020, p.25).

The first formal education for all the common people was started by the Finnish missionaries in 1880s. The missionaries started education with the opening of primary schools. Initially, they opened three primary schools at Khamdong, Sang and Mangan. The spread of education was further accentuated with the coming of the Scottish missionaries in 1884. Among ten primary schools established by the Scottish Missionaries seven schools were operational in Sikkim in 1890's. The schools were spread over South, West and East districts. Out of the seven schools, three schools were located in West district at Chakhung, Soreng and Magbo, three in South district at Kitam, Chidam (Sadam) and Namthang and one school at Singtam in East district. The appointed teachers of these schools received teacher training from Missionaries at Kalimpong and Darjeeling. Towards the close of the 19th century, the Scottish Mission opened fourteen schools in Sikkim (Dewan, 2012,pp.175-176).

Table 7.1. 1. Scottish Mission Schools in Sikkim (1889-90)

SL. No	School
1	Temi School, South Sikkim
2	Pakyong School, East Sikkim
3	Rhenock School, East Sikkim
4	Kamlet School, South Sikkim
5	Chidam (Sadam) School, South Sikkim
6	Wok School, South Sikkim
7	Soreng School, West Sikkim
8	Phambong School, West Sikkim
9	Dentam School, West Sikkim
10	Vok Lace School, South Sikkim
11	PNG School , East Sikkim
12	Namthang School , East Sikkim
13	Singtam School, East Sikkim

Source: Gurung, 2020, p.23-24

The Missionary schools were doing good for quite some time. However, they gradually started closing down due to various reason. Inconveniences in running the schools by the founders were faced. The number of teachers was seen as one of the main factors for the closing of these schools. Getting a qualified teacher was difficult during those days (Debnath, 2009,p. 250).

People in Sikkim acquired only basic primary education because the Christian missionaries focused more on elementary education. People were still not open to secondary and higher education. The foundation of secondary education in Sikkim started during the tenth Chogyal of Sikkim, Maharaja Sidkeong Tulku (1897-1914). He was the only ruler of Sikkim who had been educated abroad at Pembroke College, Oxford, and gave education a new dimension in Sikkim. It was during his rule that government schools were established in Sikkim. In 1906, the first government school, Bhutia Boarding School was established. The second school, Nepali Boarding School was established in 1907. Later, in 1924, these two schools were combined into one and was named Tashi Namgyal Higher Secondary School. In 1909, the Enchey School was established in the Enchey monastery by the Maharaja. The main purpose behind the foundation of Enchey School was to provide liberal education to the monks other than monastic education which was based on religion. These government schools imparted education on the subjects like English, History, Geography, Mathematics, Drawing, Tibetan and Hindi. Drawing was a common subject while Tibetan and Hindi were taught as special subjects (Sikkim Development Report, 2008).

Table 7.1.2. Educational Institutes in Sikkim (1910-11)

Sl. No.	Description of School	No. of Schools	No. Of Pupil	State Expenditure/ Contribution In Rs.
1.	State Schools:			
	Bhutia Boarding School	1	42	4,055
	Nepali Boarding School	1	55	2,121
2	Schools maintained by the Church of Scotland Mission:			
	1.Lace School	3	415	1000
	2.Day School	12		
3.Night School	12			

Source: J.C. Debnath, 2009, p. 250.

A steady growth in education in Sikkim took place from the 1890s onwards. The majority of schools were under Christian missionaries. The schools were increased to a total of 27 in 1913-14, out of which two were secondary and twenty five were primary schools. Of the primary schools, 3 were maintained by the state, 14 by the Church of Scotland Mission, 2 by the Scandinavian Alliance Mission and 6 by the landlords in their own estates (Gurung, 2020,p 25). Thus, the educational development was a result of the combined efforts of both the Darbar and the foreign Christian missionaries.

With the increase in the number of schools, there was also a rise in the enrolment of students. In 1921, the total enrolment recorded was 514. However, the number of schools turned down as compared to 1913-14. Many factors were responsible for its decline. Education received a setback in 1920-21 when many schools were closed down for lack of funds. The schools lacked support from the landlords that they were receiving earlier. Another factor that may also be reiterated is that Sikkim was not ready for such a common approach in building society through education. So education received a setback as schools were opened and closed without proper undertaking (Debnath, 2009, pp. 250-251).

An important reform in education was introduced in November, 1920, when the Maharaja of Sikkim reorganised the Education Department. It was placed under the “Director of Education, Sikkim State and assisted by the “Board of Education, Sikkim State”. Again in 1922, the education department was brought under the Judicial Secretary, which was directly under the control of Darbar. The Education Department was headed by a Councillor appointed by the Darbar. However, it was observed that the administration of education lacked well-structured formation and required streamlining in the system (Debnath, 2009, pp. 250).

It appears that the development of education was more rapid during the reign of Sir Tashi Namgyal (1893-1963). It underwent major changes in the administration when the Education Inspector of Schools was appointed in 1945. The appointment of the Education Inspector of Schools was the first ever effort to support a planned and systematic educational administration. The education department became even more systematic and structured with the appointment of first Executive Councillor of the Education Department in 1953. The Executive Councillor was assisted by three school Inspectors, one in headquarters and others in the districts.

By then, demand for more schools was made by different communities in the country. To meet the educational needs of all sections of society, a plan of investment scheme was developed by the Darbar with the help of Indian Government in 1954 (Gurung, 2020,p.240). Accordingly, 7.4% of the total outlay of plan investment policy in 1954-61 was granted for Educational development and was implemented from 1954.

Prior to the 1940s, the school education functioned without a school board. Systematic monitoring and administration of school education was totally absent. It was only during the period of Sir Tashi Namgyal that the high schools in Gangtok were recognised under the West Bengal Board of Secondary Education.

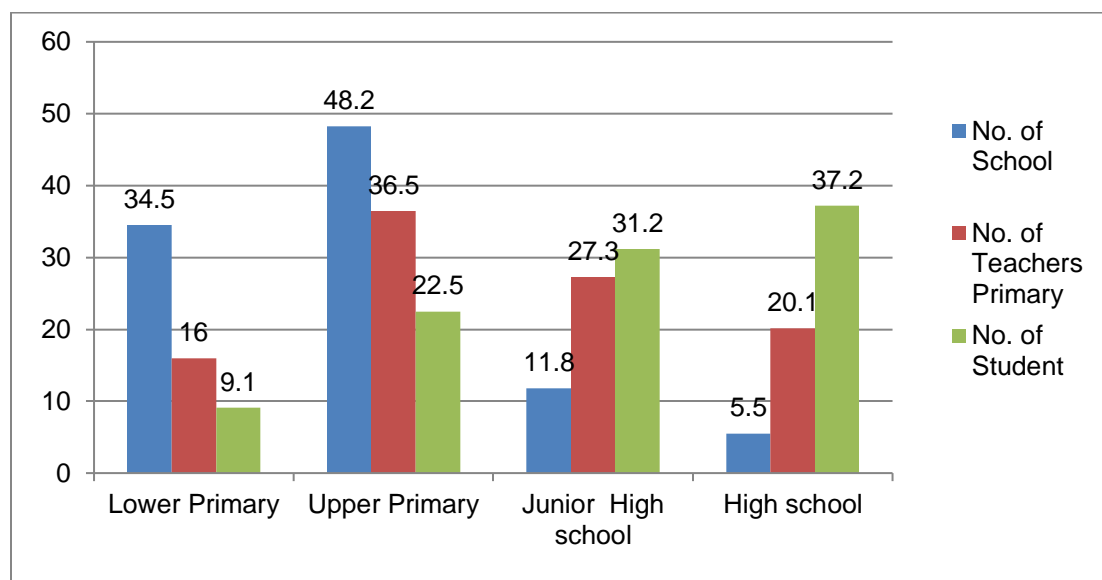
Table 7.1.3. Number of Schools, Teachers and Students in Sikkim, 1960

School (Category)	No. of School	No. of Teachers (Primary)	No. of Student
Lower Primary	38	91	1141
Upper Primary	53	207	2815
Junior High school	13	155	3903
High school	6	114	4662
Total	110	567	12521

Source: Dewan, 2012, p.242.

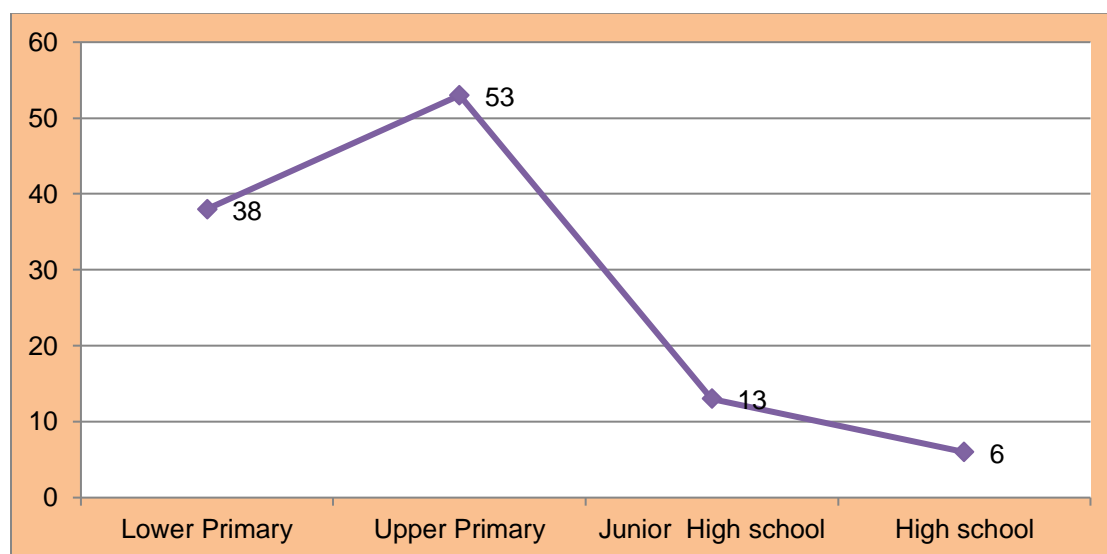
As mentioned earlier, the expansion of schools in Sikkim began in the 1940s. As highlighted in 1960, there were a total of 110 schools, 567 teachers and 12521 students. The highest number of schools was upper primary with a total of 53 schools. The expansion of schools was up to high school, i.e. class X. For further higher education, people had to go outside Sikkim, mainly to Kalimpong or Darjeeling. However, not all people could to this kind of studies.

Fig 7.1.1. Number of Schools, Teachers and Students in Sikkim, 1960 (in percentage)



Source: Based on Table No. 7.1.3.

Fig. 7.1.2. Category of Schools, 1960



Source: Based on Table No. 7.1.3.

The education sector saw a speedy increase both in terms of the numbers of schools as well as students. It was seen that by 1970, the total number of schools had increased to 263; of which 226 were primary schools, 31 junior high schools and 6 higher secondary schools (excluding public schools and evening college) (Gurung, 2020, p.236-237). Enrolment increased from 12521 in 1960 to 21,631 in 1970. According to the school wise distribution of students, 17,657

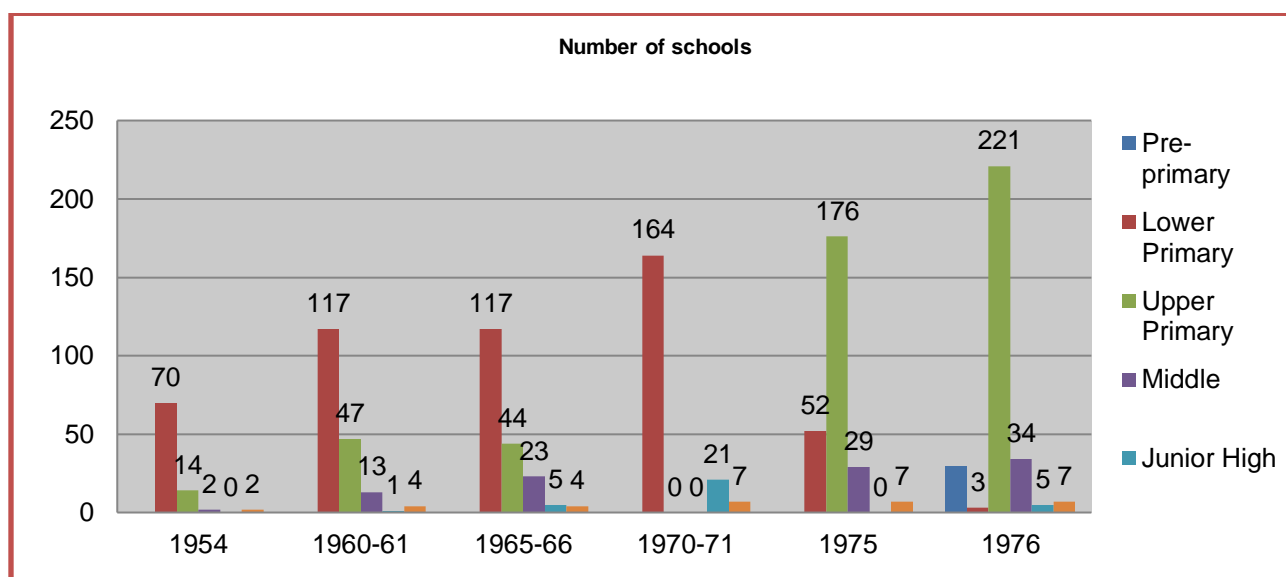
students were enrolled in primary schools, 3,291 students in junior high schools, and 683 in higher secondary schools (Dewan, 2012, p.242).

