

**“A STUDY ON THE DEVELOPMENT AND STATUS OF PRIMARY
EDUCATION IN SIKKIM”**

**Thesis submitted to Nagaland University in partial fulfillment of the
requirement for the degree of
Doctor of Philosophy (Ph.D.) in Education**



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I, Yadap Tamang, student of Ph.D., hereby declare that the thesis titled “**A study on the Development and Status of Primary Education in Sikkim**” is the result of my original research work carried out under the supervision of **Associate Prof. Limala**, Department of Education, School of Humanities and Education, Nagaland University. The contents of the thesis did not form the basis of the award of any previous degree in any other University or Institute to the best of my knowledge.

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CHAPTER-I INTRODUCTION

1.1. A Glimpse of Sikkim

Encircled by the splendor of the third-highest peak on Earth, Khangchendzonga, Sikkim is a place of towering valleys, immaculate glaciers, glistening rivers, forests covered in ferns; rhododendrons that erupt in color every summer, and colorful orchids that blossom all year round. The State's overall area is 7096 square kilometers, and it stretches roughly 114 km from north to south and 64 km from east to west. Geographically, Sikkim shares borders with the Kingdom of Nepal in the west, Tibet in the north, Bhutan in the east, and the Darjeeling district of West Bengal in the south. Sikkim is home to Mt. Kangchendzonga, the third-highest mountain in the world. While Sikkim's two main rivers are the Teesta and Rangeet (Subba, 2002).

1.2. Development of Primary Education in India

Primary education is essential for all citizens of the country. This is the cornerstone for each child's formal educational system. Primary education serves as the foundation for our nation's official educational system. It contributes to the development of the children's educational foundation and mentality. The concept of 'primary' was used by the educational commission 1964-66 to denote both the lower and higher elementary stages. The lower primary level contains classes I through IV or V, while the upper primary stage covers classes V through VII or VI through VIII (Aggarwal, S.P., and Aggarwal, J.C. , 1997).

1.3. Development of Education in Sikkim

Sikkim's educational system has been dominated by monasteries ever since the Namgyal Dynasty was established in 1642. The main focus of it was on studying Tibetan scripture in different monasteries. Sikkim had its own customary, lamaistic educational system. Around the middle of the 17th century, the lama Lhatsun Chhembbo imported Buddhism, a religious ideology that had been taught to Tibet in the 7th or 8th century A.D. by the Great Guru Rimpoche, Padma Sambhava, to Sikkim. Regarding the early Buddhist, Bhutia, and Lepcha communities in Sikkim, it is difficult to dispute the

potential and contributions of the monasteries to their education and cultural practices. In Sikkim, the home of Buddhist culture has always been a monastery. The establishment of Shedas, or monastic colleges for Higher Studies in Buddhist Literature, at Deorali (now at Pangthang) and Rumtek is evidence of the desire to resurrect the formal educational role of the monasteries, but the non-formal function of a monastery is still very much alive and well. This was rather the only indigenous system of formal education in this Himalayan kingdom until some form of western education was introduced by the Christian missionaries (Dewan, 2012).

1.4. Various Commission/Committees on Primary Education

1.4.1. Woods Despatch (1854)

The East Indian Company, as is customary, was compelled to renew their trading license every 20 years. Accordingly, the company's Charter Act had been renewed again 1813 and 1833. The next renewal occurs in 1853. However, prior to such renewal, the country's educational policies and progress needed to be reviewed. As a result, the British Parliament established a chosen panel for inquiry, which included some notable people from Parliament. They had traveled to India to carry out research in order to submit a report on developing the appropriate educational plans and programs for the future (Duarah, 2022). On July 19, 1854, the company received a report on official dispatch or message based on the committee's recommendations. Charles Wood was the head of the committee of control, in charge of delivering the dispatch. So the dispatch, which has immense historical significance, is known as the Woods Dispatch. It consists of 100 sections containing extensive recommendations for future education reform in the country. The immediate impact of Woods Dispatch on basic education in India was fairly positive. It was placed under the jurisdiction of the Government Department of Education. The system of grant-in-aid, the construction of teacher training institutions, and the provision for government inspection of schools all contributed to an improvement in the quality of primary education. The indigenous school system, which had previously been neglected, received a morale boost and began to develop (Aggarwal S. , 1992).

1.4.2. Hunter Commission on Primary Education (1882)

Lord Ripon, the viceroy of India, established the first Indian education commission on February 3, 1882, with William Hunter as chairman. This commission has a total of 20 members. The primary goals of the said commission are to (a) assess the outcome of the Forests Dispatch and (b) recommend appropriate actions for implementing the Dispatch's policies. The specific concerns for investigation by the commission constituted below (Aggarwal S. , 1992):

1.5. Various Policies on Primary Education

The right to education is beyond simply having access to school; it also entails having access to the appropriate education. Current Indian education reforms and strategies for children aged 5 to 10 are focused on increasing opportunities for schooling, improving educational quality, and embracing technology. While policies and reforms have helped to enhance India's education system, there are still many problems ahead of us! The involvement of non-profits, corporations, and civil societies is crucial in addressing the challenges. In recent years, education reforms and policies in India concerning kids aged 5 to 10 have changed dramatically.

1.5.1. Sarva Shiksha Abhiyan (SSA), 2001

Another policy in India is the Sarva Shiksha Abhiyan (SSA), a government program designed to achieve universal elementary education throughout the nation. The program's objectives include raising school enrollment and retention rates, especially for girls and children from underprivileged backgrounds, as well as raising the standard of instruction by constructing new schools and renovating those that already exist.

The National Council of Educational Research and Training (NCERT) have created a new National Curriculum Framework (NCF) aimed at making the curriculum more pertinent and important for children. The NCF emphasizes the value of experiential learning and fosters innovative teaching methods like problem-based and inquiry-based learning. The Indian government has also introduced a number of initiatives to improve the quality of education. Additionally, attempts have been made to integrate technology

into education with the launch of programs like the Digital India initiative and the National Programme on Learning through Technology. These programs are designed to improve classroom technology utilization and give students permission to use online learning resources. While there has been some advancement in the Indian educational system as a result of these changes and initiatives.

1.5.2. Right to Education (RTE), 2009

The 2009-passed Right to Education (RTE) Act is one of India's main policies. All children under the ages of 6 and 14 are guaranteed the right to an education, while all schools, including private ones, are required to set aside 25% of their seats for students from economically disadvantaged families. The RTE Act also mandates that schools provide students with free and compulsory education, along with books, uniforms, and other required supplies.

1.5.3. Mid-Day Meal Scheme

In government, government-aided and local body schools, children in elementary and upper primary classes receive free hot cooked meals as part of the Mid-Day Meal Scheme, which was introduced in 1995. The program's objectives include reducing childhood malnutrition and enhancing children's enrollment, retention, and attendance in schools.

1.6. Challenges in Primary Education

1. Deficit in infrastructure: There is a serious issue with deteriorating buildings, one-room classrooms, drinking water facilities, separate restrooms, and other educational infrastructure.

2. Teacher Quality: The absence of qualified, experienced, and informed educators serves as a barrier to a top-notch educational system. Poorly paid and managed teaching cadres are a cause and an effect of teacher shortage and under qualified instructors.

3. Non-academic burden: Teachers are overworked and overwhelmed with pointless paperwork. This takes up time that should be spent teaching.

4. Low Salary: Teachers receive meager compensation, which deters them from being enthusiastic and committed to their jobs. To get the pupils to come, they will explore for alternative options like coaching centers or tuition.

1.7. Present Education Scenario in Sikkim

The education sector has been allocated over 20% of the state budget by the Sikkim government, indicating their high priority. Ensuring that all children over four have access to educational facilities is the main goal of the State Government's education policy. Ensuring high-quality education has been the primary focus of government policy. With the purpose of addressing the issues raised by the primary sections and putting a strong emphasis on providing a solid foundation for kids, the Directorate of Primary Education was founded on September 20, 2013, as per notification no. 168/HRDD (HQ). A significant decision was made by the state administration to implement the kindergarten system in all government schools beginning with the 2016–17 school year. According to flash figures issued on June 18, 2014 by Smt. Smriti Irani, Hon'ble Union HRD Minister, Sikkim ranked third nationally in basic education for the 2013–14 school year. The four criteria of accessibility, infrastructure, teacher, and outcome are used to determine the ranking (Sikkim e-education Infosys, 2019).

1.8. Department of Education in Sikkim

Sikkim had a monastic system of education up until a large portion of the 19th century; modern education was first brought to the kingdom by Christian missionaries in the latter half of the century. After that, the royal durbar became interested in education and saw it as a social duty, so one of the councilors there took general responsibility for it. The Education Department was restructured in 1920 by the Chogyal (King) of Sikkim and placed under the supervision of a full-fledged Director of Education, who was supported by a 'board' led by a president. In 1922, the Education Department was placed under the Judicial Secretary.

1.9. Administrative Structure of Education in the State of Sikkim

The educational administrative machinery is at two level Secretariat level and Directorate level.

1.9.1. Secretariat Level

The Minister of Human Resource Development is in charge at the secretariat level. The Secretary of the Human Resource Development Department, who oversees the entire department, is positioned behind him. He is in charge of all state-run educational institutions' administrative operations.

1.9-2. Directorate Level

Prior until now, the Human Resource Development Department of Sikkim was comprised of a single Directorate that oversaw general education through secondary schooling. In 1998, the State Government opened a second Directorate of Technical Education. There are two directorates:

- a) Directorate of Education: Preprimary through secondary school education is handled by this level of government. The director serves as the state's administrative leader of schools and other educational institutions. The six Joint Directors of planning, administration, examination/scholarships, accounts, and monitoring assessment department support the Director of Education.
- b) The Sikkim Manipal University established two private colleges: the Sikkim Manipal Institute of Technology (SMIT) in Majhitar and the Sikkim Manipal Institute of Medical Sciences (SMIMS) in Tadong. The Directorate of Technical Education is administratively responsible for handling matters pertaining to these two institutions.

1.9-3. District Level

A Deputy Director, Assistant Directors, and Assistant Education Officers support the Joint Director as the head of the District Education Office at the district level.

1.10. Status of Present Monastic Education in Sikkim

Sikkim is essentially a land of monasteries that were founded by great masters who were well-known disciples of Guru Padmasambhava in the middle of the seventh century. The area was personally blessed by Guru Rinpoche and was formerly known as Beyul Demojong. From the moment His Holiness Guru Rinpoche first set foot on this country, gompas have been built one after another, mostly as centers of worship. These days, it's hard to go more than a few kilometers in Sikkim without encountering a Gompa, which is mistakenly nearly universally confused with the perfect monastery. The construction of Gompas alone is insufficient. A monastery is practically incomplete if it lacks a Sheda, or center for higher learning, and a Dupda, or center for meditation, among other amenities. An established Sheda and a Dupda that is equally appropriate are the two things that a monastery needs in order to get importance and respectability. While a Dupda is useful in helping to provide higher training in establishing control over one's mind, spirit, and senses, a Sheda offers the facility for growing knowledge and skill of all kinds (Ecclesiastical Affairs Dept, 2012).

1.11. Need and Significance of the Study

Education, in addition to being a fundamental human need, has a critical role in improving living standards, generating income, eliminating regional inequality, and promoting the general progress and well-being of a nation. The cornerstone of every child's development and the development of the country is primary education. Development in life is fundamentally dependent on primary education; without it, life will inevitably degraded. Every child has a birthright in which the state government is required to protect and uplift lives of each individuals. It is the bare minimum education which could drive out the ignorance and illiteracy. It can enable one to read and write, count and to understand their surroundings and environment better. It makes possible for an individual to develop positively and progress with the society. Through education, an individual's innate potential for growth can be achieved and realized. It thus enable a nation's human resources to be used to their full potential. Therefore, it is the welfare of the state's, its obligation and responsibilities that every child has access to primary education.

A child home is where he/she is given guidance on family life and general social interactions as early as age four or five. It is the cornerstone of an individual's educational journey that cannot be overlooked. It aids in providing a solid basis for a child's intellectual, moral, physical, social, emotional, and spiritual growth. An individual cannot move on to the secondary and high schools without first completing the primary level of education.

The goal of primary education is to equip students with the fundamental basic, knowledge and skills necessary for success in the workplace and in life at large. These include fluency in reading and writing, numeracy, comprehension, analysis, reasoning, and social skills.

1.12. Statement of the Problem

In this context, the investigator makes an earnest effort to study the Development and Status of Primary Education in Sikkim.

Hence, the problem is stated as “**A Study on the Development and Status of Primary Education in Sikkim**”.

1.13. Operational Definition of the Term Used Development

Development: In this study, development refers to the overall growth in the field of education till date with regard to increase in number of schools, number of faculties, infrastructures etc.

Status: In this study, status refers to current position of the primary education in the state.

Primary Education: Primary education in Sikkim begins from class I to class V.

1.14. Objectives of the Study

Following are the objectives of the study:

- i). To study the Development of Primary Education in Sikkim from the Historical Perspective.

- ii). To study the Present Status of Primary Education in relation to:
 - a). Students Achievement
 - b). Enrolment
 - c). Infrastructure
 - d). Administration
 - e). Community Participation
 - f). School Management Committee
- iii). To study the role of Teachers and their Teaching Methods.
- iv). To examine the problem faced in Primary Schools by Headmasters, and Teachers.
- v). To study the Impact of Central Schemes for Primary Education in Sikkim.
- vi). To bring out Suggestions for the Improvement of Primary Education in Sikkim.

1.15. Research Questions

Research questions of the study are given below:

- i). What are the Historical Perspectives in the development of Primary Education in Sikkim?
- ii). What is the Present Status of Primary Education in Sikkim?
- iii). What is the Role of Teachers at Primary Level?
- iv). What are the Teaching Methods used by Teachers at Primary Level?
- v). What are the Problems faced by Headmasters, Teachers and Parents in Primary Schools?
- vi). What is the Impact of Central Schemes for Primary Education in Sikkim?