Table 7.1.4. Status of Schools in Sikkim (1954-1976)

Sl No.	Type of School	1954	1960-61	1965-66	1970-71	1975	1976
1	Pre- primary	-	-	-	-	-	30
2	Lower Primary	70	117	117	164	52	3
3	Upper Primary	14	47	44	-	176	221
4	Middle	2	13	13	-	29	34
5	Junior High	-	1	5	21	-	5
6	High/Higher Secondary	2	4	4	7	7	7
7	Total	88	182	183	192	264	300

Source: Debnath, 2009 and Statistical Supplement to Seventh Five Year Plan, 1985-1990.

Fig. 7.1.3. Number of Schools- 1954-1976



Source: Based on Table No. 7.1.4.

As far as the number of schools is concerned, the number was increased to 300 in 1976. A remarkable increase in the number of schools, from 264 in 1975 to 300 in 1976 was recorded. The educational growth in pre-merger Sikkim, in fact, shows the importance and the increasing demand for education.

Table 7.1.5. Number of Literate Population in Sikkim - 1901-1971

Year	Persons
1901	578
1911	479 (-99)
1921	451 (-28)
1931	354 (-97)
1941	524 (170)
1951	756 (232)
1961	1,415 (659)
1971	37,230 (35, 815)

Source: Census Report, 1971 and Gurung, 2017.

* Value in the bracket represents the rate increase/change in number.

As per the demographic distribution, the literacy rate in pre-merger Sikkim was quite impressive. The number of literates has been increasing with each subsequent census records. Only the censuses from 1911 to 1931 shows a low number of literates when compared to other years. The fact that its rate of literacy growth was faster in 1961 and 1971 adds to its significance.

Besides constructing a complete profile of educational history, it is also essential to study the extent to which education has been able to integrate different ethnic groups into the education system. The purpose is to see the impact that education has been able to have on the socio-economic and cultural advance of the people.

Section II

Post- merger Educational Development in Sikkim

Education in the post-merger also saw a more organised and systematic administrative structure. The Department of Education has its own position in the ministry. The department, headed by the Education Minister and the Secretary to monitor the functioning of the entire administrative works and formulation of policy, planning, implementation of project and other matters related to education in the state.

When compared to the decadal literacy rates of the North-Eastern States since 1961,³² the growth in literacy rates in these states has been quite impressive. These states have higher literacy rates in comparison to the country's literacy rate. Only states like Arunachal Pradesh and Assam are represented with minimal growth of literacy rates. The states like Mizoram, Tripura, Sikkim, Nagaland and Manipur are among the top ten states in the country in terms of literacy.

Table 7.2.1. Literacy Rates in North Eastern States -1961 to 2011 (Census)

States	1961	1971	1981	1991	2001	2011
Arunachal Pradesh	7.13	11.29	25.55	41.59	54.34	66.95
Assam	32.97	33.94	-	52.89	63.25	73.18
Manipur	36.04	38.47	49.66	59.89	70.53	79.85
Meghalaya	26.92	29.49	42.05	49.1	62.56	75.48
Mizoram	44.01	53.8	59.88	82.26	88.80	91.58
Nagaland	21.95	33.78	50.28	61.65	66.59	80.11
Sikkim	-	17.74	34.05	56.94	68.81	82.20
Tripura	20.24	30.98	50.1	60.44	73.19	87.75
India	28.3	34.45	43.57	52.21	64.84	74.04

Source: Census of India (1951-2011)

Sikkim, the youngest of the North-Eastern states, has shown the highest leap in literacy rate from 68.81% in 2001 to 82.20% in 2011. The state of Sikkim had the third highest literacy rate in the North-Eastern states at 82.2% (Census, 2011). Literacy growth was 17.74 % in 1971 and increased to 82.2% in 2011.

Table 7.2.2. Number of Schools in Post- merger Period (1975 to 2019)

Schools	1975	1980	1986	1995	2002	2004	2013	2019
Primary Schools	228	320	482	536	492	462	419	399
Junior high Schools	29	44	122	119	127	147	188	171

³²Sikkim became the eighth member of North East States only in 2002.

High Secondary schools	-	29	54	67	80	92	105	113
Senior Secondary schools	07	08	13	24	26	41	58	83
Total	264	401	671	746	725	742	770	766

Source: Human Resource Development Department- 2019

A tremendous leap in the number of schools was recorded from 1975 to 2018. The schools which were 264 in 1975 have increased to 766 in 2019 (Education Department, Govt. of Sikkim, 2019).

Table 7.2.3. District-wise Number of Schools, 2019

Sl. No	District	Total No of schools
1	East	233
2	West	226
3	North	78
4	South	229
5	Total	766

Source: Human Resource Development Department- 2019

According to the information obtained from the Education Department, Government of Sikkim, 2019, the number of government schools in the state is recorded as 766. Maximum schools are in the East district followed by South district, West district and North district has the least number of schools.

This section also sheds light on the enrolment of students in government schools in the state. Enrolment and the literacy rate increased consistently with the spread and establishment of more schools in both government and private sectors.

7.2.1. Student Enrolment

This part of the chapter deals with student enrolment and its distribution across the levels of schools in all four districts.

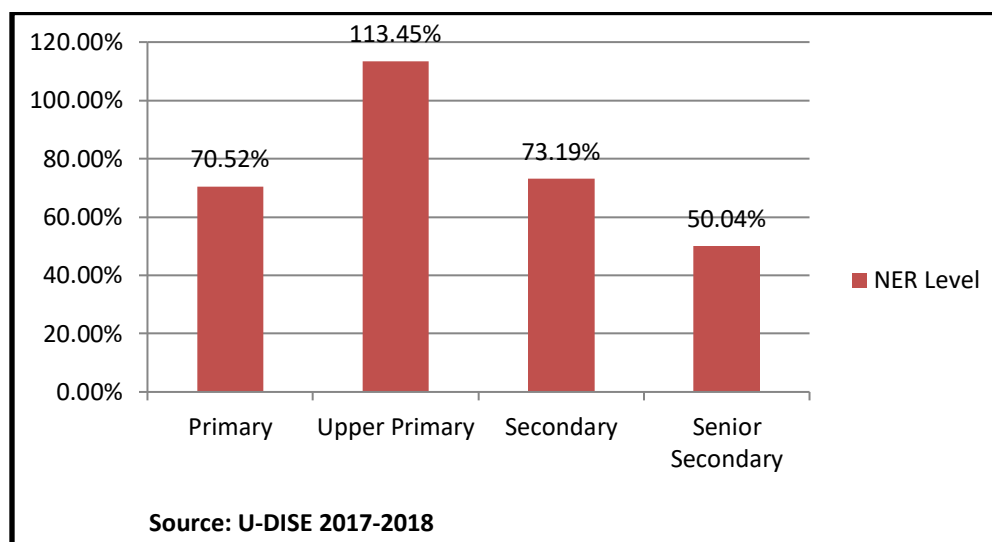
In comparison to the other three levels, the Upper Primary level has higher Net Enrolment Ratio (NER) of 113.45%. Primary, Secondary and Senior Secondary level accounts for 70.52%, 73.19% and 50.04% percent, respectively.

Table 7.2.4. Net Enrolment Ratio (All Management Schools).

Sl. No.	Stages	NER level
1	Primary	70.52%
2	Upper Primary	113.45%
3	Secondary	73.19%
4	Senior Secondary	50.04%

Source: U-DISE 2017-18.

Fig. 7.2.1. Net Enrolment Ratio (All Management Schools)



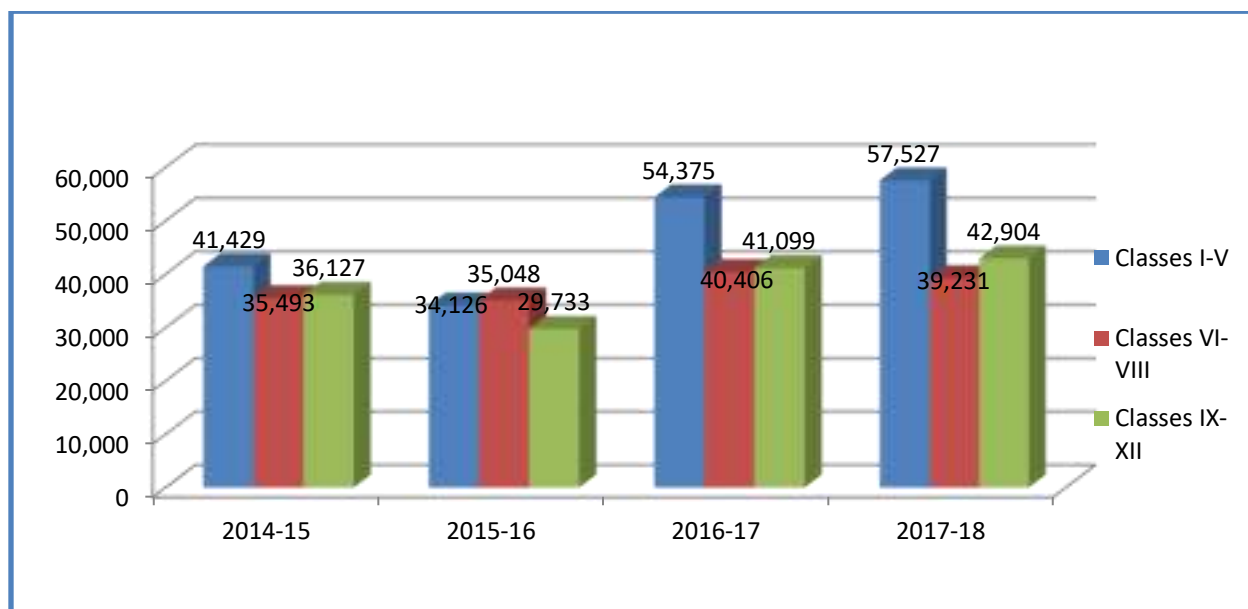
The school enrolment has shown an increasing trend. Enrolment at the earlier stages (Primary and Upper Primary) has receded, while there is a marginal increase at the Secondary and Senior Secondary stages. Enrolment among girls has remained impressively higher than among boys in many levels of education across the years 2015-16 to 2017-18.

Table 7.2.5. Enrolment of Students by Stages (2014-15 to 2017-18)

Stage	Enrolment							
	2014-15		2015-16		2016-17		2017-18	
	Total	Girls	Total	Girls	Total	Girls	Total	Girls
Classes I-V	41,429	20,605	34,126	17,020	54,375	25,500	57,527	25,375
Classes VI-VIII	35,493	18,499	35,048	18,072	40,406	20,448	39,231	19,852
Classes IX-XII	36,127	19,484	29,733	15,735	41,099	21,800	42,904	22,820

Source: U-DISE 2014-15 to 2017-18

Fig. 7.2.2. Enrolment of Students by Stages (2014-15 to 2017-18)



Source: U-DISE 2014-2015 to 2017-2018

As observed at the stage of Classes I-V, there is a slight decrease in the enrolment in 2015-16 as compared to enrolment in 2014-15. However, an enlargement in the enrolment from 2016-17 onwards is observed. In stage - Classes VI-VIII, a small margin of decline in the enrolment was noticed in 2017-18. The enrolment at stage – Class IX-XII shows that there has been a constant increase in the enrolment from 2014-15 onwards, with slight drop in 2015-16.