1.16. Delimitations of the Study

- i. The present study is delimited to 100 Primary Schools from all the six districts of Sikkim.
- ii. The study only included stand-alone government primary schools (Classes I–V). The study's sample comprised headmasters, teachers, parents, and officials from Samagra Shiksha.
- iii. Students were excluded from the study because the study was on the development and status of primary education in Sikkim, and it entailed gathering data and information on the historical growth and administrative aspects of schools, which requires evaluation in terms of time/years and other details that primary school students may be unable to provide accurately.
- iv. For present study objective I was based on Secondary Sources. So for this purpose the investigator has collected data from books and official documents and by interviewing prominent government officials.
- v. Findings from the parents based on interview schedule are given in objective VI, page 174.

2.1. Review of Related Literature

The researcher can familiarize himself with the state of knowledge in the field or area he plans to conduct his research in by reviewing the related literature. The researcher can establish the boundaries of his field by reviewing relevant literature. It aids in the researcher's problem definition and delimitation. The researcher can steer clear of pointless and ineffective problem areas by reading through the relevant literature. The researcher can prevent inadvertent repetition of well established findings by reviewing related literature. The researcher gains a grasp of the research methodology which describes how the study is to be carried out through the review of related literature. It is beneficial for the researcher to be aware of the instruments and tools that have shown promise and utility in earlier study. A review of the literature can be used to learn about

the suggestions made by earlier researchers for additional research that were included in their studies.

This chapter attempted to study and reviewed various studies that were conducted in connection with the present study. This review has been presented under the following heads:

a). Studies conducted in India

b). Studies conducted Abroad

2.2. Studies conducted in India

Rena (2007) carried out an investigation entitled "Factors Affecting the Enrollment and the Retention of Students at Primary Education in Andhra Pradesh- a Village Level Study". This study was carried out in a primary school in Errbelly village, Karim Nager district, Andhra Pradesh, India. The survey found that children dropped out of school to help with household and agricultural tasks. It also demonstrates that girls have a higher dropout rate than boys. The report proposed that budgetary allocations be increased to boost primary school participation and give financial help to pupils.

Chattopadhyay and Durdhawale (2009) investigated "Primary Schooling in the Tribal Districts of Maharashtra: Some Policy Relevance". The study's findings revealed that almost 60% of the 245 children are attending elementary school, despite the fact that boys had a substantially greater school attendance rate than girls. The majority of students do not know how to read and write. A huge number of dropped out pupils never grasped what the teacher was teaching. Almost 40% of students who attend school have reported that the teacher is not instructing adequately.

Kumar (2010) did a study called "A Study of Elementary Level School Education in Himachal Pradesh". The study's findings revealed a significant increase in elementary school enrollment. The HP government is taking the required steps to improve school facilities and provide quality education. DIETs continue to organize teacher training programs under the Sarva Shiksha Abhiyan at the block and state levels. The study focuses on the numerous services offered by the government to schools, such as free

textbooks, mid-day meals, scholarships, classrooms, drinking water, and restroom facilities.

2.3. Studies conducted Abroad

Herman, Braak, and Keer (2006) Development of the Beliefs about Primary Education Scale: Distinguishing between developmental and transmissive components. The BPES is an 18-item scale designed to examine primary school teachers' attitudes on the nature of excellent education. It is divided into two dimensions: transmissive (TD) and developmental (DD). Both factors evaluate views about the overall orientation and goals of education, the nature of educational content, and ideal methods of knowledge acquisition. An exploratory study (n = 352) identified a two-factor structure. Both categories were uncorrelated, suggesting that teachers have layered belief systems. In a subsequent study (n = 381), the construct validity of the BPES was established. The BPES DD and TD were shown to be substantially correlated with constructivist and traditional teaching attitudes.

Song (2012) investigated "Influences on Academic Achievement of Primary School Pupils in Cambodia". The data for this research were gathered from a survey of 32 randomly selected primary schools in one rural district and one semi-urban district in Cambodia. Based on accomplishment data from 1,080 Grade 6 students in one rural and one semi-urban area, the study finds that school and teacher quality have a significant impact on students' performance. Teachers' experience and teacher guides have a favorable correlation with academic accomplishment, however instructional time loss is strongly connected with bad performance. In light of these findings, initiatives to improve academic achievement among primary school students in Cambodia are considered.

Etor, Mbon, and Ekanem (2013) did research on "Primary Education for Qualitative Higher Education in Nigeria". In light of these and other issues that have a negative impact on the quality of educational products, this paper recommends, among other things, that the implementation of national policy in primary education by states and private institutions be closely monitored to ensure consistency in quality output from the country's primary schools. To ensure effective teaching and learning, all primary schools in Nigeria, regardless of location, should be renovated with modern infrastructures such

as administration buildings, classrooms, introductory technology workshops, libraries, equipment, and all relevant instructional materials.

2.4. Research Gap

In the current investigation, the researcher reviewed sixty-one (61) significant works that were chronologically organized into three categories: studies conducted overseas (25), studies conducted in India (22), and studies conducted in North-East India (14). The review demonstrates that the research undertaken focused on several areas of primary schooling, including enrollment. Student achievement, teacher issues, primary school infrastructure, the role of SMC and the community, mid-day meals, and so on.

Hence, the literature review has given an insight to the investigator regarding what has been done and what need to be done; and most importantly, it was found that no research has been done on the development and status of primary education in Sikkim. The present study therefore is significant in the perspective of the development and status of the past and present associated with primary education in the Government Primary Schools of Sikkim, and what measures can be suggested to bring about an improvement in this regard. Keeping all these in mind, the present study has been undertaken.

The findings of the study reveal that enrolment of students in government schools at primary level has been decreased due to decreasing birth rate and wrong conception of parents towards government schools, comparing it with private schools to have better quality education. Similar study was done by Nar Maya and Yodida (2016), it was found that enrolment of students in government primary schools has been decreased. Kumar and Raj (2015), in their study also it was found that enrolment in government primary schools has consistently been declining.

There are problems with regards to academic achievement of students in the schools. It was found that the parents were not helping their children to study at home and most of the parents were illiterate and poor and cannot afford to send their children for tuition. There were also issues with a lack of language teachers in schools.

The current findings also suggest that there were problems with organizing co-curricular activities in schools due to less students and unavailability of play land which

were similar with the studies done by Ozukum (2023), in his study it was found that schools have insufficient playground.

In the present study there is a participation of SMC and Community in the primary schools of Sikkim which were similar with the studies done by Ismael, Mberia and Muturi (2016), their findings revealed that all constructs of community participation (community resource mobilization, community involvement in decision making and community monitoring/ resource supervision) has a significant positive effect on delivery of primary education services in Garowe Puntland Somalal. There were a positive impact with regard to teacher's role which was similar with the studies done by Larasati, Cahyaningtyas, Mangzila, Firawati, Yuanita and Lesmana (2019), it was discovered that the role and function of instructors in the classroom contributes to greater learning effectiveness in SDK Santa Maria 2 Malang, as teachers actively participate in the learning process.

Basing on the findings of the study, the researcher feels the need of policymakers and school administrators to enhance informations and knowledge with regard to development and status of primary education. The study has the potential to influence in decision-making processes by highlighting significant issues and opportunities, to incorporate the findings of the present study for future development of primary education in the state of Sikkim. Henceforth, for improving the overall standard and accessibility of quality primary education, policymakers may incooperate the present data to create focused interventions with new educational regulations, or alter already-existing ones.

3. Methodology/ Design of the Study

The present study envisaged to find out the "Development and Status of Primary Education in Sikkim". The study was based on Descriptive type of research and is qualitative in nature. The study was also concerned with the development of Primary education from historical perspective; the present status of primary education in Sikkim; teaching methods and role of teachers; the study also provides information on the problems faced by head of institutions and teachers and study also provides information on impact of central scheme for primary education in Sikkim.

3.1. Population of the Study

A population is defined as any group of individuals that has one or more characteristics in common and that are of interest to the researchers (Best, J. W., and Kahn, J. V. (2009)). The population in this study includes headmasters, teachers. The population also includes parents and officials from Samagra Shiksha, Education Department, Government of Sikkim.

Table 3.1 Population of Primary Institutions in Each District of Sikkim

Districts	No. of Primary Schools
Gangtok	54
Pakyong	52
Gyalshing	70
Soreng	55
Namchi	115
Mangan	44
Total	390

3.2. Sample and Sampling method of the Study

A sample is a small proportion of the population that is selected for observation and analysis (Koul). The sample of the study was comprise of 100 headmasters, 600 teachers, 5 government officials from Education Department and 100 parents were involved in the study. Stratified random sampling was followed for the study. Proportionate representation of the sample was taken care.

3.3. Research Tools Used for the Study

In order to collect data as per the objectives of the study the following tools were self-constructed for different categories of respondents-

1. Questionnaire: For the present study, Questionnaire was used for the Headmasters and teachers of primary schools. They included both close-ended and open- ended items.

2. Interview Schedule: Interview schedule was constructed for parents and officials from Samagra Shiksha and items contained open-ended questions.

3.4. Data Collection for the Study

3.4.1. Administering Questionnaire

For collection of data, the investigator obtained the required permission from the competent authorities of the education department of Government of Sikkim and 100 primary schools. On visiting each school, the investigator met the respondents and briefed them about the purpose of the research and urged them to respond positively. The investigator established rapport with the respondents by giving them a brief introduction about the research work, how it will contribute in the development of primary education in Sikkim and assuring them confidentially. In the questionnaire, the respondents were asked to answer all the questions by selecting the most appropriate answer from the given options and provide additional information, opinion, explanation, reason or suggestion in the space provided.

The questionnaire was administered to 100 heads of the institutions and 600 teachers.

3.4.2. Administering Semi-Structured Interview Schedule

Using the semi-structured interview schedule, that data were collected from 100 Parents and 5 officials from Samagra Shiksha. As per the procedure, the researcher established rapport with the interviewee(s) by giving them a brief introduction about the research work, how it will contribute and assuring them confidentially. 100% of the interview was conducted in face to face mode at the chose place/office.

3.5. Analysis of Data

The collected data were analyzed and interpreted by employing appropriate statistical techniques which can yield useful and reliable results. Responses to the questionnaire, interview schedule were classified, tabulated and counted into percentage. Analysis and interpretation of data were made basing on the responses. The percentage were calculated and used for interpretation.

3.6. Statistical Techniques used for the Study

Statistical techniques such as finding percentage were used in the present study. After the calculation, data were then placed in tables and analyzed by using different types of charts and tables, suitable to the kind of data for illustrative presentation and clarity of understanding.

3.7. Scoring of Questionnaires

Scoring of questionnaire was done by counting the number of responses 'yes', 'no' and 'sometimes' type of questions. For open type of questions, all the responses were recorded on separate sheets of paper. The common responses were sorted out. Similarly, suggestions given by the teachers and headmasters were analyzed by noting the responses on separate sheets of paper.

3.8. Scoring of Interview Schedules

Scoring of interview schedule was done by counting the number of responses and converting them into 'yes', 'no' and 'sometimes' type of responses with the help of tally to marks. Responses to open ended questions were recorded on a separate sheet of paper and common responses were sorted out. Further, suggestions given by the parents and government officials were also recorded on separate sheets of paper and common responses were sorted out and presented.

4. Analysis and Interpretation of Data

This chapter presents a comprehensive analysis and interpretation of the data on according to the objectives drawn. The data collected using questionnaire were analyzed using percentage calculation and presented both in the form of tables and charts. Data collected through structured interview schedule were analyzed and presented in the form of narration. The investigator has projected some of the important analysis and interpretation in part wise based on objectives:

Part A- Analysis based on Secondary Sources

Part B- Analysis based on questionnaire for headmasters

Part C- Analysis based on questionnaire for Teachers

Part D- Analysis based on interview schedule for Parents

Part E- Analysis based on interview schedule for Samagra Shiksha officials

Part-A

Analysis based on Secondary Sources

4.1. Objective 1: Development of Primary Education in Sikkim from the Historical Perspective

Prior to the extension of British rule, Sikkim had its own customary lamaistic educational system. Monastic education was the norm in Sikkim. The religious doctrine known as Buddhism was brought to Sikkim in the middle of the 17th century by the lama Lhatsun Chhembo. It was first introduced in Tibet in the 7th or 8th century A.D. by the Great Guru Rimpoche, Padma Sambhava. Regarding the early Buddhist, Bhutia, and Lepcha populations of Sikkim, it is difficult to dispute the potential and contributions of the monasteries to their education and cultural practices. The Buddhist culture of Sikkim has always resided in monasteries. The founding of Shedas, or monastic institutions for Higher Studies in Buddhist Literature, at Rumtek and Deorali was a sign of the ongoing activity of monasteries' non-formal purpose, which was to resurrect the monasteries' official educational role. Buddhism is as common as ever, and monasteries or lamas still oversee every aspect of a Buddhist family's operation. Giving its clients access to a formal education that is at least locally relevant was another crucial duty that a monastery had to fulfill. This was rather the only indigenous system of formal education in this Himalayan kingdom until some form of western education was introduced by the Christian missionaries.

Part B: Headmasters

4.2. Objective II: To study the Present Status of Primary Education in relation to Student's Achievement, Enrolment, Infrastructure, Administration, Community Participation and School Management Committees.

Profile of Headmasters

Table - 4.2.1

Gender

Gender	No. of Headmasters	%
Male	67	67%
Female	33	33%
Total	100	100%

Table 4.2.1 shows distribution by Gender. It is observed that 67% of the headmasters were male and 33% of headmasters were female in Primary Schools.

Table 4.2.2

Students' Enrolment Satisfactory?

Responses	Counts	%
Yes	41	41%
No	59	59%
Not Sure	-	-
Total	100	100%

It is observe from the table 4.2.2, that 41% of the headmasters were satisfied with the enrolment of the students in the school. Whereas 59% of the headmasters were not satisfied with the enrolment of the students in the school.

Table 4.2.3

Satisfied with the infrastructure facilities available in school

Responses	Counts	%
Yes	54	54%
No	46	46%
Total	100	100%

As per the above table 4.2.3, observes that 54% of the headmasters were satisfied with the infrastructure facilities available in the schools whereas 46% of the headmasters were dissatisfied with the infrastructure facilities available in the schools

Table 4.2.4

Teachers Support in Academic and Administration work

Responses	Counts	%
Yes	100	100%
No	-	-
Sometime	-	-
Total	100	100%

Table 4.2.4 shows that 100% of the headmasters responded that teachers do support them in Academic and Administration work in the schools.