Table 7.2.6. District-wise Enrolment (2014-15 to 2017-18)

District	Govt. School level	Enrolment							
		2014-15		2015-16		2016-17		2017-18	
		Total	Girls	Total	Girls	Total	Girls	Total	Girls
East	Primary	16,752	8,451	14,040	7,182	25,776	12,142	24,544	11,644
	Upper Primary	14,427	7,457	14,251	7,325	18,051	9,104	17,195	8,817
	Secondary	9,386	5,071	9,850	5,213	5,337	2,750	11,212	5,836
	Senior Secondary	6,671	3,636	3,000	1,661	5,895	3,148	7,857	4,204
West	Primary	10,613	5,237	8,514	4,170	12,983	6,052	12,653	5,989
	Upper Primary	9,043	4,612	9,231	4,736	10,586	5,362	9,918	4,950
	Secondary	5,562	2,916	5,551	2,852	2,684	1,403	6,472	3,487
	Senior	3,546	1,922	1,603	905	3,575	1,903	4,170	2,160

	Secondary								
North	Primary	2,943	1,423	2,348	1,138	3,563	1,626	3,239	1,510
	Upper Primary	2,173	1,160	2,186	1,167	2,521	1,270	2,406	1,190
	Secondary	1,323	738	1,384	740	573	315	1,477	799
	Senior Secondary	900	490	426	240	944	523	1,088	610
South	Primary	11,121	5,494	9,224	4,530	12,053	5,680	13,356	6,232
	Upper Primary	9,850	5,270	9,380	4,844	9,248	4,712	9,712	4,895
	Secondary	5,577	3,035	6,315	3,245	3,163	1,705	6,367	3,305
	Senior Secondary	3,162	1,676	1,604	879	3,246	1,824	4,261	2,419

Source: U-DISE 2014-15 to 2017-18.

In the comparative study of district wise enrolment of students, it is seen that in East district the enrolment of students had a decline at the secondary stage (class IX-X) in 2016-17 and at the senior secondary level (XI-XII) in 2015-16. But the study shows that in 2017-18 the enrolment has multiplied.

The data on West district reveals that there was a decline in enrolment at upper primary level in 2017-18 as compared to earlier years. Slight decrease was seen in 2016-17 at secondary level. Enrolment at the primary level has increased in 2017-18.

In North district, there is a constant increase in the enrolment of students at all levels, except for the secondary level, where decrease was noticed in 2016-17. Enrolment in South district increased at all levels in 2017-18. In 2016-17, there was a decrease at the senior secondary levels and in 2015-16, there was a decrease at secondary level.

The study indicates an increase in the number of schools along with the teachers and students to a greater extent since its statehood in 1975. Growth in schools has increased across all four districts in the state.

7.2.2. Teachers

With the expansion of educational institutions, the number of teachers also expanded. Prior to the merger many teachers from outside the state were appointed to government schools. In those days Sikkim lacked local qualified teachers.

There is an unavailability of documents and records regarding the teacher's data in Sikkim prior to the merger. Information related to teachers is sourced from the Education Department, Govt. of Sikkim. Records of teachers are presented from the year 1960 and onwards.

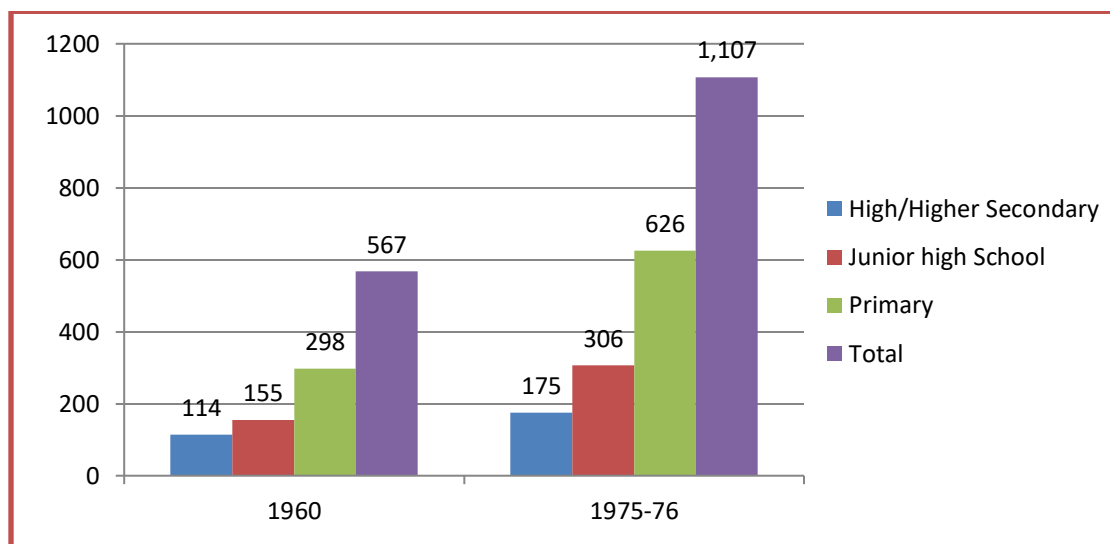
Table 7.2.7. Number of Teachers and Number of Pupils (1960 and 1975-76)

Sl. No.	Category of schools	Number of teachers		Number of pupils	
		1960	1975-76	1960	1975-76
1	High/Higher Secondary	114	175	4,662	4,642
2	Junior high School	155	306	3,903	6,280
3	Primary	298	626	3,956	10,300 (6344)
4	Total	567	1,107 (540)	12,521	21,222 (8701)

Source: Education Department, Govt. Of Sikkim and Gurung 2020.

It can be inferred from the above table that growth in the number of teachers and pupils have been noticed from 1960 to 1975-76. In 1960 there existed a total of 567 teachers and 12,521 pupils which increased to 1,107 and 21,222 teachers and pupils respectively in 1975-76 (Gurung, 2020, pp 37-38).

Fig.7.2.3. Number of Teachers (1960 and 1975-76)



Source: Based on Table No. 7.2.7.

In Sikkim there existed no structured rules for the appointment of teachers, it was only during the Plan period (1954 onwards) that such rules were framed under the Department of Education.

The appointment of teachers was conducted by constituting a board consisting of five members. As mentioned earlier, people from outside Sikkim were also appointed as teachers, but in 1960-62, the Durbar brought forth a plan that only the Sikkim Subject holder candidates could be considered eligible for service in Sikkim including teaching jobs from 1962-63. Even though the rule was implemented, it failed to continue as Sikkim still lacked qualified Sikkim subject holder people to be recruited as teachers and hence candidates from outside Sikkim had to be appointed as teachers (Dewan, 2012,p.245).

Table 7.2.8. School-wise Number of Teachers (1975 to 2005-06)

Year	Primary	J.H.S.	Secondary	Sr. Secondary	Total
1975-76	626	306	N.A.	175	1107
1994-95	2559	608	1325	889	6381
1999-2000	2721	701	1531	1057	7010
2004-05	2842	776	1599	1104	7321
2005-06	4690	1356	1072	514	7632

Source: Official Record, Department of HRD, Govt. Of Sikkim and Gurung, 2020.

The number of teachers in the state has tremendously increased from 1107 in 1975-76 to 7632 in 2005-06. The primary schools have appointed the highest number of teachers, followed by Junior High School, Secondary and Senior Secondary Schools.

Table 7.2.9. Total Teachers in Government Schools, 2016-17

Districts	Primary Schools			Junior High Schools			Secondary Schools			Senior Secondary Schools		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
East	876	1100	1976	474	558	1032	233	297	530	198	236	434
North	279	293	572	113	94	207	56	56	112	35	51	86
South	745	794	1539	364	335	699	143	143	286	131	158	289
West	897	737	1634	351	251	602	239	189	428	157	124	281
Total	2797	2924	5721	1302	1238	2540	671	659	1356	521	569	1090

Source: Department of Education, SSA - 2016-17.

The number of teachers of Government schools in 2016 - 2017 presents that female teachers are highest among the primary teachers and teachers teaching at senior secondary schools in Sikkim. The male teachers have overshadowed the female teachers in Junior High Schools and Secondary Schools.

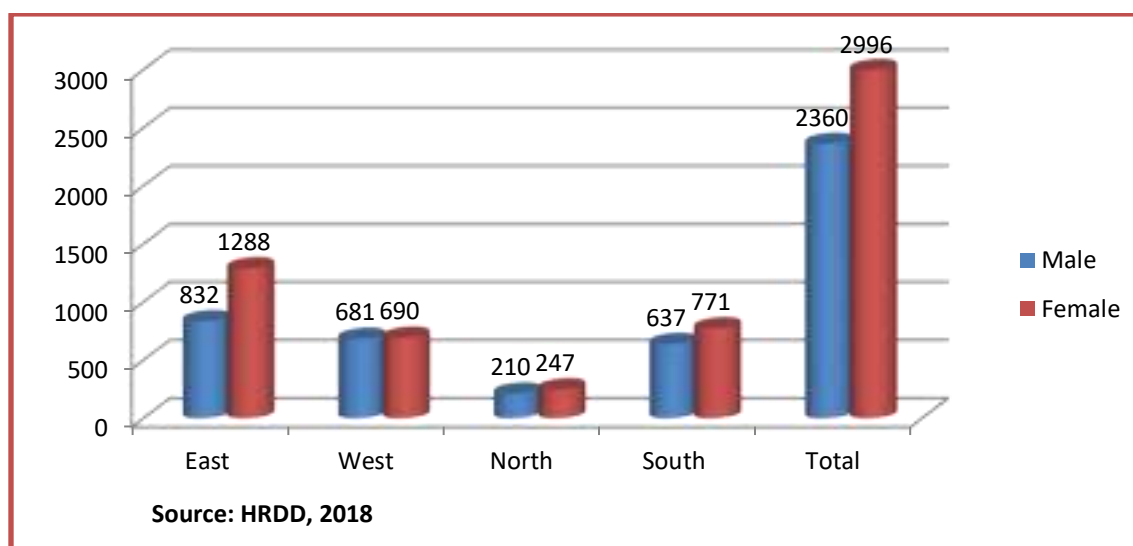
The distribution of teachers in all districts may not look equal as all the districts do not have equal number of schools. East district has the maximum schools and thus the number of teachers in this district is also recorded to be the highest. Similarly, the North district has less number of schools and the numbers of teachers is also low.

Table 7.2.10.
District and Gender-wise Distribution of Elementary Teachers Teaching in Class I-VIII in JHS/SS/SSS - 2017-18

District	Male	Female	Total
East	832	1288	2120
West	681	690	1371
North	210	247	457
South	637	771	1408
Total	2360	2996	5356

Source: Human Resource Development Department 2018.

Fig. 7.2.4. District and Gender-wise Distribution of Elementary Teachers Teaching in Class I- VIII in JHS/SS/SSS - 2017-2018



The percentage of female teachers is highest in almost all the four districts. The percentage of female is 55.9% whereas male teachers are 44%.

Table 7.2.11. District-wise Number of Elementary Teachers Teaching in Class I- VIII in JHS/SS/SSS - 2017-18

District	Total Teachers	PRT	GTA	GTS	PPT	OTHERS
East	2120	979	658	407	36	40
West	1371	602	442	273	34	20
North	457	235	130	76	14	3
South	1408	632	417	303	27	29
Total	5356	2448	1647	1059	111	92

Source: Human Resource Development Department 2018.

Fig. 7.2.5. District and Gender-wise Distribution of Elementary Teachers Teaching in Class I-VIII in JHS/SS/SSS - 2017-2018

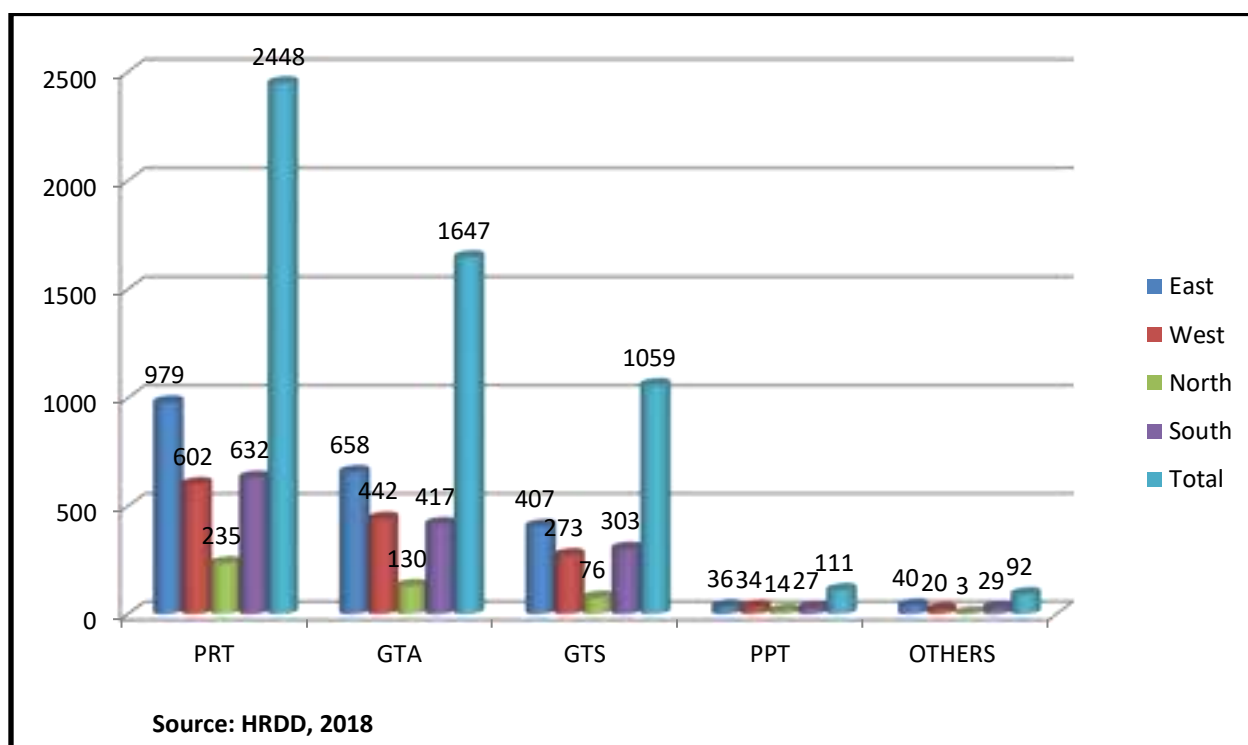


Table 7.2.12. Number of Teachers, Teachers Profile by Qualification (Including Para Teachers), 2017-18

District/ Professional Qualification	Rural Area		Urban Area		All Areas		Total teachers
	Male	Female	Male	Female	Male	Female	
East Sikkim							
Diploma/Certificate in BTT of >=2 years	278	302	18	106	296	408	704
Bachelor of Elementary Education (B.El.Ed.)	103	195	19	71	122	266	389
B.Ed. or Equivalent	486	575	93	263	579	838	1417
M.Ed. or equivalent	26	24	12	12	38	36	74
Others	197	269	30	106	227	375	602
None	884	1,,389	193	520	1,077	1,909	2,986
Diploma/Degree in special education	13	17	1	11	14	28	42
Pursuing any relevant professional course	8	16	2	3	10	19	29
Only upto State Level	0	2	0	0	0	2	2
District Total	1,995	2,789	368	1,092	2,363	3,881	6,245
North Sikkim							
Diploma/Certificate in BTT of >=2 years	87	131	3	1	90	132	222
Bachelor of Elementary Education (B.El.Ed.)	3	1	4	0	3	5	8
B.Ed. or Equivalent	95	130	2	1	97	131	228
M.Ed. or equivalent	3	3	0	0	3	3	6
Others	90	57	3	3	93	60	153
None	186	209	11	37	197	246	443
Pursuing any relevant professional course	15	30	0	0	15	30	45
District Total	479	561	19	46	498	607	1,105
South Sikkim							
Diploma/Certificate in BTT of >=2 years	181	225	13	35	194	260	454
Bachelor of Elementary Education (B.El.Ed.)	172	154	6	12	178	166	344
B.Ed. or Equivalent	337	329	37	88	374	417	791
M.Ed. or equivalent	14	14	6	6	20	20	40
Others	150	185	22	52	172	237	409
None	623	859	75	170	698	1,029	1,727
Diploma/Degree in special education	18	37	1	5	19	42	61
Pursuing any relevant professional course	13	14	0	0	13	14	27
Only upto State Level	3	3	0	0	3	3	6
District Total	1,511	1,820	160	368	1,671	2,188	3,859
West Sikkim							
Diploma/Certificate in BTT of >=2 years	230	200	0	0	230	200	430
Bachelor of Elementary Education (B.El.Ed.)	93	118	0	0	93	118	211
B.Ed. or Equivalent	367	310	0	0	367	310	677

M.Ed. or equivalent	23	20	0	0	23	20	43
Others	173	171	0	0	173	171	344
None	980	1,183	1	11	981	1,194	2,175
Diploma/Degree in special education	15	14	0	0	15	14	29
Pursuing any relevant professional course	3	4	0	0	3	4	7
Only upto State Level	0	1	0	0	1	0	1
District Total	1,884	2,021	1	11	1,885	2,032	3,917

Source: U-DISE 2014-15 to 2017-18.

7.2.3. Teacher Pupil Ratio by Schools (2017-18)

Total number of teachers is the highest in East district with a total of 6,245, followed by West district with total of 3917, South district with 3859 teachers and North district has 1105 teachers in total.

Regarding the total number of teachers with professional qualification, it is seen that in East district 1417 teachers have B.Ed. or Equivalent degree followed by 704 with Diploma/Certificate in BTT of ≥ 2 years, while highest number of (2986) teachers are recorded to have none of the mentioned professional qualifications.

In North district, around 228 teachers have B.Ed. or Equivalent degree, 222 teachers have Diploma/Certificate in BTT of ≥ 2 years and the highest number (443) of teachers do not have any professional qualification.

South district has total of 3859 teachers, out of which 791 have B.Ed. or Equivalent degree, 454 number of teachers have Diploma/Certificate in BTT of ≥ 2 years and 1727 number of teachers do not possess any required professional qualification.

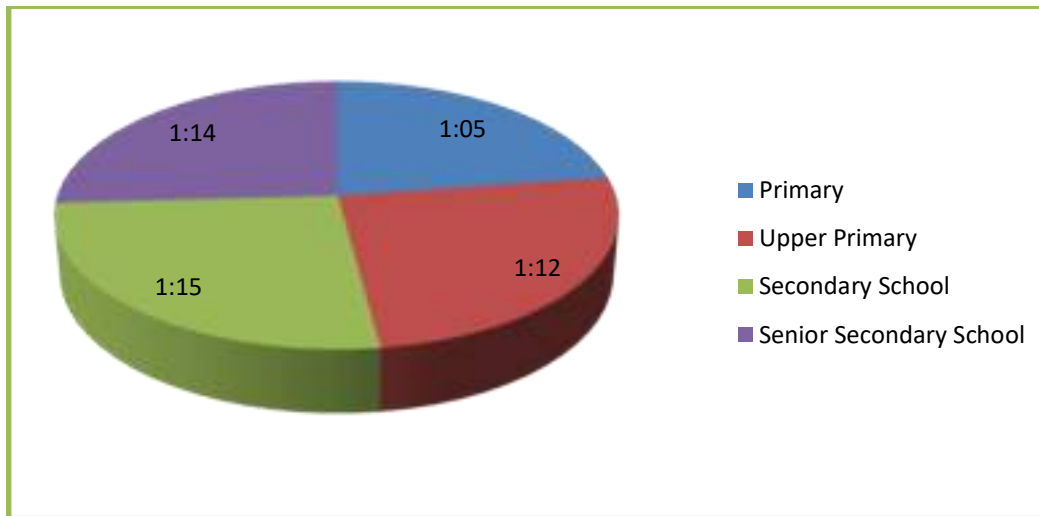
Like in East and North districts, in West district, the highest number of teachers (2117) do not possess any required qualification. It shows that 677 teachers have B.Ed. or Equivalent degree and 430 have Diploma/Certificate in BTT of ≥ 2 years. Overall, the data shows that highest number of teachers do not possess any professional qualification in any of the four districts.

Table 7.2.13. Teacher Pupil Ratio by Schools (2017-18).

State Govt. School	Teacher-Pupil Ratio
Primary	1:5
Upper Primary	1:12
Secondary School	1:15
Senior Secondary School	1:14

Source: U-DISE, 2017-18.

Fig.7.2.6. Teacher-Pupil Ratio



Source: U-DISE, 2017-18.

The total teacher pupil-ratio of the State is very low against the National guidelines of 1:30. This is attributed to several factors like, low birth rate in the recent few decades, increasing Private Schools, Central and State Sponsored Schools, migration of parents of the children from the State to other States, etc.

7.2.4. Higher and Technical Education

The development of higher education in Sikkim was the main concern for the new government in 1975. Few higher education institutes like Namgyal Institute of Tibetology (1957), Sikkim Institute of Higher Nyingma Studies (1963), and Sir Thudob Namgyal College (1972) prevailed in 1975 (Dewan, 2012,p.366). More higher educational institutions were established in later years. The growth of higher educational institutes became more visible after 1990s. It shows that the development of higher education in Sikkim laid its foundation quite late as compared to other Indian States (Syangbo & Bhutia, 2018, p.83).

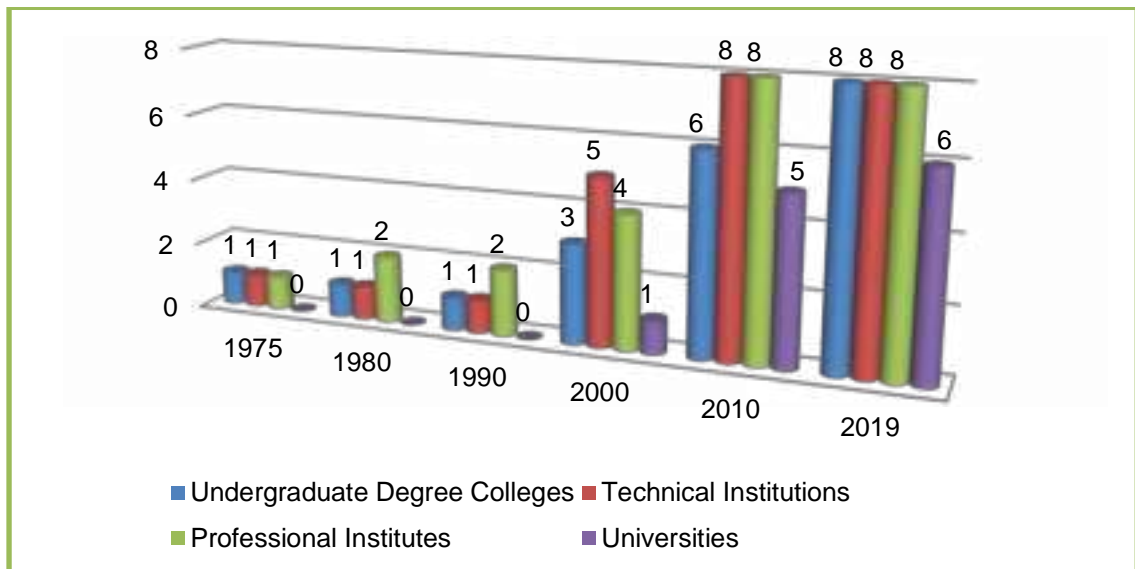
In the last decade (2000-2010) Sikkim witnessed a remarkable development in the field of higher education. Few colleges and only 1 university i.e. Sikkim Manipal University existed prior to year 2000. The last fifteen years show the growth of more higher educational institutions in the state.

Table 7.2.14. Year-wise Number of Higher Educational Institutions under Government of Sikkim (1975-2019)

Sl. No .	Types of Higher Educational Institution	1975	198 0	1990	2000	2010	2019
1	Undergraduate Degree Colleges	1	1	1	3	6	8
2	Technical Institutions	1	1	1	5	8	8
3	Professional Institutes	1	2	2	4	8	8
4	Universities	N.A	N.A	N.A	1	5	6

Source: Education Department, Govt of, 2020.

Fig.7.2.7. Number of Higher Educational Institutions in Sikkim (1975-2019)



Source: Based on Table No.7.2.14.