Table 4.2.5

Community Collaborates/Participate in various activities in school

Responses	Counts	%
Yes	92	92%
No	8	8%
Total	100	100%

As per the above table 4.2.5 that 92% of the headmasters responded there was community participation in various activities in schools and only 8% of the headmasters responded there was no community participation in various activities in schools.

Table 4.2.6

Community Launch Campaign for Enrolment of Children in locality and village

Responses	Counts	%
Yes	73	73%
No	27	27%
Total	100	100%

As stated above table 4.2.6 reveals that 73% of the headmasters responded that community launch campaign for Enrolment of Children in Locality and Village whereas 27% of the headmasters responded that Community do not launch Campaign for Enrolment of Children in Locality and Village.

Table 4.2.7

Community helps in contributing manpower and material for school

Responses	Counts	%
Yes	64	64%
No	36	36%
Total	100	100%

It is evident from the table 4.2.7 that 64% of the headmasters responded that community helps in contributing Manpower and Materials for schools whereas 36% of the headmasters responded that community do not helps in contributing Manpower and Materials for schools.

Table 4.2.8

SMC help supervising and supporting implementation of school development plan

Responses	Counts	%
Yes	92	92%
No	8	8%
Total	100	100%

As stated above table 4.2.8 reveals that 92% of the headmasters responded that SMC helps in supervising and supporting implementation of school development plan, 8% of the headmasters responded that SMC does not help supervising and supporting implementation of school development plan.

Table 4.2.9

SMC ensure enrolment and attendance of the children

Responses	Counts	%
Yes	88	82%
No	12	12%
Total	100	100%

It is evident from the above table 4.2.9 that 88% of the headmasters responded that SMC ensure enrolment and attendance of the children in school, 12% of the headmasters responded that SMC does not ensure enrolment and attendance of children in school.

Part B: Headmasters

4.3. Objective III: To study the Role of Teachers and their Teaching Methods

Table 4.3.1

Teachers take initiative in helping students to work efficiently

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

It is evident from the above table 4.3.1 that 100% of the headmasters responded that teachers take initiative in helping students to work efficiently.

Table 4.3.2

Teachers provide notes to the students

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

It is observe from the above table 4.3.2 that 100% of the headmasters responded that teachers provide notes to the students in the school.

Table 4.3.3

School provide sufficient teaching aid for teachers

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

The above table 4.3.3 indicates that 100% of the headmasters responded that there were sufficient teaching aids provided by school for the teachers.

Table 4.3.4

Satisfied with teaching method used by teachers

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

As per the above table 4.3.4 observes that 100% of the headmasters responded that they were satisfied with the teaching method used by teachers in the classroom.

Part B: Headmasters

4.4. Objective IV: To Study the Problems Faced by Headmasters

Table 4.4.1

Find any problem relating to Academic Achievement

Responses	Counts	%
Yes	58	58%
No	42	42%
Total	100	100%

As stated above table 4.4.1 reveals that 58% of the headmasters responded that there were problems relating to academic achievement of students in the school, 42% of the headmasters responded that there were no problems relating to academic achievement of the students in the school.

4.4.2. Issues/problem faced by headmaster with regard to enrolment

Due to less population and low birth rate in rural areas, school of that particular areas were facing problems in terms of enrolment and admission.

4.4.3. Problem with regard to infrastructure

Responses from headmasters on problem related to infrastructure in schools are as follows:

- Only some schools do not have proper school buildings, proper play grounds and well fencing in school boundary. Otherwise there was no problem with regards to infrastructure.

As given in the above revealed that some of the schools don't have proper schools building, playground and well fencing in the school boundary.

Part B: Headmasters

4.5. Objective V: To Study the Impact of Central Scheme for Primary Education in Sikkim

Table 4.5.1

School Received Mid Day Meal

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

The above table 4.5.1 indicates that 100% of the headmasters responded that school received Mid Day Meal facility.

Table 4.5.2

Free Text Books, Uniforms etc

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

As per the table 4.5.2 observes that 100% of the headmasters responded that students received free text books uniforms etc in the school.

Table 4.5.3
Grant-in –Aid from Govt.

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

As stated above table 4.5.3 reveals that 100% of the headmasters responded that school gets grand-in-aid from the government.

Part B: Headmasters

4.6. Objective VI: Suggestions for improvement of Primary Schools in Sikkim

Suggestions given by 100 headmasters for improvement of Primary Education in Sikkim are as follows:

i. Ensuring basic facilities in schools is crucial for creating a conducive learning environment for students. These facilities include: A well-constructed, safe, and durable building is essential to protect students and staff from the elements and provide a comfortable learning space. Access to clean drinking water is vital for maintaining students' health and well-being. Schools should have safe and hygienic water sources readily available. Having separate toilets for boys and girls ensures privacy and promotes hygiene, which is especially important for adolescent girls. A reliable electricity supply is necessary for lighting, fans, and using electronic devices that enhance the learning experience. A playground provides a space for physical activities, which are important for students' physical development and overall health. A well-stocked library encourages reading habits, supports learning, and provides access to a variety of resources and information. Adequate infrastructure, including desks, chairs, blackboards, and teaching materials, is necessary to support effective teaching and learning. These facilities are

fundamental to creating an environment where students can thrive academically and develop holistically.

Part C: Teachers

4.7. Objective II: To study the present status of primary education in relation to Student's Achievement, Enrolment, Infrastructure, Administration, Community Participation and School Management Committees.

Profile of Teachers

Table 4.7.1

Gender

Responses	Counts	%
Male	194	32.3%
Female	406	67.7%
Total	600	100%

Table 4.7.1 shows distribution by Gender. It is observed that 32.3% of the Teachers were male and 67.7% of Teachers were female in Primary Schools.

Table 4.7.2

Satisfied with the student's academic achievement

Responses	Counts	%
Yes	433	72.2%
No	167	27.8%
Not Sure		
Total	600	100%

As per the above table 4.7.2, 72.2% of the teachers were satisfied with the student's academic achievement and 27.8% of the teachers were not happy with the student's academic achievement.

Table 4.7.3

Satisfied with the student's enrolment in the school

Responses	Counts	%
Yes	417	69.5%
No	183	30.5%
Not Sure	-	-
Total	600	100%

As per the above table 4.7.3 observes that 69.5% of the teachers were not happy with the enrolment of the students in the school and 30.5% of the teachers were happy with the enrolment of the students in the school.

Table 4.7.4

Support in academic and administrative work

Responses	Counts	%
Yes	600	100%
No	-	-
Sometimes	-	-
Total	-	100%

The above table 4.7.4 indicates that 100% of the teachers responded that they provide support in academic and administrative work in the school.

Table 4.7.5

Community collaborates/participate in various activities of the school

Responses	Counts	%
Yes	413	68.8%
No	187	31.2%
total	600	100%

Table 4.7.5 shows that 68.8% of the teachers responded that community do collaborates/participate in various activities of the school whereas 31.2% of the teachers responded that community doesn't collaborates/participates in various activities of the school.

Table 4.7.6

Community launches the campaign for enrolment of children in the locality

Responses	Counts	%
Yes	413	68.8%
No	187	31.2%
Total	600	100%

As stated above table 4.7.6 reveals that 68.8% of the teachers responded that community do launched the campaign for enrolment of children in the locality whereas 31.2%` of the teachers responded that community doesn't launched campaign for enrolment of children in the locality.

Table 4.7.7

School hold meeting with parents, teachers and SMC members

Responses	Counts	%
Yes	600	100%
No	-	-
Total	600	100%

As per the above table 4.7.7 reveals that 100% of the teachers responded that school hold meeting with parents, teachers and SMC members.

Part C: Teachers

4.8. Objective III: To study the role of teachers and their teaching methods

Table 4.8.1

Provides notes to the students

Responses	Counts	%
Yes	600	100%
No	-	-
Total	600	100%

The above table 4.8.1 indicates that 100% of teachers responded that they provide notes to the students.

Table 4.8.2

Conduct class test at least once in a month

Responses	Counts	%
Yes	600	100%
No	-	-
Total	600	100%

As per above table 4.8.2 observes that 100% of teachers responded that they conduct class test at least once in a month.

4.8.3. Different Kind of Teaching aids used while teaching

Responses of Teachers on different kind of teaching aid used while teaching are as follows:

- Chart Paper, Pointer, white board, Marker, Models, Locally available items, audio-visual devices, Picture cards, Crafts etc.

It was found out that the resources utilized by teachers during instruction were chart paper, pointers, white boards, markers, models, locally accessible materials, audio-visual equipment, picture cards, and crafts.

Part C: Teachers

4.9. Objective IV: To examine the problem faced by Teachers in Primary School

4.9.1. Problem Faced in the classroom

Responses of teachers on problem faced by them in the classroom are as follows:

- No separate classroom available for each class. Different classes are combined together in a single room.
- Some students are slow learner and can't keep up with general pace of learning.

It was revealed from the teacher's responses that, since each class did not have a distinct classroom, teachers in the schools had a great deal of difficulties as single room is used for multiple classes. And it was also found that some students struggle to keep up with the fast-paced nature of the learning environment.

Part C: Teachers

4.10. Objective V: To study the impact of Central schemes and programmes in primary education.

Table 4.10.1

School provide Mid-Day Meal

Responses	Counts	%
Yes	600	100%
No	-	-
Total	600	100%

It was evident from the table 4.10.1 that 100% of the teachers responded that the school provides Mid-day meal for the students.

Table 4.10.2

Students receive free text books, uniform etc

Responses	Counts	%
Yes	600	100%
No	-	-
Total	600	100%

Above table 4.10.2 indicates that 100% of the teachers responded that the students received free text books and uniforms etc every year.

Part C: Teachers

4.11. Objective VI: Suggestions for the improvement of Primary Education in Sikkim.

Following were the suggestions given by the Teachers regarding the improvement of Primary Education in Sikkim.

- i. Regularity and punctuality are essential characteristics for head teachers and anyone in a leadership capacity in an educational context. When head teachers constantly arrive on time and maintain a regular presence, they set a good example for both staff and pupils. This dependability contributes to the school's seamless operation and the timely resolution of any concerns. It also promotes trust and respect within the school community, resulting in a good climate conducive to learning and development.
- ii. Sufficient finances and infrastructure must be supplied. By providing these resources, schools can improve educational outcomes and foster a more supportive environment for both students and staff.

Part D: Parents

4.12. Analysis based on Interview Schedule from Parents

The investigator interviewed the parents of primary school students related to problems faced by them. Following were the points highlighted and discussed in relation to the present study in Sikkim.

Table 4.12.1

Child likes to be in School

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

Table 4.12.1 shows that 100% of the parents responded their children like to be in the schools.

Table 4.12.2

Staffs treat child with fair and respect

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

As per table 4.12.2 indicates that 100% of the parents responded that the school's staffs treat their child with fair and respect.

Table 4.12.3

Feel child safe at the School

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

The above table 4.12.3 Observes that 100% of the parents feels their child were safe in the schools.

Table 4.12.4

Child making good progress at the school

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

As stated above table 4.12.4 reveals that 100% of the parents responded their children were making good progress at the school.

Table 4.12.16

Problem faced by Parents

Responses	Counts	%
Yes	63	63%
No	37	37%
Total	100	100%

As stated above table 4.12.16 reveals 63% of the parents have faced the problem so far. Whereas 37% of the parents didn't face any problems.

4.13. Suggestions from Parents for the improvement of Primary Education in Sikkim.

Following were the suggestions given by Parents for improvement of Primary Education in Sikkim.

- i. Teach digital literacy, critical thinking, and problem-solving skills to prepare students for the future.

- ii. Provide regular training sessions for teachers to keep them updated with the latest teaching methods and educational technologies.
- iii. Ensure schools have sufficient textbooks, notebooks, stationery, and other learning materials.

Part E: Officials Samagra Shiksha

4.14. Analysis based on Interview Schedule from Samagra Shiksha Officials

Interview with director of primary education could not be conducted due to his busy schedule. He, instead, directed to conduct the interview with the Joint Director and other member of the Directorate of Primary Education, Sikkim. The investigator interview the Joint Director of Primary Education related to school Administration and Finance, Academic and Central Schemes and Programmes. Following were the points highlighted and discussed in relation to the present study in Sikkim.

4.14.1 Interview reports from Joint Director of Primary Education:

4.14.1-1. Administration

1. Based on the experiences shared by the concerned officer, that the Administrative Structure of Primary Education has separate Directorate in the State. The structure is as follows:

- i. Director Elementary Education at State Level
- ii. Chief Education Officers at District Level
- iii. Joint Directors at Sub Divisional Level
- iv. BRC at BAC Level
- v. CRC at Cluster Level

2. From the viewpoint expressed by the Joint Director. The policy for recruitment of teachers is framed by as per NCTE norms and as per Primary Teacher Recruitment Board, SSTRB. This requires Diploma in Elementary Education with STET.

4.14.1-2 Academic

- i. From the opinion of Joint Director and other members the aim and objectives of Primary Education in the state is to improve the standard of learning, quality education and 100% enrolment in the Primary Schools.
- ii. As shared by the Officers, the Directorate of Primary Education under Education Department set up to address the concern of Primary Education in the State.
- iii. As per the Officers, the inspection reports are submitted to the District Education Office.

4.14.1-3. Central Schemes and Programmes

- i. As per the administrator, after the implementation of central schemes and programmes they saw increase in Enrolment and Attendance due to PM Poshan scheme. There were improvements in Health condition due to various health programmes in the schools and saw the improvement in infrastructure and quality of learning as well.
- ii. As per the administrator, schools were utilizing the Central Schemes Properly.
- iii. As per the Officers, the areas, schools has significantly improved as a result of the implementation of Samagra Shiksha were, increase in Enrolment, improvement in Quality Education and Improvement in learning facilities by providing properly equipped labs, smart classroom, solar electricity etc.

4.15. Suggestions from Samagra Shiksha Officials for the improvement of Primary Education in Sikkim.

Following were the suggestions given by Samagra Shiksha Official for improvement of Primary Education in Sikkim.

- i. Training teachers at all levels in conformity with the National Education Policy (NEP) 2020 is critical for successfully implementing the policy's revolutionary goal for the educational system. By providing comprehensive NEP-2020 training to all teachers,

schools may ensure that educators are well-prepared to apply the policy's requirements and promote a more effective, inclusive, and future-ready education system.

ii. Prioritizing activity-based learning in primary school is critical to creating a well-rounded, engaging, and successful education system that fulfills the different needs of young students and builds a solid foundation for their future academic and personal development.