List of Higher Educational Institutions with its Year of Establishment:

1. Undergraduate Degree Colleges

- i. Sikkim Government College, Tadong, Gangtok, East Sikkim (Govt.) -1972
- ii. Damder Singh College, Deorali, East Sikkim (Pvt.) -1994
- iii. Namchi Government College, South Sikkim (Govt.) -1996
- iv. Palatine College, Pakyong, East Sikkim (Pvt.)- 2004
- v. Rhenock Government College, East Sikkim (Govt.)- 2005
- vi. Gyalshing Government College, West Sikkim (Govt.) - 2010
- vii. Vocational Degree College, West Sikkim (Govt)- 2017
- viii. Arts Degree College, North Sikkim (Govt)- 2017

2. Technical Institutions

- i. I.T.I., Rangpo (Under Labour Dept. State Govt.)- 1975
- ii. Himalayan Pharmacy Institute (D. Pharma, B. Pharma), Majitar, East Sikkim (Pvt.)- 1990
- iii. Sikkim Manipal Institute of Technology (B.E), Majitar, East Sikkim (Pvt.)- 1997
- iv. Advanced Technical Training Centre (Deploma), Polytechnic College, Bardang, East Sikkim (Govt)- 1999
- v. Centre for Computers and Communication Technology (Deploma), Polytechnic College, Chisopani, South Sikkim (Govt.)- 1999
- vi. Agriculture College, Ranipool, East Sikkim (Govt.)- 2006
- vii. Vinayaka Mission Pharmacy College, East Sikkim (Pvt) -2008
- viii. NIT, Rabong, South Sikkim (Govt.)- 2010

3. Professional Institutions

- i. Sikkim Manipal Institute of Medical Sciences (SMIMS), SMU, M.B.B.S., Tadong, East Sikkim (Pvt.) - 2001
- ii. (TTI) and 2003 (DIET)- TTI/DIET, Gangtok, East Sikkim (Govt.)- 1979
- iii. Loyola College of Education, Namchi, South Sikkim, (Pvt.)- 1993
- iv. Carmel Teacher Training Institute, Pakyong, East Sikkim (Pvt.)- 1995
- v. Harkamaya College of Education, Tadong, East Sikkim, (Pvt.) (v) 2009- DIET, Gyalshing, West Sikkim (Govt.) -2003
- vi. DIET, Soreng, West Sikkim (Govt.) -2009
- vii. B.Ed College, Soreng, West Sikkim (Govt.)- 2009
- viii. Sikkim Government Law College (LLB, LLM), Gangtok, East Sikkim- 1980.

4. Universities

- i. Sikkim Manipal University (Pvt.)- 1996
- ii. ICFAI University (Pvt.) -2004
- iii. EIILM University (Pvt.) - 2006
- iv. Sikkim University (Central Govt.) -2006

- v. Vinayaka Missions Sikkim University (Pvt.) - 2008
- vi. Sikkim State University (State Govt.) – 2018

Source: Human Resource Development Department, 2019.

Fulfilling the requisites of modern education and to promote quality education, teacher training institutes were established in the state. State Institute of Education as an academic wing of Education Department was established in 1978-79. At present the institute has been transformed into State Council of Educational Research and Training (SCERT). District Institutes of Education and Training (DIET) was established in the state. The state has three DIETs at Gangtok, Geyzing and Namchi to cater and meet the demands and needs of professional development of teachers. Gangtok DIET was started in 1998, DIET Namchi was established in 2004 and DIET in west Sikkim was started in 2005.

7.2.5. Monastic Schools in Sikkim

In continuation of the tradition of pre merger period monastic schools are also continuing in Sikkim . Monastic schools were started by Chogyal Sidekong Tulku in 1909 at Enchey (Ecclesiastical Department, Government of Sikkim, 2019). In the past Monasteries were the main learning centres in Sikkim which offered basic five (5) year course “*Goncho Labra*” to become a monk. The main idea for the existence of monastic education was to impart religious teaching for the preparation of monks. But these days formal education upto primary level has been introduced in the monastic schools. Through this the students not only receive religious education but also the basics of formal education. Teaching of subjects like Mathematics, EVS and English is added to its curriculum. The fundamental Buddhist included in religious books which contained prayer chantings, along with study of diversified subjects such as painting, sculpture, astrology, mathematics, medicine, philosophy, literature and tantra etc. The next higher level of monastic education is the *Shedas* (Monastic Colleges for Higher Studies in Buddhist Literature). Two such institutes are situated at Deorali and Rumtek in East Sikkim (Education: A historical overview, Human Resource Development Report-2001, p. 28-29).

The monastic schools are managed by the Ecclesiastical Department and Education Department (for appointment of teachers), Govt. of Sikkim.

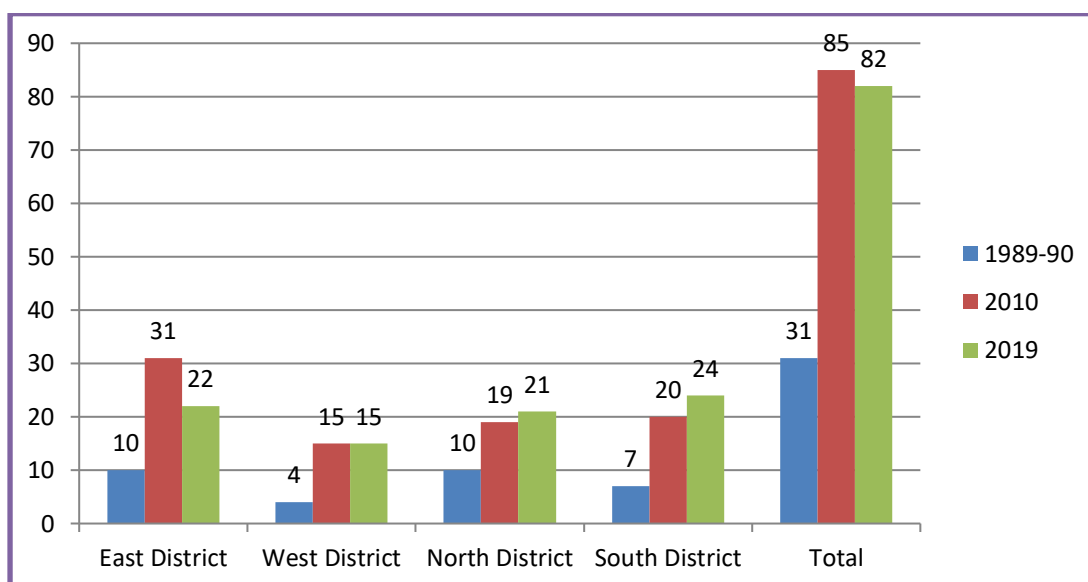
The erstwhile Sarva Shiksha Abhiyan (SSA) and now Samagra Siksha has been appointing two teachers in subjects like English, Mathematics and Environmental Science since 2005. The schools also receive financial aid from the department (Education Department, Govt. of Sikkim, 2019). The monastic schools also receive free textbooks like any other government school. All together there are total 82 Monastic schools in Sikkim at present.

Table. 7.2.15. Monastic Schools in Sikkim (1989-90, 2010 & 2019)

Sl. No	District	1989-90	2010	2019
1	East District	10	31	22
2	West District	4	15	15
3	North District	10	19	21
4	South District	7	20	24
5	Total	31	85	82

Source: Statistics of Education in Sikkim, 1989-90, Chhetri, 2010 and Ecclesiastical Affairs Department, Govt. of Sikkim, 2019.

Fig. 7.2.8. Monastic Schools in Sikkim (1989-90, 2010 & 2019)



Source: Statistics of Education in Sikkim, 1989-90, Chhetri, 2010 and Ecclesiastical Affairs Department, Govt. of Sikkim, 2019.

Various modes of education have prevailed at different periods in the history of Sikkim. First, traditional education of Sikkim was centred around Buddhist religious teachings imparted at monastic schools. The objective was to prepare the monks to

priesthood.³³ Second, arrival of Christian Missionary education in the late 19th century was promoted by the landlords/*Kazis*.³⁴ In fact, the schools opened by the missionaries was the only means of offering basic education in Sikkim in the dawn of 20th century. The first ever established government school was in 1906 (Bhutia Boarding School). The second being in 1907 (Nepali Boarding School). Finally, the universal formal education system emerged into Sikkim educational system. The best part in the development of education system in Sikkim is that, various strategies were focused on advocacy of educational policies to raise its achievement at various stages.

Section III

The Participation of Bhutias in the Education Sector

During the monarchical set up in Sikkim it was obvious that the Bhutias were the only beneficiaries of education than the other existing communities. Though the education imparted was more of religious inclination, it was the sole means of formal education that existed in Sikkim. Till the early nineteenth century, this was the pattern of education in Sikkim where the other communities got their entry in education only after education was expanded with the entry of British Political Officer and foreign Christian missionaries.

It is seen that participation of all communities in formal education has taken place without shifting the existing monastic education in the new democratic set up. The state government rendered various interventions for educational development of all communities. Accordingly, literacy rates among communities indicate that education has reached to every section of the society in Sikkim. Literacy rate by communities and by Sex was conducted by DESEME which is available only for 2006.

³³Schools in Tashiding, Tulung, Pemayongtse and Sangnachaling monasteries were famous as centres of monastic education in those days (Jangira, 1977).

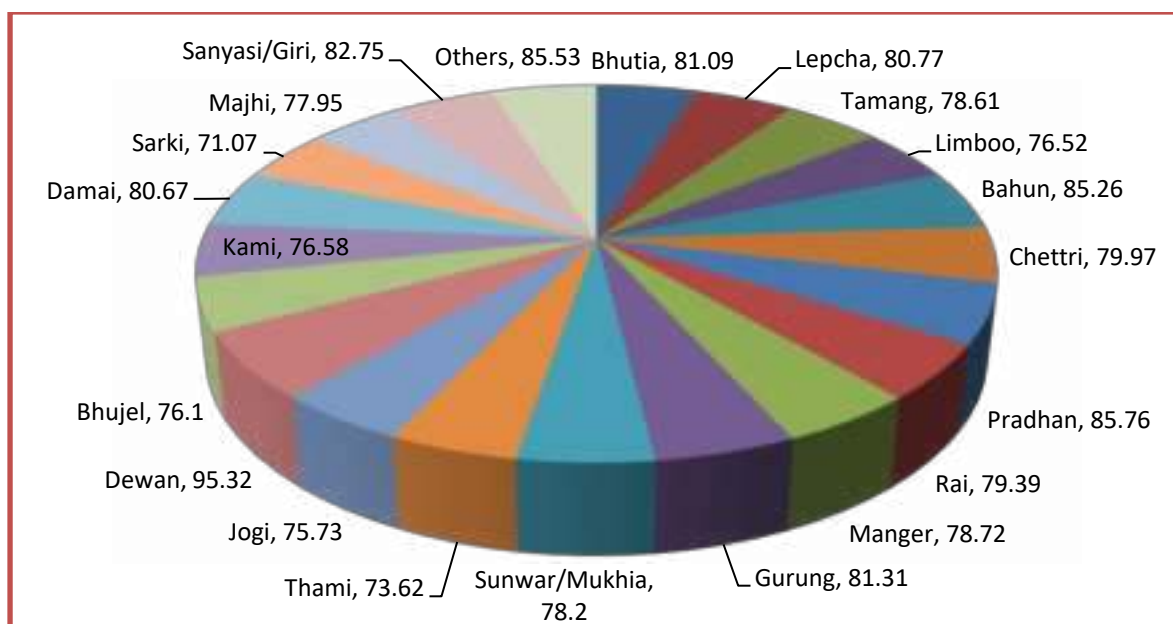
³⁴The missionaries were not allowed to live in Gangtok. In 1924, Mary Scott was allowed to open a school for girls in Gangtok. The first matriculation class passed the examination (four candidates) in 1945 and the school continued to grow, becoming a recognized higher secondary school in 1961 (Ritchie, 1977). A striking feature of the Christian Missionary schools for girls was 'industrial' teaching mainly sewing and knitting. 'Vocational training' was also a part of the curriculum.

Table 7.3.1. Literacy Rate by Community and by Sex, 2006

Community	Male	Female	Total
Bhutia	86.88	75.03	81.09
Lepcha	85.76	75.59	80.77
Tamang	83.84	72.93	78.61
Limboo	83.19	69.32	76.52
Bahun	91.45	78.96	85.26
Chettri	84.76	73.79	79.97
Pradhan	90.38	81.01	85.76
Rai	84.76	73.70	79.39
Manger	83.32	73.62	78.72
Gurung	86.73	75.57	81.31
Sunwar/Mukhia	83.08	72.86	78.20
Thami	76.69	70.00	73.62
Jogi	79.22	71.96	75.73
Dewan	95.40	95.24	95.32
Bhujel	81.21	70.73	76.10
Kami	82.14	70.83	76.58
Damai	85.69	75.61	80.67
Sarki	78.79	63.45	71.07
Majhi	84.32	69.84	77.95
Sanyasi/Giri	88.03	76.22	82.75
Others	88.47	80.80	85.53
Total	86.04	74.76	80.66

Source: Socio- Economic Survey, DESME, 2006

Fig. 7.3.1. Literacy Rate by Community, 2006



Source: Socio- Economic Survey, DESME, 2006

As per Socio- Economic Survey, 2006, the community and sex-wise literacy rate reveals that Dewan, Pradhan, Bahun, and Sansyasi from the Nepali group have the highest literacy rates with 95.32 %, 85.76 %, 85. 26 % and 82.75 % respectively. Among the remaining, Bhutias are at the lead with 81.09% of literacy rate as compared to other tribal groups in the state. In comparison, male literacy rate is higher with 86.88% than female population which is 75.03 %. Lepchas come next to Bhutias with 80.77%, where male population is 85.76% and female with 75.59%.

Looking at the individual caste groups among the Nepali community, Dewan is with the highest per cent (95.32) where both male and female has equal per cent (male-95.40 and female 95.24) of literate population. The next groups with higher percentage of literacy rates (85 percent each) are Bahun and Pradhan. The groups which have higher literacy rate than the average state literacy rate are Gurung, Damai and Sanyasi/ Giri. In all cases, the male population has the higher literacy rate than the female. According to recent education indicators, 67.1% of the ST population are literate with male literacy rate of 73.8% and female of 60.2%. The literacy rate of Bhutias is 67.9% and the literacy rate of Lepchas is 65.7% (Census, India, 2011).

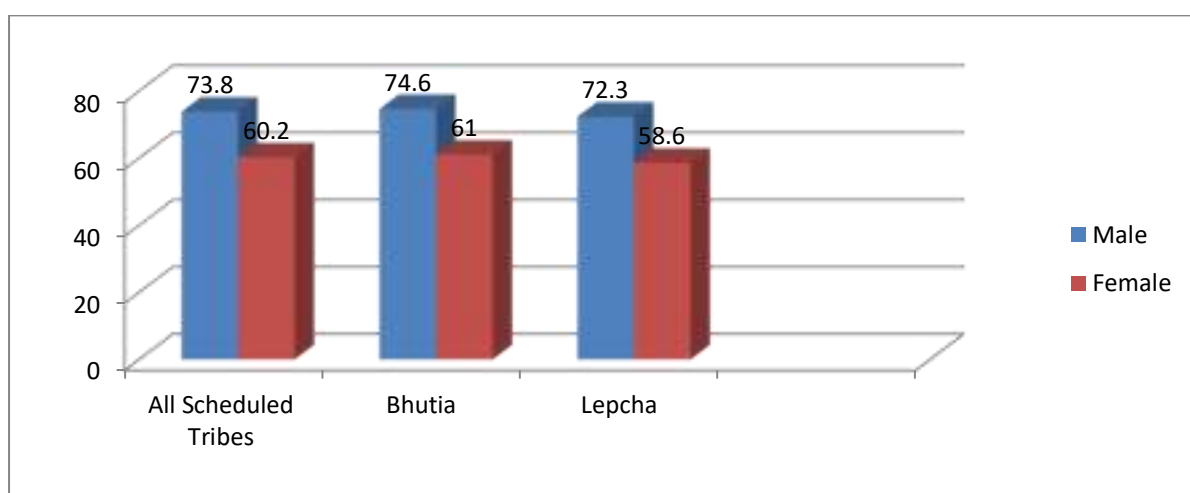
Table 7.3.2. Percentage of Literacy among STs, 2011

Name of the Scheduled Tribe	% of Literate		
	Total	Male	Female
All Scheduled Tribes	67.1	73.8	60.2
Bhutia	67.9	74.6	61.0
Lepcha	65.5	72.3	58.6

Source: Census, India, 2011.

Census report of 2011 presents that three-fourth of the ST population (76%) in the age group 5-14 years are pursuing education. The Bhutias are marginally ahead in this regard with 78.2% and Lepchas with 72.8 %.

Fig 7.3.2. Percentage of Literacy among STs



Source: Census, India, 2011.

Table 7.3.4. Community-wise Percentage Distribution of Population by Level of Education, 2006.

Community	Illiterate	Primary	Jr. High School	Secondary school	Sr. Sec. School	Graduate	Post Graduate	PhD	Religious Literate
Bhutia	16.72	28.61	16.28	10.43	6.27	4.55	0.59	0.01	2.65
Lepcha	16.72	36.55	15.32	7.87	4.09	2.33	0.33	0.00	1.86
Tamang	18.54	35.14	16.18	7.87	3.87	2.50	0.27	0.01	0.59
Limboo	20.00	36.19	14.83	6.40	3.05	1.52	0.18	0.00	0.12
Bahun	13.16	27.36	17.14	12.79	8.98	5.45	1.21	0.03	0.69
Chettri	17.11	33.75	16.31	8.67	4.57	2.64	0.37	0.01	0.10

Pradhan	12.64	28.53	19.08	12.23	7.16	5.63	0.92	0.03	0.10
Rai	17.60	35.74	15.89	7.59	3.76	2.07	0.25	0.00	0.13
Manger	18.11	37.78	15.38	6.74	2.73	2.03	0.28	0.01	0.08
Gurung	16.17	34.49	17.69	9.11	4.29	2.29	0.22	0.00	0.39
Sunwar/Mukhia	23.87	47.01	18.97	8.61	5.03	2.86	0.56	0.00	0.20
Thami	25.87	41.28	18.10	5.74	3.09	1.55	0.22	0.00	0.00
Jogi	22.04	44.08	14.08	5.92	1.84	1.22	0.00	0.00	0.00
Dewan	4.55	21.02	21.02	19.32	11.93	10.80	2.27	0.00	0.00
Bhujel	20.40	37.30	14.96	5.84	2.92	1.82	0.25	0.00	0.14
Kami	19.95	37.33	14.44	6.50	2.85	2.08	0.22	0.01	0.15
Damai	15.23	35.33	15.12	6.57	2.86	1.91	0.19	0.00	0.10
Sarki	24.33	42.22	9.90	4.17	1.04	0.43	0.00	0.00	0.00
Majhi	30.24	55.93	23.32	14.82	5.34	3.95	0.99	0.00	0.00
Sanyasi/Giri	24.76	51.38	25.36	20.04	8.75	6.96	1.80	0.00	0.22
Others	12.55	25.69	17.30	11.79	6.97	5.18	1.27	0.11	0.75
Total	16.77	33.10	16.24	8.96	4.89	3.14	0.49	0.02	0.73

Source: Socio- economic survey, DESME, 2006.

The table elicits the illiteracy rates of different communities in Sikkim. Illiteracy among the Bhutias is 16.72%, which is very less as compared to Nepalese community as a whole. It has the least percentage of illiterate people with 4.55%.

Of the total communities; Sanyasi/ Giri, Dewan, Pradhan, Bhahun and Bhutia has been recorded as the first five communities having educational level of graduate and above. It is recorded that 1.80% of Sanyasi/Giri, 2.27% of Dewan, 0.92%, 1.21 % of Bahun and 0.59 % of Bhutias are posts graduates. The Bhutia is the better off among the tribal groups: Lepcha, Limboo and Tamang.

7.3.1. Community-wise Enrolment of Students in Higher Education

This section explicitly examines the community-wise enrolment of students in Higher education institutes under Directorate of Higher Education, Govt. of Sikkim.

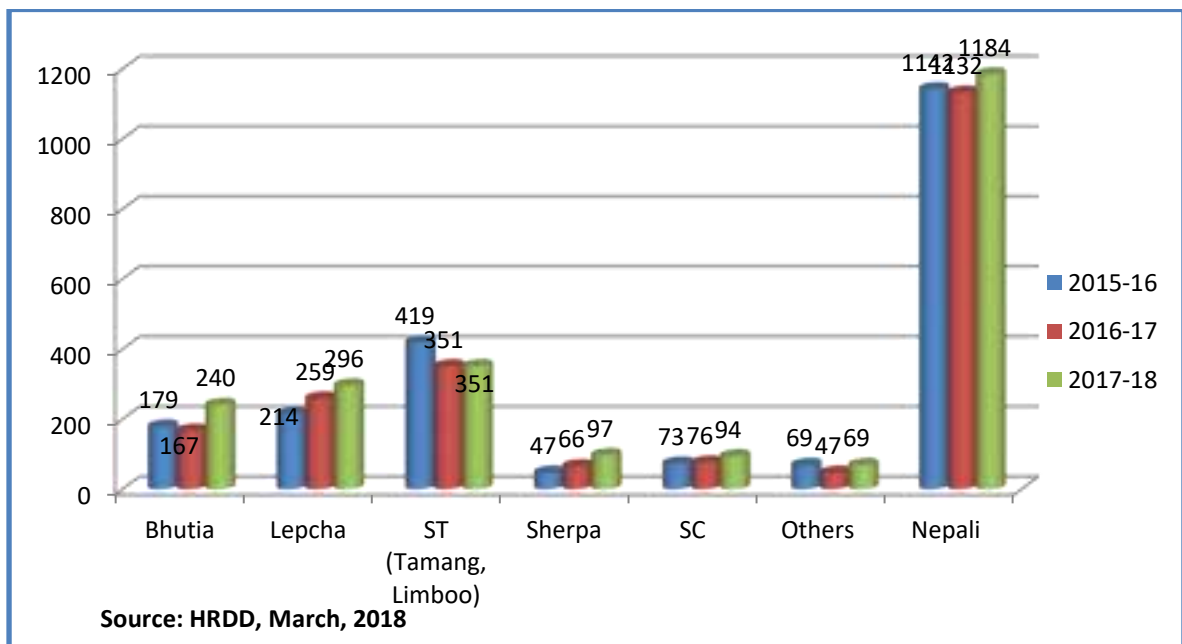
Table 7.3.5. Enrolment of Students in Government Colleges, (2015-2018)

Year	Bhutia	Lepcha	ST (Tamang, Limboo)	Sherpa	SC	Others	Nepali
2015-16	179	214	419	47	73	69	1142
2016-17	167	259	351	66	76	47	1132
2017-18	240	296	351	97	94	69	1184

Source: Human Resource Development Department, March, 2018.

The study on the enrolment of students in government colleges in Sikkim in 2015-18 shows less enrolment of Bhutia students. It is assumed and also evident from the case studies conducted in three Bhutia dominated villages; Tathangchen, Tashiding and Lachung that most of the Bhutia families send their children outside the state for pursuing higher education.