FINDINGS, DISCUSSIONS, SUGGESTIONS FROM THE PRESENT STUDY

5.1. Major findings of the study

The following are the major findings of the study based on objectives wise.

5.1.1. Objective I: Development of Primary education in Sikkim from historical prospective till merger with India

1. Prior to the extension of British rule, Sikkim had its own customary lamaistic educational system. Monastic education was the norm in Sikkim. The lama Lhatsun Chhembbo brought Buddhism, a religious doctrine brought to Tibet in the 7th or 8th century A.D. by the Great Guru Rimppoche, Padma Sambhava, to Sikkim in the mid-17th century. Regarding the Buddhists, Bhutias, and Lepchas of Sikkim in the past, it is difficult to dispute the potential and contributions the monasteries made to their education and culture. In Sikkim, the home of Buddhist culture has always been a monastery. The creation of Shedas, or monastic institutions for Higher Studies in Buddhist Literature, at Pangthang and Rumtek was a sign of the monks' continued willingness to play an active part in education. Monks continued to serve an active non-formal purpose.

2. In addition to the lamaistic education offered in monasteries, three different kinds of schools were established during the British administration. They were rural schools administered by Thikadars and locals, government schools, and missionary schools. The adjacent state of West Bengal's course curriculum was the same in government and missionary institutions. Beginning in 1924, Nepali was taught in village schools run by private companies under the supervision of landlords.

3. Up to 1947, just five schools received direct government funding. The state's best government school was Sir Tashi Namgyal High School. The school taught in English, whereas other schools taught in vernacular languages.
4. The first weaving school was established at Lachung by Mathilda Johanson, the Finnish delegate. The Finnish Mission eventually established a second weaving school in Lachen. The Lachen and Lachung Weaving Schools placed a greater emphasis on extracurricular activities. The craft of carpet weaving was imparted to the pupils.
5. Two schools at Song and Rinzing were later established by Scandinavian Mission. With Gombu Lepcha's assistance, this mission school opened its doors in Phambong in 1881, and he was later hired as a teacher there.
6. The Palzor Namgyal Girls School, the first girls' school, was founded in 1924. Then, Kazi Dawa Samdup served as the headmaster of the Bhutia Boarding School, which was the first government school to be founded in Sikkim. Nepali Boarding institution, the second government institution, opened its doors in 1907.
7. The state has 84 primary schools when the Department of Education was originally established in 1954. In Sikkim, there were 47 Upper Primary Schools and 117 Lower Primary Schools by 1960.
8. There were 978 pre-primary schools in India as of the 2001 census, of which 739 were run by the government and 239 by the private sector.
9. Sikkim had 503 primary schools in 2006; however, as of right now, the state has just 390 primary schools. For a variety of reasons, including lower enrollment, the government closed certain schools. Other factors were level upgrades, which caused fluctuations in the number of primary schools.

5.1.2. Objective II: Present status of primary education in relation to Student's Achievement, Enrolment, Infrastructure, Administration, Community Participation, and School Management Committee is given below:

Part B-Headmasters

1. In the primary schools male headmasters were more than female headmasters with the percentage of (67% and 33%) respectively.
2. The present study found that 7% headmasters have an educational qualification of class ten. 36% headmasters have an educational qualification of HSSLC (class twelve). 42% of the headmasters have an educational qualification of B.A., and 15% of the headmasters have qualification of M.A.
3. According to the responses 32% of the headmasters have the teaching experience of 31-40 years. 31% of headmasters have an experience of 21-30 years. 29% of the headmasters with 11-20 years and 8% of headmasters have an experience 1-10 years.
4. Study revealed that 41% of the headmasters were satisfied with the enrolment of students in the school. Whereas 59% of the headmasters were not satisfied with the enrolment of students in the school despite lots of facilities provided by the government to the schools. Study also found that, decreasing birth rate and wrong conception of parents towards government schools, comparing it with private schools to have better quality education were the reason that government schools were having lesser enrolment.
5. With regard to important changes in schools in last five years, the study found that there were constructions of new school building in some schools, ramps for CWSN were constructed, school's protection wall, and play grounds were constructed in some schools, and in some schools, it was found in terms of growth in enrolment and academic performance of children in schools.
6. The present study found that 92% of the headmasters revealed that there were community participation in various activities organized by schools, such as participation in celebration of special days like annual function, cultural competition, cleaning school surroundings and developmental work of the schools etc. Whereas only 8% of the

headmasters responded, there were no community collaboration and participation in various activities in the schools.

7. Study revealed that 64% of the headmasters responded that there were contributions of community in terms of manpower and materials for the schools. They help in fencing work for the playground and wall. They also help in installing all the items in the schools. They provides books, stationeries, plastic chairs etc. to the schools.

8. Study found that 86% of the SMC ensured regular attendance and punctuality of teachers in the schools, whereas 14% of the SMC does not ensure the regular attendance and punctuality of the teachers in the schools.

Part C-Teachers

1. It was found that female teachers were more than male teachers in the primary schools with the percentage of (67.7% and 32.3%) respectively.

2. In the primary schools it was found that, 14.3% teachers have the educational qualification of HSLC (Matric). 40.2% of the teachers have the educational qualification of HSSLC. 33% of the teachers have the qualification of B.A., and 12% have the educational qualification of M.A.

3. Study found that 85.5% of the teachers were trained whereas 14.5% of the teachers were untrained in the schools.

4. It was found that 28% of the teachers have a teaching experience of 1 to 9 years, 27.2% of the teachers have 10 to 19 years of teaching experiences, 26% of the teachers have a teaching experience of 30 to 39 years and 18.8% of the teachers have a teaching experience of 20 to 29 years in the schools.

5. 67.8% of the teachers were satisfied with the existing infrastructure provision for the teachers in the schools whereas 32.2% of the teachers were not satisfied as there were insufficient infrastructure provision for the teachers in the schools.

5.1.3. Objective III: To study the role of Teachers and their Teaching Methods are given below:

Part B-Headmasters

1. As per the opinion of the headmasters that 56% of the teachers often used participatory method while engaging class. 26% used teacher talk method, and 18% used the discussion method while teaching in the class.
2. It was found that schools provided 100% sufficient teaching aids for the teachers.
3. Study found that 100% of the headmasters were satisfied with the teaching methods used by the teachers in the classroom. It was found that teachers used maps, globe, charts, placards, mobile phone, locally available resources etc.

C-Teachers

1. 100% of the teachers give individual attention to the students in the class.
2. It was found that 100% of the teachers consult with the parents for improvement of their children during parents meeting in the schools.
3. Study found that 100% of the teachers participate in the decision making process in the schools. They often placed their views and took parts during staff's meeting that takes place in the school from time to time.

5.1.4. Objective IV: To examine the problem faced in primary school by headmasters are given below:

Part B-Headmasters

1. 58% of the headmasters found problems with regard to academic achievement of students in the schools. It was found that parents were not helping their children to study at home. Most of the parents were illiterate and poor and cannot afford to send their children for tuition, as they depend upon schools only, due to which schools were having problems related to academic achievement of the students in the schools. Whereas 42% of the heads were satisfied with the academic achievement of the students in the schools.

2. It was found that due to less population and low birth rate in rural areas schools were facing problems in enrolment in the rural schools.

3. Based on the responses that maximum number of the schools were having sufficient infrastructure but only in some schools they do not have proper play grounds, school buildings, separate toilets and well fencing of school's walls and borders.

Part C-Teachers

1. It was found that 100% of the teachers does not have any problem in adjusting in the schools as working environment were very friendly and all the colleagues were very cordial and supportive.

2. With regard to problem faced by teachers in the classroom, it was found that there were no separate classrooms available for each class in some schools. Different classes were combined together in a single room. It was also found that some students were slow learner and teachers cannot keep up with the general pace of learning.

3. 100% of the teachers responded that there were no problems in relation to their work load but sometimes due to shortage of staffs especially in rural areas they have to take extra classes without a break. It was also found that too many training conducted by the department sometimes gets difficult to run the classes smoothly.

5.1.5. Objective V: To study the impact of central schemes for primary education in Sikkim are given below:

Part B-Headmasters

1. Study revealed that all the primary schools received mid-day meal every day.

2. According to the responses from headmasters that all primary schools receive free text books and uniform.

4. It was found that all the primary schools were utilizing central scheme properly. Children were getting proper and nutritious MDM at schools on daily basis. Central funds were properly utilized by the schools for the development of the schools and children.

Part C-Teachers

1. Study found that 100% of the teachers responded that the school provides Mid-day meal for the students.
2. 100% of the teachers responded that the students received free text books and uniforms etc every year.
3. 100% of the teachers responded that the schools utilized the central schemes properly.

5.1.6. Objective VI: Suggestions for improvement of Primary Schools in Sikkim.

Part B-Headmasters

i. Ensuring basic facilities in schools is crucial for creating a conducive learning environment for students. These facilities include: A well-constructed, safe, and durable building is essential to protect students and staff from the elements and provide a comfortable learning space. Access to clean drinking water is vital for maintaining students' health and well-being. Schools should have safe and hygienic water sources readily available. Having separate toilets for boys and girls ensures privacy and promotes hygiene, which is especially important for adolescent girls. A reliable electricity supply is necessary for lighting, fans, and using electronic devices that enhance the learning experience. A playground provides a space for physical activities, which are important for students' physical development and overall health. A well-stocked library encourages reading habits, supports learning, and provides access to a variety of resources and information. Adequate infrastructure, including desks, chairs, blackboards, and teaching materials, is necessary to support effective teaching and learning. These facilities are fundamental to creating an environment where students can thrive academically and develop holistically.

Part C-Teachers

i. Regularity and punctuality are essential characteristics for head teachers and anyone in a leadership capacity in an educational context. When head teachers constantly arrive on time and maintain a regular presence, they set a good example for both staff and pupils. This dependability contributes to the school's seamless operation and the timely

resolution of any concerns. It also promotes trust and respect within the school community, resulting in a good climate conducive to learning and development.

ii. Sufficient finances and infrastructure must be supplied. By providing these resources, schools can improve educational outcomes and foster a more supportive environment for both students and staff.

Part D-Parents

i. Teach digital literacy, critical thinking, and problem-solving skills to prepare students for the future.

ii. Provide regular training sessions for teachers to keep them updated with the latest teaching methods and educational technologies.

iii. Ensure schools have sufficient textbooks, notebooks, stationery, and other learning materials.

Part E- Samagra Shiksha Officials

i. Training teachers at all levels in conformity with the National Education Policy (NEP) 2020 is critical for successfully implementing the policy's revolutionary goal for the educational system. By providing comprehensive NEP-2020 training to all teachers, schools may ensure that educators are well-prepared to apply the policy's requirements and promote a more effective, inclusive, and future-ready education system.

ii. Prioritizing activity-based learning in primary school is critical to creating a well-rounded, engaging, and successful education system that fulfills the different needs of young students and builds a solid foundation for their future academic and personal development.

5.1.7. Findings from Parents based on interview schedule related to problems faced by them are given below:

i. Based on the opinions collected from the parents that 100% of the parents responded that their children likes going to schools because of the teachers friendly attitude towards their pupils.

ii. Study shows that 100% of the parents stated that their children improved significantly in the area of writing and reading skills. It was also found that for co-curricular activities, there was an increased improvement in the field like dancing, singing, and so on.

iii. It was found that 63% of the parents were satisfied with the quality of education provided by the schools as teachers were fully trained and hardworking. It was also found that some schools took extra classes to improve the students' learning for better outcomes.

5.1.8. Findings based on interview schedule from Samagra Shiksha Officials related to school Administration, Finance, Academic, Central Schemes and Programmes are given below:

1. Based on the experiences shared by the concerned officer, the Administrative Structure of Primary Education has separate Directorate in the State. The structures were as follows:

i. Director Elementary Education at State Level

ii. Chief Education Officers at District Level

iii. Joint Directors at Sub Divisional Level

iv. BRC at BAC Level

v. CRC at Cluster Level

2. From the viewpoint expressed by the Joint Director. The policy for recruitment of teachers is framed as per NCTE norms and as per Primary Teacher Recruitment Board, SSTRB. This requires Diploma in Elementary Education with STET.

3. Based on the viewpoint expressed by the administrator. The State Government does set up the State Council of Primary Education. It was set up only on 20.09.2013 vide notification No. 168/HRDD (HQ).

5.2. Discussion about Findings of the Study

The study has showed that the highest number of male teachers was appointed in the primary level as compared to the female teachers, but the Commission of Education has stressed on appointing female teachers especially for primary schools students due to their competency in dealing with younger children.

Students' academic success reveals the real strength of an educational institution. One of the main goals of a successful primary school is to assist students in their academic achievement and performance. The present study revealed that the majority of headmasters reported concerns about their pupils' academic performance in the schools. It was found that family of the school students were not assisting their kids in their studies at home because the majority of them were poor and illiterate and as they are entirely dependent on the school institutions.

It was found that from the present study, 59% of the headmasters were not satisfied with the enrolment of students in primary schools. It was also found that, decreasing birth rate and wrong conception of the parents towards government schools by comparing it with private schools to have better quality education were the reasons that government schools were having lower enrolment. A similar finding was also revealed by Nar Maya and Yodida (2016), that the enrolment of students in government schools at elementary level has been decreased. Kumari and Raj (2015), in their study also found that enrolment in government primary schools has consistently been declining.

5.3. Suggestions from the Present Study

A - Headmasters

As regard to the suggestions for the development of primary education in Sikkim, some important suggestions were given by the headmasters are given below.

- i. Basic facilities such as a proper school building (RCC), drinking water, separate bathrooms, power, a playground for children, a library, and enough infrastructure should be provided.

- ii. Headmasters offered the following recommendations to increase student enrollment in primary schools: bettering infrastructure; revamping the government's current educational program; motivating community members and parents; allowing teachers to enroll their own children in the government institutions where they teach; better academic performance will draw in more students; and SMCs should put in more effort.
- iii. Enough funding should be allocated to ensure that every child obtains a high-quality education that prepares them for future success.

B - Teachers

As regard to the suggestions for the development of primary education in Sikkim, some important suggestions were given by the Teachers are given below.

- i. A school needs a regular and punctual headmaster or person in charge to run smoothly and effectively.
- ii. Teachers ought to be devoted and on time. Maintaining an efficient and fruitful learning environment requires teachers to be dedicated and punctual.
- iii. Adequate money and facilities for infrastructure should be supplied. It supports the growth and efficient operation of educational establishments. Sufficient financial means and thoughtfully designed infrastructure facilitates a variety of activities and help to create the best possible learning environment.

C – Parents

Following were the suggestions given by Parents for improvement of Primary Education in Sikkim.

- i. To equip students for the future, impart digital skills, innovative thinking, and problem-solving techniques.
- ii. Hold frequent training sessions for educators to keep them abreast of the most recent advancements in instructional strategies and educational technology.
- iii. Ensure that there are enough textbooks, notebooks, school supplies, and other learning resources in the classrooms. Sufficient resources facilitate efficient instruction and learning, foster a constructive learning atmosphere, and assist learners in realizing their full academic potential.

D - Samagra Shiksha Officials

Following were the suggestions given by Samagra Shiksha Officials for improvement of Primary Education in Sikkim.

- i. To successfully achieve the National Education Policy (NEP) 2020's revolutionary objective for the educational system, training teachers at all levels in compliance with the policy is essential.
- ii. Making activity-based learning a top priority in primary school is essential to developing a successful, well-rounded educational system that meets the diverse requirements of young students and lays a strong basis for later academic and personal growth.
- iii. Teachers' efficacy and efficiency in handling the classroom and school obligations can be considerably increased by offering them short-term programs or training in administrative skills including office operations, administration, and handling human resources.

6. SUMMARY, RECOMMENDATIONS, EDUCATIONAL IMPLICATIONS, SUGGESTIONS AND CONCLUSION

6.1. Introduction

In this chapter, the investigator has attempted to present a summary of the present study and its educational implications. Additionally, this chapter also incorporates the suggestions for further research and conclusion

6.2. Summary

6.2.1. Significance of the Study

Education, in addition to being a fundamental human need, has a critical role in improving living standards, generating income, eliminating regional inequality, and promoting the general progress and well-being of a nation. The cornerstone of every child's development and the development of the country is primary education. Development in life is fundamentally dependent on primary education; without it, life will inevitably degraded. Every child has a birthright in which the state government is

required to protect and uplift lives of each individual. It is the bare minimum education which could drive out the ignorance and illiteracy. It can enable one to read and write, count and to understand their surroundings and environment better. It makes possible for an individual to develop positively and progress with the society. Through education, an individual's innate potential for growth can be achieved and realized. It thus enables a nation's human resources to be used to their full potential. Therefore, it is the welfare of the state's, its obligation and responsibilities that every child has access to primary education.

A child home is where he/she is given guidance on family life and general social interactions as early as age four or five. It is the cornerstone of an individual's educational journey that cannot be overlooked. It aids in providing a solid basis for a child's intellectual, moral, physical, social, emotional, and spiritual growth. An individual cannot move on to the secondary and high schools without first completing the primary level of education.

The goal of primary education is to equip students with the fundamental basic, knowledge and skills necessary for success in the workplace and in life at large. These include fluency in reading and writing, numeracy, comprehension, analysis, reasoning, and social skills.

6.2.2. Statement of the Problem

A difficult but crucial component of the entire educational system is primary schooling. Entering a formal school is the first step in a child's primary education. For convenience, the first one to five years of schooling are equated with the term "primary," which denotes fundamental or basic. The current study aimed to provide insight into the evolution and current state of primary education in Sikkim. The study's conclusions have the potential to raise awareness, increase knowledge, and deepen comprehension of the many issues surrounding primary education in Sikkim.

The study's recommendations for different corrective actions may also contribute to the improvement of primary education's issues. In this context, the investigator makes an earnest effort to study the Development and Status of Primary Education in Sikkim.

Hence, the problem is stated as “**A Study on the Development and Status of Primary Education in Sikkim**”.

6.2.3. Operational Definition of the Term Used Development

Development: In this study, development refers to the overall growth in the field of education till date with regard to increase in number of schools, number of faculties, infrastructures etc.

Status: In this study, status refers to current position of the primary education in the state.

Primary Education: Primary education in Sikkim begins from class I to class V.

6.2.4. Objectives of the Study

Following are the objectives of the study:

- i). To study the Development of Primary Education in Sikkim from the Historical Perspective.
- ii). To study the Present Status of Primary Education in relation to:
 - a). Students Achievement
 - b). Enrolment
 - c). Infrastructure
 - d). Administration
 - e). Community Participation
 - f). School Management Committee
- iii). To study the role of Teachers and their Teaching Methods.
- iv). To examine the problem faced in Primary Schools by Headmasters, and Teachers.
- v). To study the Impact of Central Schemes for Primary Education in Sikkim.

vi). To bring out Suggestions for the Improvement of Primary Education in Sikkim.

6.2.5. Research Questions

Research questions of the study are given below:

- i). What are the Historical Perspectives in the development of Primary Education in Sikkim?
- ii). What is the Present Status of Primary Education in Sikkim?
- iii). What is the Role of Teachers at Primary Level?
- iv). What are the Teaching Methods used by Teachers at Primary Level?
- v). What are the Problems faced by Headmasters, Teachers and Parents in Primary Schools?
- vi). What is the Impact of Central Schemes for Primary Education in Sikkim?

6.2.6. Delimitations of the Study

- i. The present study is delimited to 100 Primary Schools from all the six districts of Sikkim.
- ii. The study covered Stand alone Government primary schools only (Classes I to V). Headmasters, Teachers, Parents and Officials of Samagra Shiksha were included for the sample of the study.
- iii. Students were not included for the study because the study on development and status primary education in Sikkim involves gathering data and information on the administrative aspects of schools which involves evaluation in terms of time/years that students in primary school level may not be able to provide accurately.
- iv. For present study objective I was based on Secondary Sources. So for this purpose the investigator has collected data from books and official documents and by interviewing prominent government officials.

v. Findings from the parents based on interview schedule is given in page 178 and in objective VI.

6.3. Population of the Study

A population is defined as any group of individuals that has one or more characteristics in common and that are of interest to the researchers (Best, J. W., and Kahn, J. V. (2009)). The population in this study includes headmasters, teachers. The population also includes parents and officials from Samagra Shiksha, Education Department, Government of Sikkim.

6.4. Sample and Sampling Method of the Study

A sample is a small proportion of the population that is selected for observation and analysis (Koul). The sample of the study was comprise of 100 headmasters, 600 teachers, 5 government officials from Education Department and 100 parents were involved in the study. Stratified random sampling was followed for the study. Proportionate representation of the sample was taken care.

6.5. Research Tools Used for the Study

In order to collect data as per the objectives of the study the following tools were self-constructed for different categories of respondents-

1. Questionnaire: for the present study, questionnaire was used for the Headmasters and teachers of primary schools. They included both close-ended and open- ended items.
2. Interview Schedule: Interview schedule was constructed for parents and officials from Samagra Shiksha and items contained open-ended questions.

6.6. Data Collection for the Study

6.6.1. Administering Questionnaire

For collection of data, the investigator obtained the required permission from the competent authority of the education department of Government of Sikkim and made necessary appointment. On visiting each school the investigator met the respondents and

briefed them about the purpose of the research and urged them to respond well. The investigator established rapport with the respondents by giving them a brief introduction about the research work, how it will contribute in the development of primary education in Sikkim and assuring them confidentially. In the questionnaire, the respondents were asked to answer all the questions by selecting the most appropriate answer from the given options and provide additional information, opinion, explanation, reason or suggestion in the space provided.

The questionnaire was administered to 100 heads of the institutions and 600 teachers.

6.6.2. Administering Semi-Structured Interview Schedule

Using the semi-structured interview schedule, that data were collected from 100 Parents and 5 officials from Samagra Shiksha. As per the procedure, the researcher established rapport with the interviewee(s) by giving them a brief introduction about the research work, how it will contribute and assuring them confidentially. 100% of the interview was conducted in face to face mode at the chose place/office.

6.7. Analysis of Data

The collected data were analyzed and interpreted by employing appropriate measures of statistics which can yield useful and reliable results. Responses to the questionnaire, interview schedule were classified, tabulated and counted into percentage. Analysis and interpretation of data were made basing on the responses. The percentage were calculated and used for interpretation.

6.8. Statistical Techniques used for the Study

After the collection of data, data were analyzed in terms of percentage. After the calculation, data were then placed in tables and analyzed by using different types of charts and tables, suitable to the kind of data for illustrative presentation and clarity of understanding.

6.9. Scoring of Questionnaires

Scoring of questionnaire was done by counting the number of responses ‘yes’, ‘no’ and ‘sometimes’ type of questions. For open type of questions, all the responses were recorded on separate sheets of paper. The common responses were sorted out. Similarly, suggestions given by the teachers and headmasters were analyzed by noting the responses on separate sheets of paper.

6.10. Scoring of Interview Schedules

Scoring of interview schedule was done by counting the number of responses and converting them into ‘yes’, ‘no’ and ‘sometimes’ type of responses with the help of tally to marks. Responses to open ended questions were recorded on a separate sheet of paper and common responses were sorted out. Further, suggestions given by the parents and government officials were also recorded on separate sheets of paper and common responses were sorted out.

6.11. Analysis and Interpretation of Data

The collected data were analyzed and interpreted by employing appropriate measures of statistics which can yield useful and reliable results. Responses to the questionnaires, interview schedule were classified, tabulated and counted into percentages. Analysis and interpretation of data were made basing on the responses.

6.12. Recommendations from the study

1. Head teachers should be regular and dedicated and should lead by example in order to develop school.
2. Teachers sincerity, punctuality and dedication is must.
3. Allotment of sufficient funds and infrastructure at a proper time.
4. All institutions need to provide sets of computer.
5. School infrastructure need to be properly developed with sufficient classroom accommodation, staffs common room should be there, facilities of electricity,

separate boys and girls toilets, proper play ground, sufficient desks, benches and chairs etc.

6. Adequate facilities for games and sports and co-curricular activities should be provided in the schools and encourage all students to participate to develop their talents.
7. Training should be organized on regular basis for teachers to enhance their proficiency and update them with the latest teaching techniques, more intensive programmes and training, seminars, workshop etc. on the new pedagogy based on child-centered education should be organized on regular basis to achieve quality education.
8. Special recognition should be given to teachers who discharge their duties honestly and sincerely.

6.13. Suggestions for further research

Following are the suggestions provided by the investigator for further research:

1. Critical evaluation on administration of primary education in Sikkim.
2. A critical study on inspection and supervision practices of government primary schools in Sikkim.
3. Study on community mobilization in primary education in Sikkim. Its positive and negative impacts.
4. A study on the roles and powers of SMC and VEC in primary education in Sikkim.
5. A critical study on the availability and use of teaching aids in the schools.
6. Study into the rate of drop-out causing wastage and stagnation for the cause of Universalization of primary education in Sikkim.

6.14. Conclusion

The present findings also found that Sikkim stand-alone primary school population had declined as a result of fewer pupils attending the institutions. It would be encouraging if Sikkim Government Education Department give careful consideration towards the issues in order to raise the enrollment rate of children in government primary schools. Thus, government need to provide sufficient TLMs, computers, internet access, a separate teacher's common area, book shelves, a playground, desks and benches, separate restrooms, and trained teachers, particularly in rural areas where it has been noted that the majority of teachers were concentrated in urban schools, leaving those areas with an inadequate teacher population.

The time has come for us to be hopeful, look forward to the future with optimism, and work tirelessly, continuously restructure the primary education system at the state and district levels. In order to progress and achieve quality primary education, all interested and accountable members of the community need to be more committed, diligent and cooperative between the government and community.

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CHAPTER-I INTRODUCTION

1.1. A Glimpse of Sikkim

Encircled by the splendor of the third-highest peak on Earth, Khangchendzonga, Sikkim is a place of towering valleys, immaculate glaciers, glistening rivers, forests covered in ferns; rhododendrons that erupt in color every summer, and colorful orchids that blossom all year round. The State's overall area is 7096 square kilometers, and it stretches roughly 114 km from north to south and 64 km from east to west. Geographically, Sikkim shares borders with the Kingdom of Nepal in the west, Tibet in the north, Bhutan in the east, and the Darjeeling district of West Bengal in the south. Sikkim is home to Mt. Kangchendzonga, the third-highest mountain in the world. While Sikkim's two main rivers are the Teesta and Rangeet (Subba, 2002).

Sikkim consists of just six districts, with the capital, Gangtok, being in the East District. The State is further divided into 31 Block Administrative Centers for administrative convenience. The earliest source that is currently accessible states that Sikkim had 30,458 residents in 1891; in 2017, that number is projected to rise to 6.43 lakhs. It's interesting to remember that Sikkim censuses were conducted by the Directorate of Census Operation, West Bengal, till 1971. In October 1976, the State established an autonomous Directorate of Census. 6,10,577 people were living in Sikkim as per the 2011 Census.

Sikkim's population consists of Lepchas, Bhutias, Nepalese, and plainsmen who have resided there for decades. Despite the fact that each group has its own set of customs and traditions, the lines of separation between them have blurred over time owing to cultural dispersion.

1.2. Development of Primary Education in India

Primary education is essential for all citizens of the country. This is the cornerstone for each child's formal educational system. Primary education serves as the foundation for our nation's official educational system. It contributes to the development of the children's educational foundation and mentality. The concept of 'primary' was used by the educational commission 1964-66 to denote both the lower and higher elementary

stages. The lower primary level contains classes I through IV or V, while the upper primary stage covers classes V through VII or VI through VIII (Aggarwal, S.P., and Aggarwal, J.C. , 1997).

During the Hindu phase of Indian history, primary education was limited to boys from Brahman families and some from Kshatriya as well as Vishya family members. Education was prohibited for 'Surdas' and 'women'. In the Muslim duration, maktabas were the primary educational institutions, similar to the pathshalas in the Hindu period. Primary schooling in both types of institutions was limited to the 3Rs (Aggarwal, S.P., and Aggarwal, J.C. , 1997).

William Adam made the first move in the British reign to enforce mandatory basic education in 1838. Later, in 1852, Captain Wingate, the financial survey commissioner in Bombay, recommended giving obligatory schooling to agriculturists' kids after discovering five percent chess proficiency among them. A comparable recommendation was made in Gujarat (Aggarwal S. , 1992).