Fig.7.3.3. Enrolment of students in the last 3 years in Government colleges, (2015-2018)



The enrolment of students in 2015-18 in Bachelor Degree Courses has been reflected amongst all caste groups. The increase in the enrolment among the Bhutia is noticed to be the highest with 179 in 2015-16 to 240 in 2017-18. The enrolment of students

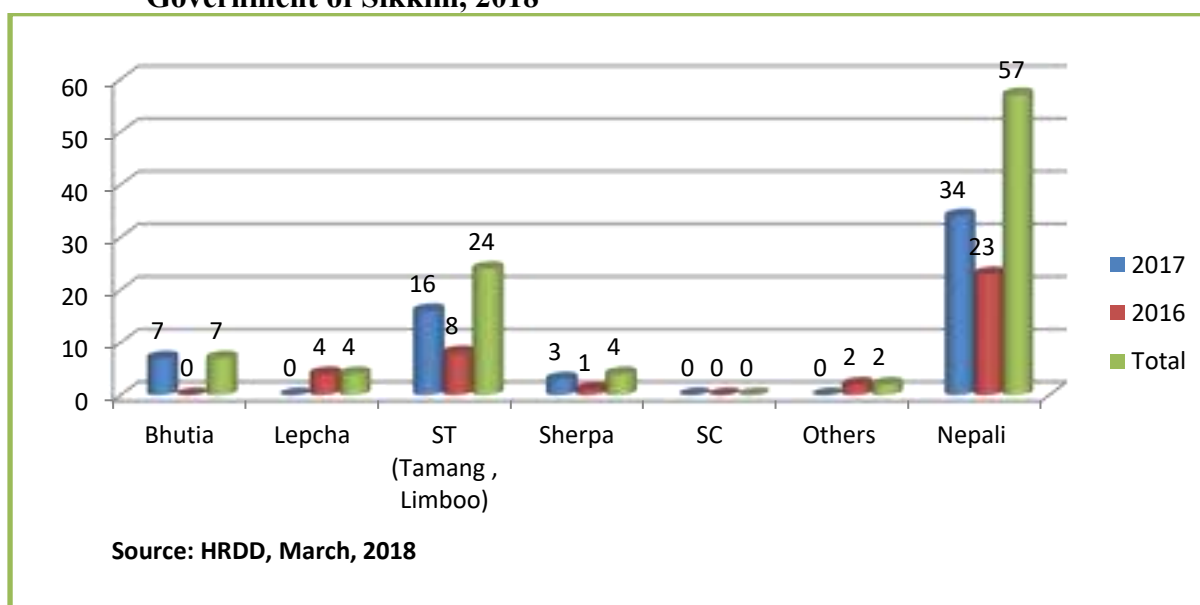
among Lepcha community has increased from 214 to 296, Sherpas increased from 47 to 97, Scheduled Castes from 73 to 94 and Nepalese increased from 1142 to 1184. Drop in the numerical figure among ST (Tamang, Limboo) has been noticed from 419 in 2015-16 to 351 in 2017-18.

Table 7.3.6. Enrolment in PG Courses in Higher Education Institutions under Government of Sikkim, 2018

Year	Bhutia	Lepcha	ST (Tamang, Limboo)	Sherpa	SC	Others	Nepali
2017	7	0	16	3	0	0	34
2016	0	4	8	1	0	2	23
Total	7	4	24	4	0	2	57

Source: Human Resource Development Department, March, 2018.

Fig. 7.3.4. Enrolment in PG Courses in Higher Education Institutions under Government of Sikkim, 2018



Unlike the B. A Courses, entry to Post graduate courses is minimal. The study relies only on the statistics of P.G Courses under Directorate of Higher Education, HRDD, Government of Sikkim. The students enrolled in other private institutes and universities of the state is not considered in the study.

There is a small share of students enrolled at PG courses under Directorate of Higher Education, HRDD, Government of Sikkim. Nepali students are the highest in both the years opting for post graduate courses. Second is the ST group with total of 16 students and Bhutia students' amounts to around 7 only.

Table. 7.3.7.

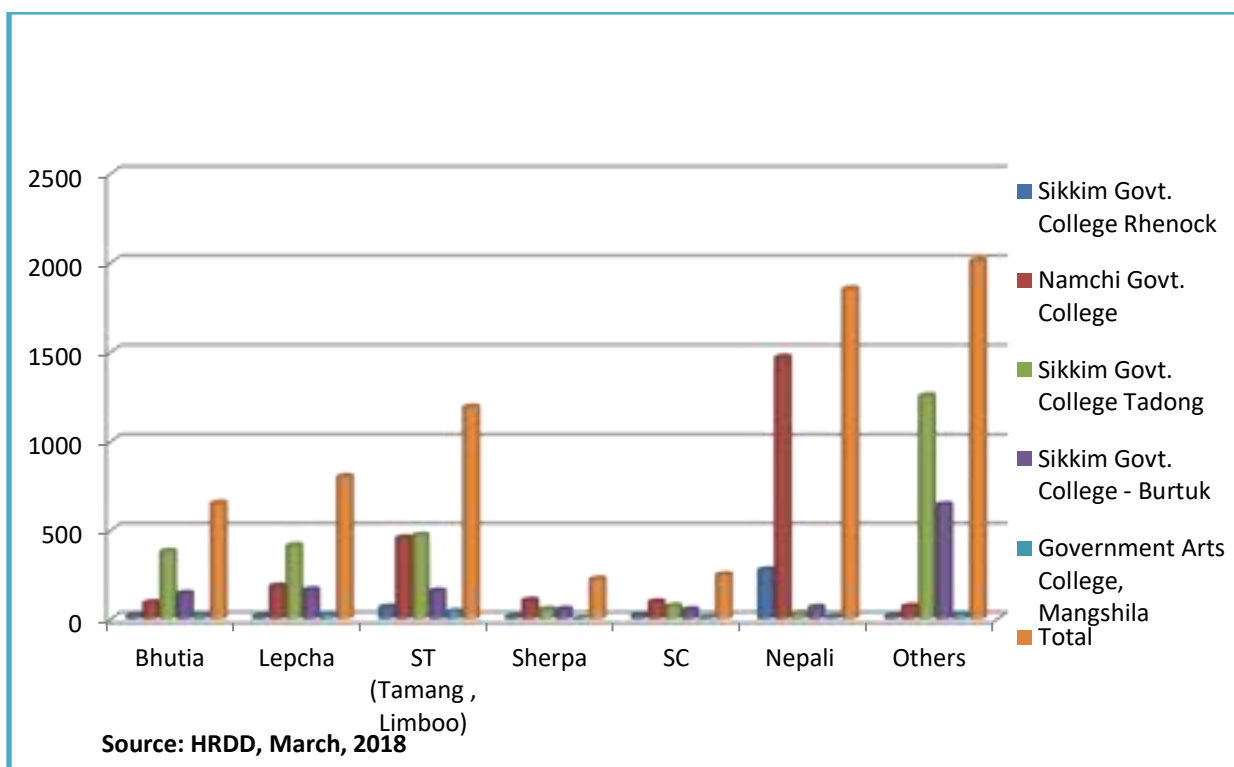
Community wise Enrolment of Students in Higher Education, 2017-18

Name of the institute	Bhutia	Lepcha	ST(Tamang, Limboo)	Sherpa	SC	Nepali	Others
Sikkim Govt. College Rhenock	16	14	66	11	22	276	15
Namchi Govt. College	91	185	456	105	97	1470	71
Sikkim Govt. College Tadong	380	413	471	53	72	31	1254
Sikkim Govt. College - Burtuk	144	164	157	54	52	65	643
Government Arts College, Mangshila	21	26	41	2	6	10	27
Total	652	802	1191	225	249	1852	2010

Source: Human Resource Development Department, March, 2018

Fig. 7.3.5.

Community wise Enrolment of Students in Higher Education, 2017-2018



Looking at the community wise enrolment of students in the government colleges in Sikkim in 2017-18, the highest number of students (2010) are represented from the 'Others' category. 1852 students belonged to Nepali community, 1191 are ST students. The Lepchas were 802 while the Bhutias had 652 students enrolled.

7.3.2. Community-wise Language Teachers

Along with the study on community wise distribution of population by level of education and literacy, the study particularly highlights the community wise distribution of teachers under Education department, Government of Sikkim. The study focuses on the representation of Bhutias in the education service as language teachers in the category of Primary, Graduate and Post Graduate teachers. Before we enter into the discussion on language teachers, it is pertinent to have brief discussion on the language policy in education in Sikkim.

India, as a diverse country with multiculturalism at its core has a linguistic diversity that is both varied and unique. With 22 official languages along with English, there is a challenge in protecting and preserving the language of the ethnic people.

The National Education policies of 1968 and 1986 emphasizes the development of regional languages while also using them as a medium of instruction in education. Language education in Sikkim is presently guided by the 3-language policy. Preservation of local languages was done with the first Sikkim Official Languages Bill of 1977 for Lepcha, Bhutia and Nepali. The same Act was amended in 1981 which included Limboo in the state language category. The year 1995 saw the amendment of Sikkim Official Language Act, 1977 for the recognition and inclusion of seven other languages as state languages: Rai, Newari, Gurung, Manger, Sherpa, Sunuwar and Tamang. In total eleven languages were included in the state language list.

English being the first language, the state recognised 11 local languages as second language in all Government schools. All the vernacular languages are introduced as second language in Class I along with English. A third language, Hindi, is also introduced in Class I. However, there is no provision for continuation of the study of all local languages up to university. Of the 11 local languages only 4 languages (Nepali, Bhutia, Lepcha and Limboo) are taught at the university level.

Presented below is the list of second languages introduced in the school education system under various language bills by the state.

Table 7.3.8. List of State Recognised Regional Languages

Sl.No	2 nd language in schools	Year of language bill passed	Level up to which it is taught
1	Lepcha	1977	University
2	Bhutia	1977	University
3	Nepali	1977	University
4	Limbu	1981	University
5	Newar	1995	School
6	Gurung	1995	School
7	Rai	1995	School
8	Mangar	1995	School
9	Tamang	1995	School
10	Sherpa	1995	School
11	Sunuwar	1996	School

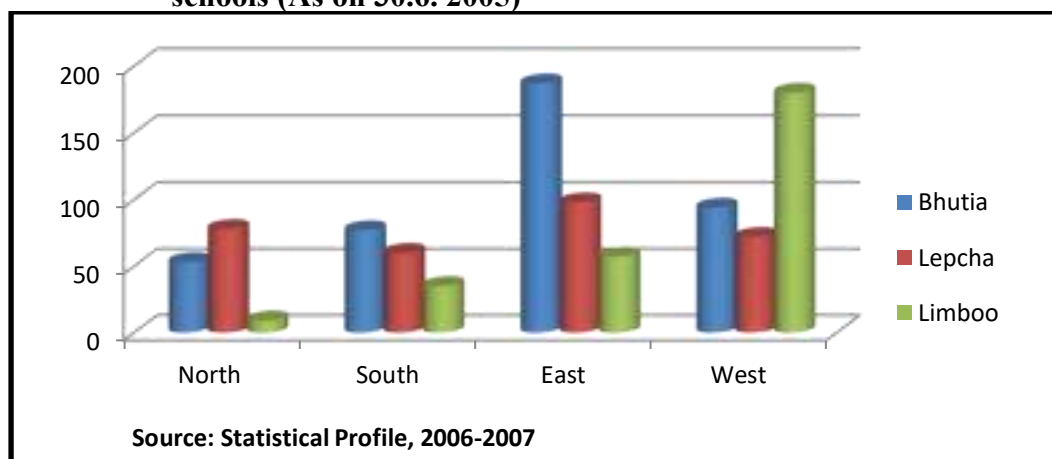
With the introduction of vernacular languages in school education, it can be assumed that Sikkim has been successful in its implementation of the 3-language policy. Accordingly provision for the appointment of language teachers are made for the eleven languages introduced as vernacular in schools.

Table 7.3.9. District wise Number of Language Teacher in Government Schools (As on 30.6. 2005)

Language teacher	North	South	East	West	State
Bhutia	53	77	187	94	411
Lepcha	78	60	98	72	308
Limboo	09	35	57	180	274

Source: Statistical Profile: 2006-07

Fig. 7.3.6. District wise Number of Language Teacher in Government schools (As on 30.6. 2005)



The study on the language teachers, especially the three distinct ethnic groups- Bhutia, Lepcha and Limboo shows that in 2005 the Bhutias outnumbered the other two communities. Language teachers here means those teachers teaching respective languages as primary teachers, graduate teachers and as post graduate teachers in government schools and colleges. The number of Bhutia language teachers was 411, where Lepchas were 308 and Limboo language teachers were 274 in 2005-2006. As language teachers, Bhutias is in the lead. District wise distribution of language teachers reveals that Bhutia language teachers are concentrated more in East district.

Table 7.3.10. Category wise Language Teachers –2017

Year	Category of teachers	Bhutia	Lepcha	Limboo	Rai	Manger	Tamang	Gurung	Sherpa	Mukhia	Newar	Total
2017	Post Graduate Teacher	23	08	10	NIL	NIL	NIL	NIL	NIL	NIL	NIL	41
	Graduate Teacher	70	45	48	NIL	NIL	NIL	NIL	NIL	NIL	NIL	163
	Primary Teacher	329	275	221	14	06	08	10	10	04	08	885
	Total	422	328	279	14	06	08	10	10	04	08	1089

Source: Language Section, Human Resource Development Department-2017.

The study reveals that in total there exists 1089 language teachers in 2017, out of which 422 are Bhutia teachers, 328 are Lepchas, 279 are Limboos and followed by other communities. Bhutia represents 38.7%, while Lepchas are 30% and Limboos 25.6% as language teachers. Considerable increase in the number of language teachers is seen amongst all groups.