The Hunter Commission (1882) was particularly interested in the country's basic education system. Indeed, this was the main focus of their inquiry. Thus they erroneously agreed "that while all areas of education can properly claim the supportive care of state, it is appealing, in the current situation of the country, to proclaim the elementary education of the masses, it's prevision for extension and improvement to be that part of the educational system to which the strenuous efforts of the state should now be directed in a still large measure that hereto fore". Gopal Krishna Gokhale, a national politician and member of the imperial legislative council, drafted an initial draft for mandatory primary schooling in India between 1910 and 1912. It was modeled after England's primary education acts of 1870, 1876, and 1880; however, officials criticized the bill, which was defeated 38 votes to 13. In 1906, the first British Act on compulsory schooling came into effect in Bombay. Sri Vithal Bhai Patel introduced the Patel Act, also known as the Bombay Municipality Primary Education Act. Between 1919 and 1920, a number of Acts were passed, including the Bengal Primary Education Act, the Bihar and Orissa Act, the Punjab Act, the Uttar Pradesh Act, the Madras Act, and the City of Bombay Act (Aggarwal S. , 1992).

Between 1921 and 1947, a number of laws were enacted to provide compulsory primary education. The Primary Education Act went into effect in 1926. The Hartong Committee (1928) performed comprehensive research on primary education, identifying waste and stagnation as major difficulties. Gandhi established basic education in India in 1937, and many states approved basic education Acts requiring compulsory schooling for children aged 6 to 14 (Aggarwal S., 1992).

1.3. Development of Education in Sikkim

Sikkim's educational system has been dominated by monasteries ever since the Namgyal Dynasty was established in 1642. The main focus of it was on studying Tibetan scripture in different monasteries. Sikkim had its own customary, lamaistic educational system. Around the middle of the 17th century, the lama Lhatsun Chhembbo imported Buddhism, a religious ideology that had been taught to Tibet in the 7th or 8th century A.D. by the Great Guru Rimpoche, Padma Sambhava, to Sikkim. Regarding the early Buddhist, Bhutia, and Lepcha communities in Sikkim, it is difficult to dispute the potential and contributions of the monasteries to their education and cultural practices. In Sikkim, the home of Buddhist culture has always been a monastery. The establishment of Shedas, or monastic colleges for Higher Studies in Buddhist Literature, at Deorali (now at Pangthang) and Rumtek is evidence of the desire to resurrect the formal educational role of the monasteries, but the non-formal function of a monastery is still very much alive and well. This was rather the only indigenous system of formal education in this Himalayan kingdom until some form of western education was introduced by the Christian missionaries (Dewan, 2012).

Three different kinds of schools were founded under British rule in addition to the lamaistic education that was taught at monasteries. The Thikadars and the populace were in charge of maintaining the Government Schools, Missionary Schools, and Village Schools. The curriculum in missionary and government schools was identical to that of West Bengal, the state next door. However, Nepali language instruction was first offered in 1924 in both privately run institutions and village schools run by landlords. English literature remained a compulsory subject in all the schools of Sikkim from the beginning of the establishment of schools in the state.

The Palzor Namgyal Girls School, the first girls' school, was founded in 1924. Then, Kazi Dawa Samdup served as the headmaster of the Bhutia Boarding School, which was the first government school to be founded in Sikkim. Nepali Boarding institution, the second government institution, opened its doors in 1907. Sidkeong Tulku also established the Enchey School at the Enchey Gumpa in 1909 to offer lamas from different Sikkim monasteries a liberal education at government expense (Dewan, 2012).

The following table indicates the number of schools established during the period (1889-1947) in Sikkim.

Table: 1.1. Schools in Sikkim (1889-1947)

Schools Maintained by the Government	Schools Maintained by the Scottish Mission	Schools Maintained by Scandinavian Mission	Schools Maintained by the Landlords or other
Sir Tashi Namgyal High School	Temi Primary School	Weaving School, Lachung	Kaluk Primary School
Enchey Monastery	Pakyong Primary School	Weaving School, Lachen	Heegoan Primary School, Lachen
Village School, Lachen	Soreong Primary School	Song Primary School	Chakung Primary School
Village School, Lachung	Rhenock Primary School	Rinzing Primary School	Timburbung Primary School
School of Industry	Kamlet Primary School	NIL	Mangalbare Primary School
Bhutia Boarding School	Sadam Primary School	NIL	Mangsari Primary School
Nepali Boarding School	Sosing Primary School	NIL	Geyzing Primary School
NIL	Chakung Primary School	NIL	Dodak Primary School

Schools Maintained by the Government	Schools Maintained by the Scottish Mission	Schools Maintained by the Scandinavian Mission	Schools Maintained by the Landlords or other
NIL	Vok Primary School	NIL	Samdong Primary School
NIL	Phambong Primary School	NIL	Rhenock Primary School
NIL	Dentam Primary School	NIL	Sumbuk Primary School
NIL	P.N. Girls High School	NIL	Rongli Primary School
NIL	Vok Lace School	NIL	NIL
NIL	Namthang Primary School	NIL	NIL
NIL	Namchi Primary School	NIL	NIL

Source: Government of Sikkim's Annual Administration Report, 1932–1933

Sikkim's modern education system can be considered to have assumed a remarkable shape with the founding of Sir Tashi Namgyal High School in 1924, which is now home to Tashi Namgyal Academy. In the latter part of the 1950s, Sikkim boasted nearly 10,000 pupils thanks to its free primary education and relatively cheap upper class tuition. Only two of the 86 schools in Sikkim in 1954 were secondary schools, according to the information that is now accessible. The education sector saw a significant increase following the unification with the Indian unification in 1975 (Dewan, 2012).

1.4. Various Commission/Committees on Primary Education

1.4.1. Woods Despatch (1854)

The East Indian Company, as is customary, was compelled to renew their trading license every 20 years. Accordingly, the company's Charter Act had been renewed again

1813 and 1833. The next renewal occurs in 1853. However, prior to such renewal, the country's educational policies and progress needed to be reviewed. As a result, the British Parliament established a chosen panel for inquiry, which included some notable people from Parliament. They had traveled to India to carry out research in order to submit a report on developing the appropriate educational plans and programs for the future (Duarah, 2022). On July 19, 1884, the company received a report on official dispatch or message based on the committee's recommendations. Charles Wood was the head of the committee of control, in charge of delivering the dispatch. So the dispatch, which has immense historical significance, is known as the Woods Dispatch. It consists of 100 sections containing extensive recommendations for future education reform in the country. The immediate impact of Woods Dispatch on basic education in India was fairly positive. It was placed under the jurisdiction of the Government Department of Education. The system of grant-in-aid, the construction of teacher training institutions, and the provision for government inspection of schools all contributed to an improvement in the quality of primary education. The indigenous school system, which had previously been neglected, received a morale boost and began to develop (Aggarwal S. , 1992).

1.4.2. Hunter Commission on Primary Education (1882)

Lord Ripon, the viceroy of India, established the first Indian education commission on February 3, 1882, with William Hunter as chairman. This commission has a total of 20 members. The primary goals of the said commission are to (a) assess the outcome of the forests dispatch and (b) recommend appropriate actions for implementing the dispatch's policies. The specific concerns for investigation by the commission constituted below (Aggarwal S. , 1992):

- (1) Should the government relinquish direct educational duty to the missionaries?
- (2) Assess the current situation of primary education and suggest improvements.
- (3) What policy should the government have on grant-in-aid?
- (4) What should the government's policy be toward private enterprise in education?
- (5) What policies should the government enact regarding religious education?

Recommendation on Primary Education

Primary education was the commission's primary area of interest. Its goal was to look into the nation's elementary education system's existing state as well as potential growth and improvement strategies. To bolster and expand its offer, a detailed analysis of the state's facts was necessary. The commission suggested that rather than paving the way for higher education, the objective of basic education should be to foster practical education among the general public. Primary education should use the mother tongue as the medium of instruction. This commission also proposed that the government delegate responsibility for primary education to municipalities and local authorities. Local governing bodies should administer the institution in conformity with the government's rules. The district administrations shall appoint teachers, who then get authorization by the governing body. This commission also advised that municipalities and local boards rise funding to ensure the continuation of education. The provincial governing body should provide one-third of the overall expenditure. Students in the township and Local Board need pay a charge. The commission proposed that the primary curriculum for school be particularly useful. It must assist people in developing their knowledge, which would enable them to live a tranquil and fulfilling existence. Hunter Commission concentrated on all important facets of primary education and issued recommendations that had far-reaching consequences. It had attempted to bring about a dramatic shift in the administrative set up of the masses; the task force had largely aimed at impaling the vast majority of people (Aggarwal S. , 1992).

1.4.3. Lord Curzon Policy on Primary Education

In 1899, Lord Curzon arrived in India as viceroy. The first step he took toward educational reform was to host a covert educational meeting at Simla in 1901." All DPIs from the provincial government, as well as other education-related individuals and organizations, were invited. After a 15-day conference, they adopted various primary education resolutions, and on the basis of each of those resolutions, Lord Curzon released Indian Educational Policy on March 11, 1904 (Duarah, 2022).

Lord Curzon recognized that primary schooling in India is in dire need of improvement. He also recognized that the authorities could not function well if the population remained illiterate. He also admitted that the administration had neglected basic education in lieu of higher education. So he prioritized this period of learning and made the necessary steps to expand and strengthen primary education. The steps are:

i) Giving grant-in-aid Lord Curzon recognized that the fundamental cause for the poor advancement of basic education was a lack of adequate grant-in-aid. That's why he increased the government subsidy to local governments from one-third to one-half of overall expenditures. (ii) Eliminating the payment-by-results system: Lord Curzon recognized that the payment-by-results system was unsuitable for basic education and abandoned it. (iii) Teacher preparation: He understood that raising the standard of primary education required intensive teacher preparation. He stipulated that teachers must complete a minimum of two years of training overall. (iv) Better teacher compensation: He understood that reestablishing teachers' salaries on a proportional basis was crucial to improving their status.

1.4.4 Sargent Committee

The Indian government appointed a 22-member committee of inquiry, led by Sir John Sargent, the government's educational adviser. The report was presented to the central Advisory Committee in 1944. The report was divided into 12 segments that covered pre-primary through university education. The study was more thorough, covering the country's technical and adult education, as well as education for the disabled. The British Authority termed the system the National system of Indian Education due to its significance and thoroughness.

The Sargent report officially recognized Gandhi's Basic Education system. Certain modifications were made to the principles of education via crafts, which were championed as the National system. The committee asserted that the notion of learning via activity has been supported by educators all across the world. Although the committee rejected the principle of self-sufficiency in education through craft in basic education, it maintained that "education at any stage and particularly in the lowest stage can or should

be expected to pay for itself through the sale of articles produced by the pupils" wasn't supported (Aggarwal S. , 1992). Given the importance and necessity for primary education, the Sergeant Committee makes the following particular recommendations for its development:

A system of universal, compulsory and free education for all boys and girls between the age group of six and fourteen should be introduced. Basic schools should be organized into two stages: junior and senior fundamentals. The junior basic stage ranges from 6 to 10 years, whereas the senior basic stage spans 10 to 14 years. Appoint one teacher for every thirty pupils in junior basic, 25 for senior basic, and 20 for the high school stage. The number of trained teachers for women should be raised. The state government may advocate teaching English in the senior basic stage, rather than the junior stage. English should be made available as an optional subject in basic schools. The medium of instruction must be a mother tongue. There should be provisions for physical education and organized games for children. The principle of bearing educational costs through artisan employment should be abandoned. At this level, internal examination should be used rather than external examination. The central government should provide half of the states' recurring spending on basic education (Duarah, 2022).

1.4.5. Hartog Committee

In 1928, the Simon Commission constituted an additional educational committee. This group was led by Sir Phillip Hartog, a member of the Sedler Commission and the former vice-chancellor of Dacca University. This auxiliary committee, known as the Hartog Committee, issued its report in September 1929. The committee examined all aspects of Indian education and published a thorough report based on its findings. More specifically, its results and observations on primary education have had a far-reaching impact, serving as a wake-up call to Indian educators. The committee had drawn our attention to the systemic flaws of waste and stagnation that plagued our primary education system. According to the commission, waste is the early withdrawal of children from school at any level. According to the committee, stagnation means keeping students

in same classroom for a single academic year (Aggarwal S. , 1992). The committee had identified the following sources of waste and stagnation in our primary school system:

1. Approximately 60% of primary schools were administered by single teachers.
2. Regular assessment of the school was not possible due to an insufficient number of inspectors.
3. The teacher was lacking in training qualifications.
4. The school curriculum was irrelevant to life.

1.4.6. National Educational Policy, 1968

In 1967, the Government of India formed a committee consisting of M.Ps from all political parties. This committee works in partnership with the Central Advisory Board of Education (CABE). This committee sent a dispatch containing the discussion to CABE. Based on this dispatch, the Indian government developed a national education policy. The government approved various resolutions on basic education as part of its National Education Policy in 1968. Strenuous efforts should be made to ensure the early implementation of the directive principles outlined in Article 45 of the constitution, which strive to provide free and obligatory education to all children under the age of 14. Suitable programmes should be devised to decrease waste and stagnation in schools and to ensure that every kid who enrolls successfully completes the suggested course. It further stated that the elementary school medium has to be mother tongue or regional languages (Duarah, 2022).

1.4.7. National Educational Policy, 1986

Prime Minister Sri Rajiv Gandhi announced in January 1985 that the nation will create a new educational policy, marking the first time in independent India that he had shown such a strong commitment for education. A status report on the difficulties facing education the Government of India's Ministry of Education, which is now called the Ministry of Human Resource Development, published a Policy Perspective that offered a thorough evaluation of the current educational system. The country's educational reforms were the subject of a national discussion. The New National Policy on Education of 1986

was finally passed by the parliament in May of the same year. Two crucial facets of primary education will be the focus of the reaffirmed belief in elementary education: (1) a significant increase in educational quality and (2) the enrollment and retention of all children up to the age of 14 (Duarah, 2022).