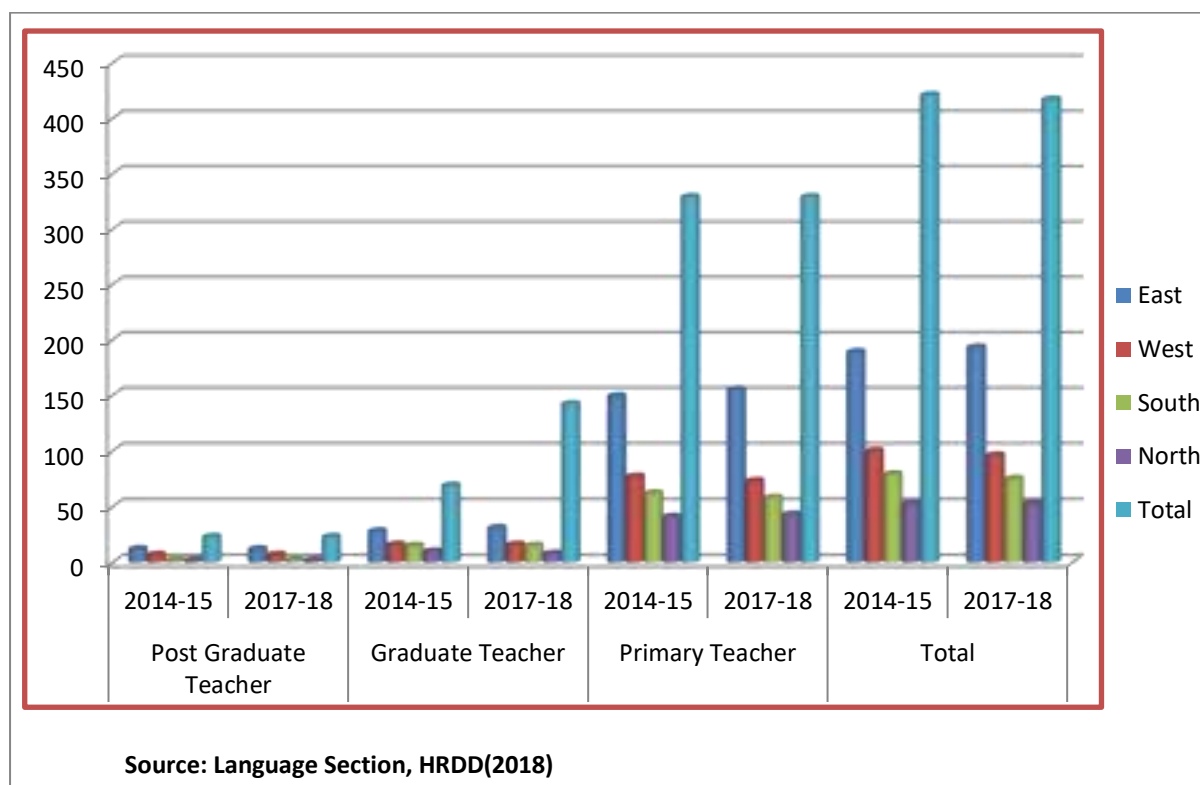
Table 7.3.11. District and Level-wise Bhutia Language Teachers (2014-2015 & 2017-18)

District	Post Graduate Teacher		Graduate Teacher		Primary Teacher		Total	
	2014-15	2017-18	2014-15	2017-18	2014-15	2017-18	2014-15	2017-18
East	12	12	28	31	149	155	189	193
West	07	7	16	16	77	73	100	96
South	02	2	15	15	62	58	79	75

North	02	2	10	8	41	43	53	53
Total	23	23	69	142	329	329	421	417

Source: Language Section, Human Resource Development Department-2018.

Fig.7.3.7. District-wise Bhutia Language Teachers (2014-2015 & 2017-2018)



Among the Bhutia language teachers of total 417 in 2017-18, the highest number (193) are serving in schools of East district, 96 teachers are in West district, 75 in South district and 53 in North district.

Table 7.3.12. Community-wise Number of Language Teachers, 2019

District	Bhutia	Lepcha	Limbu	Gurung	Tamang	Rai	Sherpa	Sunuwar/Mukhia	Mangar	Nepali	Newar	Total
East	180	120	56	10	7	21	6	1	5	80	8	494
West	92	92	179	15	12	24	15	0	13	58	3	503
South	62	80	58	16	14	35	14	4	12	45	0	340
North	50	84	14	0	0	0	3	0	0	22	0	173
Total	384	376	307	41	33	80	38	5	30	205	11	1510

Source: Education Department, Govt. of Sikkim, 2019

The recent data on the language teachers in government schools in Sikkim indicates that from the total 1510 language teachers, Bhutias represent the highest number with 384, out of which 180 are in East district, 92 in West, 62 in South and 50 teachers in North district. Lepchas have total of 376 language teachers, 120 in East, 92 in West, 80 in South and 84 in North districts respectively. Limboo comes next to Bhutia and Lepcha with a total of 307 language teachers distributed in all four districts. East district has 56 Limboo language teachers, West district has the highest with 159 teachers, South district has 58 in number and 14 are in North district. Nepali language teachers are 205 in total, 80 in East, 58 in West, 45 in South and 22 in North districts. The reason for language teachers of other communities like Gurung, Tamang, Rai, Sunuwar, Sherpa, Manger and Newar are less in numbers is due to the reason that these languages were added in school much later than the other three ethnic groups (Bhutia, Lepcha, Limboo and Nepali).

7.3.3. Community-wise Teachers in Higher Education Sector

All the communities in the state have their share and have been contributing to the higher education sector as well. Almost all communities have their representation as teachers in various colleges in Sikkim. The information obtained from the Directorate of Higher Education as on February, 2018, records total of 312 teachers, including both appointed on regular and ad-hoc basis. The highest percentage is amongst the Nepali community with 55 per cent and teachers belonging to others categories. Out of total 312 teachers, Bhutias alone make 23.3 percent of teachers in higher educational institutes in the state.

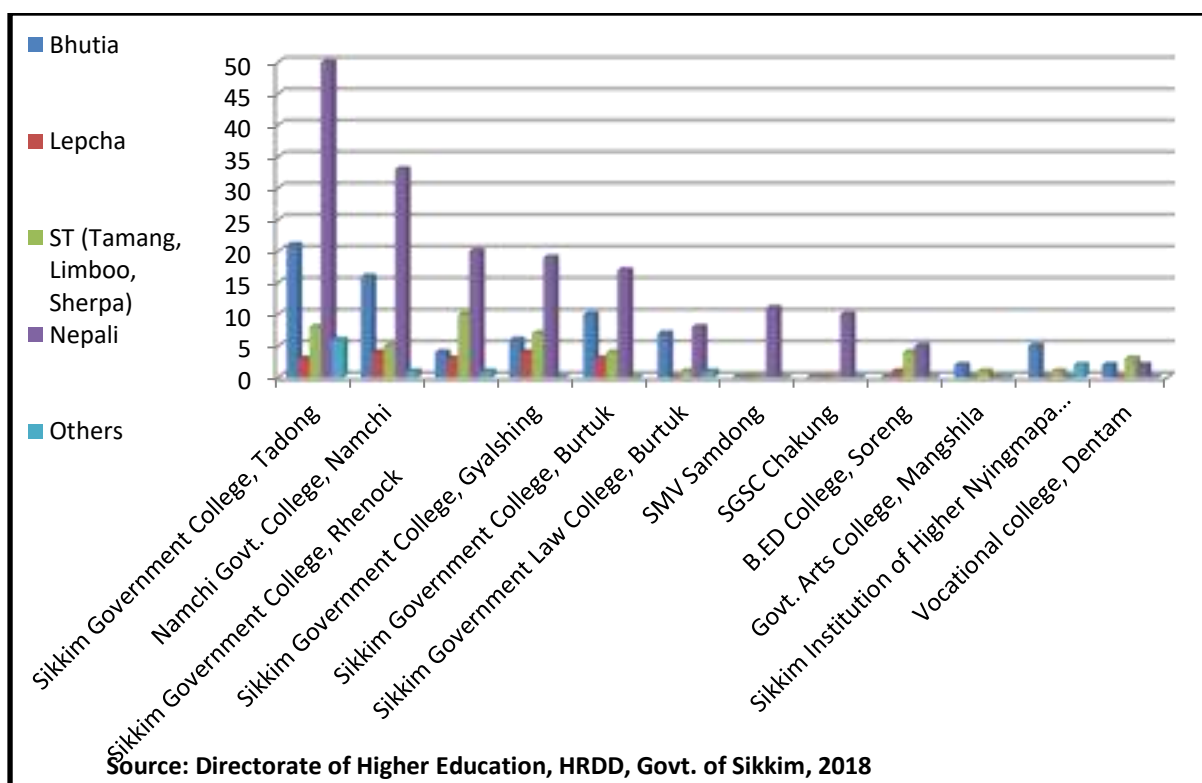
Table 7.3.13. Community-wise Teachers Teaching at Higher education Institutions, as on February, 2018.

Name of the institution	Bhutia	Lepcha	ST-(Tamang, Limboo, Sherpa)	Nepali	Others	Total
Sikkim Government College, Tadong	21	3	8	50	6	88
Namchi Govt. College, Namchi	16	4	5	33	1	59
Sikkim Government College, Rhenock	4	3	10	20	1	38
Sikkim Government College, Gyalsing	6	4	7	19	0	36

Sikkim Government College, Burtuk	10	3	4	17	0	34
Sikkim Government Law College, Burtuk	7	0	1	8	1	17
SMV Samdong	0	0	0	11	0	11
SGSC Chakung	0	0	0	7-3 Guest Faculty	0	10
B.ED College, Soreng	0	1	4	5	0	10
Govt. Arts College, Mangshila	2	0	1	0	0	3
Sikkim Institution of Higher Nyingmapa Studies, Pangthang	5	0	1	0	2	8
Vocational college, Dentam	2	0	3	2	0	7
Total	73 (23%)	18 (6%)	34 (10.6%)	175 (54.5%)	11 (3.4%)	321

Source: Directorate of Higher Education, HRDD, Govt. of Sikkim, 2018

Fig.7.3.8. Community-wise Teacher Teaching at Higher Educational Institutions, as on Feb, 2018



Nepalese are ahead of all other communities with 54.5 % as teachers in the higher education institutes. Bhutia represents 23% of the total teachers, followed by other STs

(Limboo, Tamang and Sherpa) with 10.6%, Lepchas with 6% and 'Others' representing 3.4 % of teachers.

Sikkim Government College, renamed as Nar Bahadur Bhandari Degree College in 2018, Tadong, is the oldest and the biggest college covering all three streams of humanities, science and commerce in the state. Hence, it becomes obvious that the number of teachers is also in higher side. The college alone represents 27.4% of teachers in higher education institutes, out of which 23.9% are Bhutias, 3.4% are Lepchas, 9.09% are STs, 56.8% are Nepalis and 6.8% belongs to 'others' category.

After Nar Bahadur Bhandari Degree College, Namchi Government College has the next highest number of teachers with 55.9% Nepalese, 21.1% of Bhutias, 8.5% of STs, 6.8% of Lepchas and 1.7% from 'Others' category.

Sikkim Government College, Rhenock has the next higher number of teachers. Nepalese represent the highest with 52.6%, 26.3% are STs, 10.5% are Bhutias, 7.9 % are Lepchas and 2.6% belongs to 'Others' category. In other colleges like Sikkim Government College, Gyalsing, Sikkim Government College, Burtuk have the next higher number of teachers with Nepalese as the highest followed by Bhutias and others. Sikkim Institution of Higher Nyingmapa Studies, Pangthang is the college which has the highest number of Bhutia teachers with total five out of eight teachers.

There has been increase in number of schools, teachers and students to a great extent in Sikkim. Various figures presented in the chapter reveals this growth in the education sector. The analysis of the study presents that there is an increasing trend in enrolment among all communities in the higher educational institutes in the state.

Sikkim's post-merger period picture of education system and participation of Bhutias shows that even after 30 years of statehood, Bhutias have quite an impressive representation in education sector. The numerical growth of Bhutias, as students and teachers in schools and higher educational sector reflects their greater representation and contribution in this sector. However, along with Bhutias, Lepchas also have more representation in schools and colleges as language teachers. The chapter has tried to study not only the improvement in number of schools, students and teachers, it has also tried to study comparison of the existing communities and their growth in education.