1.4.8. National Education Policy, 2020

The Indian government announced a significant adjustment in 2020. In this year of uncertainty, perhaps one of the biggest and most significant accomplishments has been the adoption of NEP 2020. The new NE, which replaces the 34-year-old National Policy on Education, which was drafted in 1986, clearly complements the country's vision of the 'New India', which seeks to foster an innovative culture and a highly trained workforce. The updated policy raises the age range for required education from 6-14 to 3-18 years. The former 10+2 school curriculum framework was replaced by a 5+3+3+4 structure that corresponds to ages 3-8, 8-11, 11-14, and 14-18 years, respectively. This new system requires 12 years of schooling, with three years of Anganwadi/Pre-primary. Curriculum and instructional techniques have been designed to cover each of these stages. For foundational stage play, a theme-based approach will be used. Classes three to five, which are presently part of primary school, will henceforth be referred to as the preparation period, with children learning mostly via play and activities. The curriculum and pedagogical approach for the intermediate stage (classes 6 to 8) shall be experiential and interdisciplinary, while for the secondary level (classes 9 to 12), the subject offers will be much more flexible, and the approach will be multidisciplinary (National Education Policy, 2020).

1.5. Primary Education in National Education Policy, 2020

The National Education Policy (NEP) 2020 is a comprehensive framework that aims to transform the education system in India. It covers various aspects of education, including early childhood care and education (ECCE) and elementary education which:

- a. Early Childhood Care and Education (ECCE): NEP 2020 stresses the importance of a solid basis in early childhood and recommends incorporating ECCE into

the formal education system, encouraging play-based learning, and facilitating an opportunity for excellence pre-primary education for children aged 3 to 6.

b. Basic Literacy and Numeracy: The NEP 2020 aims to ensure that all pupils have basic literacy and numeracy skills by the conclusion of the foundational stage (Class III). It advocates using early language and math training methodologies to attain this goal.

c. Curriculum and Pedagogy: For elementary education, the policy suggests a flexible, multidisciplinary curriculum. It encourages pupils to learn through experiential, activity-based learning to improve their critical thinking and problem-solving abilities.

d. Teacher Training and Professional Development: NEP 2020 places a strong emphasis on teachers' ongoing professional growth and supports the creation of teacher training curricula that emphasize current pedagogical approaches and subject-matter expertise.

e. Assessment Reforms: The policy recommends doing away with high-stakes tests and rote learning. It promotes the use of competency-based assessment methods that evaluate students' total growth, including their ability to think, behave, feel, and use their talents in the workplace.

f. School Infrastructure: NEP 2020 emphasizes the need of having adequate infrastructure in schools to create a favorable learning environment. This includes the supplies required for computer and science labs, libraries, schools, and other establishments.

g. Equity and Inclusion: The policy advocates for steps to guarantee that children from marginalized and underprivileged backgrounds have equitable access to high-quality education in an effort to close the gap between various socioeconomic categories and geographical areas.

h. School Governance and Management: To provide teachers and schools more authority, NEP 2020 proposes changes to school governance and management. It promotes parents' and local communities' participation in decision-making processes pertaining to schools.

i. Technology Integration: The policy recognizes the contribution of technology to raising educational standards. It suggests incorporating technology into the process of

teaching and learning while making sure that it is applied in an ethical and accountable way. Vocational Education: To improve students' employability and provide them with practical skills, NEP 2020 suggests implementing vocational education in upper primary classes (elements six through eight).

j. Teacher Training and Capacity Building: It might be challenging to ensure that educators have the skills necessary to give high-quality education in conformity with current curriculum advancements and pedagogical practices. Teacher training programs must be comprehensive and efficient, but resources and logistics may be restricted.

1.6. Various Policies on Primary Education

The right to education comprises more than just being able to attend school; it also includes having access to adequate education. Current Indian education reforms and policies for children aged 5 to 10 are geared around increasing schooling possibilities, enhancing educational quality, and embracing technology. While regulations and reforms have helped to improve India's education system, there still exist numerous challenges ahead of us! The involvement of non-profits, corporations, and civil societies is critical in addressing the difficulties. In recent years, education reforms and policies in India concerning kids aged 5 to 10 have changed dramatically.

1.6.1. Sarva Shiksha Abhiyan (SSA), 2001

Another policy in India is the Sarva Shiksha Abhiyan (SSA), a government program designed to achieve universal elementary education throughout the nation. The program's objectives include raising school enrollment and retention rates, especially for girls and children from underprivileged backgrounds, as well as raising the standard of instruction by constructing new schools and renovating those that already exist.

The National Council of Educational Research and Training (NCERT) have developed a new National Curriculum Framework (NCF) to make the curriculum more relevant and important for children. The NCF emphasizes the importance of experience learning and encourages innovative teaching approaches such as problem- and inquiry-based learning. The Indian government additionally announced a number of measures to

enhance the level of education. Furthermore, efforts have been made to incorporate technology into education through the creation of programs such as the Digital India project and the National Programme on Learning through Technology. These programs are intended to promote classroom technology utilization and grant students permission to access online learning resources. While these adjustments and initiatives have resulted in some improvements to the Indian educational system.

1.6.2. Right to Education (RTE), 2009

The Right to Education (RTE) Act, passed in 2009, is one of India's primary laws. All children between the ages of six and fourteen are entitled to an education, and all schools, including private ones, are obligated to reserve 25% of their places for pupils from economically disadvantaged households. The RTE Act requires schools to offer children with free and compulsory education, as well as books, uniforms, and other necessary materials.

1.6.3. Mid-Day Meal Scheme

In government, government-aided and local body schools, children in elementary and upper primary classes receive free hot cooked meals as part of the Mid-Day Meal Scheme, which was introduced in 1995. The program's objectives include reducing childhood malnutrition and enhancing children's enrollment, retention, and attendance in schools.

1.6.4. Kasturba Gandhi Balika Vidyalaya (KGBV)

In order to give education to girls from underprivileged backgrounds, especially those from Scheduled Castes, Scheduled Tribes, and Other Backward Classes, the Kasturba Gandhi Balika Vidyalaya project was introduced in 2004. The plan calls for the establishment of upper primary residential schools for girls.

1.6.5. National Achievement Survey (NAS)

This program, launched in 2016, aims to provide a genuine picture of the population's educational achievement. Students in classes 3, 5, and 8 take part in the survey, which

provides a comprehensive assessment of students' learning levels across a variety of disciplines, as well as areas where they need to improve.

1.6.6. Padhe Bharat Badhe Bharat (PBBB)

This programme, which was introduced in 2018, attempts to help pupils in grades three through five with their reading, writing, and math skills. The program's main objectives are to train educators, produce reading materials, and foster a love of reading in classrooms.

1.6.7. Beti Bachao Beti Padhao

This program was introduced on January 22, 2015, with the goal of addressing the nation's dropping Child Sex Ratio (CSR) and related concerns of women's and girls' empowerment throughout their lives. The scheme is being run/implemented as a part of Mission Shakti's Sambal sub-scheme during the 15th Finance Commission term. Through multi-sectoral interventions, the program, which was previously implemented in 405 districts, is currently being expanded to include all of the districts in the nation. This calls for outreach, capacity building, communication, and horizontal and vertical convergent action with relevant Ministries/Departments and other stakeholders at all levels for programmatic and policy initiatives.

1.6.8. Samagra Shiksha

In 2018, Samagra Shiksha was introduced with the goal of offering an integrated approach to education in schools and guaranteeing inclusive, egalitarian, and high-quality education from early childhood to senior secondary school. The three current programs—Teacher Education, Rashtriya Madhyamik Shiksha Abhiyan, and Sarva Shiksha Abhiyan—are merged into this one.

1.7. Challenges in Primary Education

1. Deficit in infrastructure: There is a serious issue with deteriorating buildings, one-room classrooms, drinking water facilities, separate restrooms, and other educational infrastructure.

2. **Teacher Quality:** The absence of qualified, experienced, and informed educators serves as a barrier to a top-notch educational system. Poorly paid and managed teaching cadres are a cause and an effect of teacher shortage and under qualified instructors.

3. **Non-academic burden:** Teachers are overworked and overwhelmed with pointless paperwork. This takes up time that should be spent teaching.

4. **Low Salary:** Teachers receive meager compensation, which deters them from being enthusiastic and committed to their jobs. To get the pupils to come, they will explore for alternative options like coaching centers or tuition.

5. **Teacher Absenteeism:** It is common for instructors to miss work during school hours. The problems are exacerbated by the weak governance framework and lack of accountability.

6. **Lack of Accountability:** The majority of school management committees are ineffective. Many only exist in paper form. Parents frequently lack awareness of their rights, and even when they do, it can be challenging for them to be heard.

7. **High dropout rates:** Girls, in particular, leave school at a disproportionately high rate. Numerous issues, including cultural norms, lack of facilities in schools, poverty, and patriarchal mindset, contribute to children's educational dropout rates.

8. **School Closure:** A lack of infrastructure, teachers, and low student enrollment are the main reasons for school closures. Government schools face significant challenges from the competition presented by private institutions.

1.8. Present Education Scenario in Sikkim

The education sector has been allocated over 20% of the state budget by the Sikkim government, indicating their high priority. Ensuring that all children over four have access to educational facilities is the main goal of the State Government's education policy. Ensuring high-quality education has been the primary focus of government policy. With the purpose of addressing the issues raised by the primary sections and

putting a strong emphasis on providing a solid foundation for kids, the Directorate of Primary Education was founded on September 20, 2013, as per notification no. 168/HRDD (HQ). A significant decision was made by the state administration to implement the kindergarten system in all government schools beginning with the 2016–17 school year. According to flash figures issued on June 18, 2014 by Smt. Smriti Irani, Hon'ble Union HRD Minister, Sikkim ranked third nationally in basic education for the 2013–14 school year. The four criteria of accessibility, infrastructure, teacher, and outcome are used to determine the ranking (Sikkim e-education Infosys, 2019).

Sikkim's educational system is similarly based on the national education strategy. In the State of Sikkim, numerous initiatives, such as the Sarva Shiksha Abhiyan, were introduced in 2001 with the aim of achieving the primary education target. The goal of this intervention is to offer basic infrastructure—education—to every child in the state. Sikkim's educational system is largely similar to that of other Indian states. Six districts make up Sikkim, and the state has 390 Government Primary Schools and 5,800 primary teachers. English is used as the instruction language. English is taught as the primary language starting in the primary grades. Many state languages, including Lepcha, Bhutia, Nepali, and Limboo, are taught as second languages.

1.9. Department of Education in Sikkim

Sikkim had a monastic system of education up until a large portion of the 19th century; modern education was first brought to the kingdom by Christian missionaries in the latter half of the century. After that, the royal durbar became interested in education and saw it as a social duty, so one of the councilors there took general responsibility for it. The Education Department was restructured in 1920 by the Chogyal (King) of Sikkim and placed under the supervision of a full-fledged Director of Education, who was supported by a 'board' led by a president. In 1922, the Education Department was placed under the Judicial Secretary.

In Sikkim, the first school inspectors were hired in 1945. The Education Department was placed under the direction of an officer in 1950, and the department's first Executive Councillor was appointed in 1953. Three Inspectors of Schools supported

the first Director recruited from outside the Kingdom in 1954. These inspectors were stationed in the districts, with one at the headquarters. In order to lay the groundwork for the state's overall growth, Sikkim announced the First Seven-Year Plan that same year with support from the Indian government. As part of this plan, an administrative structure for education was established. In order for each inspector to oversee one of the four districts, two more inspectors for primary schools were appointed in 1960–1961 upon the start of the Second Five Year Development Plan (1960–65).

The Director of Education, an Inspector of Schools in charge of planning and administration, an Office Superintendent, and roughly a dozen secretarial staff members made up the administrative structure at the directorate level in the early 1960s. In an attempt to fortify the educational administrative framework, new positions emerged in 1975 when Sikkim was admitted as the twenty-second state of the Indian Union. These positions included Joint Directors for Planning, Administration, and Academic Affairs, as well as four Joint Directors, one for each district. The department established a Sports Cell in 1975–1976 and assigned an Assistant Director of Sports on assignment from the National Institute of Sports, Patiala. Five junior engineer positions were created in 1987–1988 to form an Engineering Cell. With the creation of one Divisional Engineer position and four Assistant Engineer positions—one for each district—it was further reinforced in 1989–1990.

1.10. Administrative Structure of Education in the State of Sikkim

The educational administrative machinery is at two level Secretariat level and Directorate level.

1.10.1. Secretariat Level

The Minister of Human Resource Development is in charge at the secretariat level. The Secretary of the Human Resource Development Department, who oversees the entire department, is positioned behind him. He is in charge of all state-run educational institutions' administrative operations. In all things relating to education from pre-primary to college, including higher and technical education, the Secretariat is in charge of

formulating policies, making decisions regarding policies, and providing guidance. It is also in charge of hiring, posting, transferring, promoting, managing behavior, granting leaves of absence, paying pensions, and overseeing all gazetted HRD Department officers. Coordination with other departments, planning, project execution, and other establishment-related tasks are within its purview. The additional responsibilities cover things relating to rule-making, education-related ordinances, and approval of expenditure items for which the administrative departments are authorized by the state government's Delegation of Financial Power Rules. A Special Secretary, an Additional Secretary, two Joint Secretaries, and the Directors support the Secretary. Additionally, the secretariat oversees operations at the senior secondary and college levels. Since the State lacks any higher education boards or committees, the Joint Secretary I is tasked with overseeing higher education in particular.

1.10-2. Directorate Level

Prior until now, the Human Resource Development Department of Sikkim was comprised of a single Directorate that oversaw general education through secondary schooling. In 1998, the State Government opened a second Directorate of Technical Education. There are two directorates:

a) Directorate of Education: Preprimary through secondary school education is handled by this level of government. The director serves as the state's administrative leader of schools and other educational institutions. The six Joint Directors of planning, administration, examination/scholarships, accounts, and monitoring assessment department support the Director of Education. Four Additional Directors oversee Training, Text Books/Language, Sanskrit, and Sarva Siskha Abhiyan, respectively. Joint Directors of four districts, Deputy Directors, Assistant Directors (AD), Assistant Education Officers (AEO), and Assistant Project Officers (APOs) support the Additional Directors. Divisional Engineer is in charge of the Human Resource Development Department's engineering cell. One district within the state is overseen by two Divisional Engineers. The Human Resource Development Department's engineering unit is in

responsibility of creating and maintaining the school's physical infrastructure, including its buildings, dorms, and playground.

b) The Sikkim Manipal University established two private colleges: the Sikkim Manipal Institute of Technology (SMIT) in Majhitar and the Sikkim Manipal Institute of Medical Sciences (SMIMS) in Tadong. The Directorate of Technical Education is administratively responsible for handling matters pertaining to these two institutions. Additionally, the directorate oversees the state's polytechnics, computer learning centers, and advisory technical institutions for technical education. Currently, the directorate is in charge of the Third Technician Education Project, a World Bank initiative that has created two polytechnic institutes in the State. The Director is assisted by a Deputy Secretary, an Under Secretary and two Assistant Directors.

1.10-3. District Level

A Deputy Director, Assistant Directors, and Assistant Education Officers support the Joint Director as the head of the District Education Office at the district level. There isn't a distinct Inspectorate of Education in Sikkim. With assistance from Assistant Education Officers (AEO) and Assistant Project Officers (APO), the Assistant Director oversees school inspections up to the junior high school level. Under him is also the District Sports Officer (DSO). The district office's regular accounting tasks and staff salaries for teachers and other employees are handled by the accounts officer. The officers at various hierarchical levels of the administrative structure check and supervise schools; nevertheless, there are no standards on the quantity, regularity, etc., of inspections that each officer must perform. For the purpose of creating inspection reports and the actions that follow, there are no formal rules or proformas. In order for officials to oversee and inspect schools in a methodical manner, they must be knowledgeable about their roles and responsibilities.

1.11. Status of Present Monastic Education in Sikkim

Sikkim is essentially a land of monasteries that were founded by great masters who were well-known disciples of Guru Padmasambhava in the middle of the seventh century. The area was personally blessed by Guru Rinpoche and was formerly known as

Beyul Demojong. From the moment His Holiness Guru Rinpoche first set foot on this country, gompas have been built one after another, mostly as centers of worship. These days, it's hard to go more than a few kilometers in Sikkim without encountering a Gumpa, which is mistakenly nearly universally confused with the perfect monastery. The construction of Gompas alone is insufficient. A monastery is practically incomplete if it lacks a Sheda, or center for higher learning, and a Dupda, or center for meditation, among other amenities. An established Sheda and a Dupda that is equally appropriate are the two things that a monastery needs in order to get importance and respectability. While a Dupda is useful in helping to provide higher training in establishing control over one's mind, spirit, and senses, a Sheda offers the facility for growing knowledge and skill of all kinds (Ecclesiastical Affairs Dept, 2012).

However, a number of factors make it difficult to include these two critical organs in every Gumpa. This also relates to the situation in Sikkim. Sikkim's gompas are home to a small number of well-run monastery schools. The Gompas used to have an apprenticeship program for newcomers. The elderly looked after and taught the younger monks numerous things and activities, including mask dances, religious tenets, ancient ritualistic prayers, and the utilization of sacred musical instruments during rites. Among the earliest types of education is monastic education. Its origins are in the antiquated Indian educational framework. Higher education in general and in relation to individual faiths was available to Hindu and Buddhist academics at the well-established monastic schools known as the Gurukuls of the Ramayana and Mahabharata eras, as well as at the later Nalanda and Vikramashila Universities (Ecclesiastical Affairs Dept, 2012).

One of the State's most significant and ancient agencies is Ecclesiastical Affairs. In Sikkim, pundits and lamas are an essential component of the community, and daily social ceremonies like marriage, funerals, and births usually need their services. Young monks who wish to become eligible monks can receive their fundamental education at Gonchoe Labtha, also known as Monastic School. Before, the only way to provide probationer monks an intellectual education was to assign ceremonial courses after they had received instruction in handwriting and reading. It led to their inadequate literary knowledge. In light of this, the Department of Ecclesiastical Affairs encouraged these

religious establishments to establish Monastic Schools where probationary monks might complete five years of academic study in rudimentary subjects (Ecclesiastical Affairs Dept, 2012).

According to official documents, on 1.10.1958, the Duchi of Pemayangtse, during the Monarchy Government, ordered the appointment of the first government-aided Tibetan teacher at Pemayangtse Monastery in west Sikkim. As the Head Lama of the same monastery at the time, Late Khachod Tulku Dujom Dorjee actually founded the monastic education system. His educational system primarily consists on the Kunzang Lamai Shal-lung, a treatise that covers fundamental moral ideals and practices. The monastery's senior monks received the majority of it. Soon after, a mechanism was put in place to provide novice monks on probation with an academic education. But after 1975, under the "Democratic set up government," the state government was happy to acknowledge 16 more monastic schools, which would come under the department of Ecclesiastical Affairs' administrative jurisdiction starting with the 1986–1987 fiscal year (Ecclesiastical Affairs Dept, 2012). The names of the first group of government aided Monastic Schools in Sikkim, after Pemayangtse Monastery, west Sikkim are listed below (Ecclesiastical Affairs Dept, 2012).

Table: 1.2: First group of the Government aided Monastic Schools in Sikkim

Sl.No	Name of Monastic School	District
1	Boomtar Monastic School	South
2	Enchey Monastic School	East
3	Rumtek Monastic School	East
4	Phodong Monastic School	North
5	Lachen Monastic School	North
6	Hee Gyathang Monastic School	North
7	Lingthem Monastic School	North
8	Lachung Monastic School	North

Sl. No.	Name of Monastic School	District
9	Ship Monastic School	North
10	Partbing Sherpa Monastic School	South
11	Ralang Monastic School	South
12	Tashiding Monastic School	West
13	Renock Monastic School	East
14	Chungthang Monastic School	North
15	Singchit Ngadak Monastic School	North
16	Simick Monastic School	East

By establishing monk schools in other significant Sikkim monasteries, this system was further reinforced; by 2005, there were 81 of these schools. Of the aforementioned monastery schools, the Human Resource Development Department funded 50 of them under grants in aid system, which was acknowledged within 1996. This support continued until the academic year 2004–2005. The Ecclesiastical Department used their funds to support the remaining 31 monastic schools. Following these monastic schools' accreditation, the state government promised to support them with things like teacher salaries, free textbooks, uniforms, and funds for the construction of dormitory structures. At first, teachers received an honorarium salary of Rs. 1000/-per month. Subsequently, the honorarium compensation rate was raised from Rs. 1000 to Rs. 3000 per month, and starting with the 2003–04 fiscal year, each school received an annual contingent grant of Rs. 5000. With effect from April 1, 2005, the yearly contingent grant was updated from Rs. 5000 to Rs. 10,000 and the honorarium salary were again revised from Rs. 3000 to Rs. 5000 per month, taking into account the administration of religious institutions' limited revenue sources. Once more, the government acknowledged 12 additional monastic schools in the following religious institutions for the 2010–2011 fiscal years (Ecclesiastical Affairs Dept, 2012).

Table 1.3: Further recognized 12 more Monastic Schools

Sl No	Name of Monastery	District
1	Assam Lingzey Gonpa	East
2	Guru Kubum Gonpa	East
3	Dikiling Gonpa	East
4	Amba Mamring Gonpa	East
5	Mon Rongong Mani Lhakhang	North
6	Phamtam Mani Lhakhang	North
7	Borong Gurung Gonpa	South
8	Ben Gonpa	South
9	Lower Parbing Mani lhakhang	South
10	Maniram Peri Mani lhakhang	South
11	Rayong Rimbha Mani lhakhang	South
12	Yanggang Changchub Gurung Gonpa	South

1.12. Standalone Primary Schools in Sikkim

The given below table shows the total number of Standalone primary schools in the state.

Table 1.4: Number of Schools in Sikkim (Districts-Wise)

Districts	No. of Primary Schools
Gangtok	54
Pakyong	52
Gyalshing	70
Soreng	55
Namchi	115
Mangan	44
Total	390

1.13. Literacy Rate in the State of Sikkim

The given below table shows the literacy rates in the state from 1981-2011 and district wise literacy rate and sex during the year 2011.

Table 1.5: Literacy Rate by 1981-2011

Year	Persons	Male	Female
1981	34.05	43.95	22.20
1991	56.94	65.70	46.76
2001	68.81	76.04	60.41
2011	82.20	87.30	76.43

Source: Census of India 2011

Note: The literacy rates for the years 1981-2011 related to the population aged seven years and above.

Sikkim has an 82.20 percent literacy rate, according to the 2011 population census. Of these, 87.30 percent of men and 76.43 percent of women are literate. Numerous reasons, including as poverty, a patriarchal mindset, the distance to schools, and cultural components, contributed to the lower percentage of literacy among females compared to males.

Table 1.6: District Wise Literacy Rate and Sex 2011

Person		Male	Female
District	Literacy Rate	Literacy Rate	Literacy Rate
North District	77.39	83.03	69.92
West District	78.69	84.86	72.12
South District	82.07	87.06	76.58
East District	84.67	89.22	79.41

Source: Census of India 2011

It is clear from the data presented in the above table 1.6, that ranking of the districts in terms of literacy percentage indicates that East District has the highest

percentage of literacy 84.67 percent than the south and west district, while 77.39 percent which is the lowest percentage of literacy rate in North District.

1.14. Need and Significance of the Study

Education, in addition to being a fundamental human need, has a critical role in improving living standards, generating income, eliminating regional inequality, and promoting the general progress and well-being of a nation. The cornerstone of every child's development and the development of the country is primary education. Development in life is fundamentally dependent on primary education; without it, life will inevitably degrade. Every child has a birthright in which the state government is required to protect and uplift lives of each individual. It is the bare minimum education which could drive out the ignorance and illiteracy. It can enable one to read, write and count and to understand their surroundings and environment better. It makes possible for an individual to develop positively and progress with the society. Through education, an individual's innate potential for growth can be achieved and realized. It thus enables a nation's human resources to be used to their full potential. Therefore, it is the welfare of the state's, its obligation and responsibilities that every child has access to primary education.

A child's home is where he/she is given guidance on family life and general social interactions as early as age four or five. It is the cornerstone of an individual's educational journey that cannot be overlooked. It aids in providing a solid basis for a child's intellectual, moral, physical, social, emotional, and spiritual growth. An individual cannot move on to the secondary and high schools without first completing the primary level of education.

The goal of primary education is to equip students with the basic, knowledge and skills necessary for success in the workplace and in life at large. These include fluency in reading and writing, numeracy, comprehension, analysis, reasoning, and social skills.

1.15. Statement of the Problem

A difficult but crucial component of the entire educational system is primary schooling. Entering a formal school is the first step in a child's primary education. For convenience, the first one to five years of schooling are equated with the term "primary," which denotes fundamental or basic. The current study aimed to provide insight into the evolution and current state of primary education in Sikkim. The study's conclusions have the potential to raise awareness, increase knowledge, and deepen comprehension of the many issues surrounding primary education in Sikkim.

The study's recommendations for different corrective actions may also contribute to the improvement of primary education's issues. In this context, the investigator makes an earnest effort to study the Development and Status of Primary Education in Sikkim.

Hence, the problem is stated as “**A Study on the Development and Status of Primary Education in Sikkim**”.

1.16. Operational Definition of the Term Used Development

Development: In this study, development refers to the overall growth in the field of education till date with regard to increase in number of schools, number of faculties, infrastructures etc.

Status: In this study, status refers to current position of the primary education in the state.

Primary Education: Primary education in Sikkim begins from class I to class V.

1.17. Objectives of the Study

Following are the objectives of the study:

- i). To study the Development of Primary Education in Sikkim from the Historical Perspective.
- ii). To study the Present Status of Primary Education in relation to:
 - a). Students Achievement

- b). Enrolment
 - c). Infrastructure
 - d). Administration
 - e). Community Participation
 - f). School Management Committee
- iii). To study the role of Teachers and their Teaching Methods.
 - iv). To examine the problem faced in Primary Schools by Headmasters, and Teachers.
 - v). To study the Impact of Central Schemes for Primary Education in Sikkim.
 - vi). To bring out Suggestions for the Improvement of Primary Education in Sikkim.

1.18. Research Questions

Research questions of the study are given below:

- i). What are the Historical Perspectives in the development of Primary Education in Sikkim?
- ii). What is the Present Status of Primary Education in Sikkim?
- iii). What is the Role of Teachers at Primary Level?
- iv). What are the Teaching Methods used by Teachers at Primary Level?
- v). What are the Problems faced by Headmasters, Teachers and Parents in Primary Schools?
- vi). What is the Impact of Central Schemes for Primary Education in Sikkim?

1.19. Delimitations of the Study

- i. The present study is delimited to 100 Primary Schools from all the six districts of Sikkim.

- ii. The study only included stand-alone government primary schools (Classes I–V). The study's sample comprised headmasters, teachers, parents, and officials from Samagra Shiksha.
- iii. Students were excluded from the study because the study was on the development and status of primary education in Sikkim, and it entailed gathering data and information on the historical growth and administrative aspects of schools, which requires evaluation in terms of time/years and other details that primary school students may be unable to provide accurately.
- iv. For present study objective I was based on Secondary Sources. So for this purpose the investigator has collected data from books and official documents and by interviewing prominent government officials.
- v. Findings from the parents based on interview schedule are given in objective VI, page 174.

CHAPTER-II

REVIEW OF LITERATURE

2.1. Introduction

By reading through the relevant literature, the researcher can become acquainted with the current level of knowledge in the field or area he intends to conduct his research in. The assessment of pertinent literature by the researcher might help define the limits of his field. It supports the researcher in defining and defining the problem. By reviewing the pertinent literature, the researcher can avoid focusing on useless and inefficient problem areas. By looking through relevant literature, the researcher can avoid unintentionally repeating previously published findings. Through the review of relevant literature, the researcher acquires an understanding of the research's approach, which outlines how the study is to be conducted. The researcher will benefit from knowing the instruments and tools that have demonstrated potential and usefulness in previous research. Finding out about the recommendations made by past researchers for further study that were incorporated into their investigations can be done by reviewing the literature.

This chapter attempted to study and reviewed various studies that were conducted in connection with the present study. This review has been presented under the following heads:

- a). Studies conducted in India
- b). Studies conducted Abroad
- c). Studies conducted in India's North-East
- d). Analysis of the literature reviewed
- e). Research Gap

2.2. Studies conducted in India

Rena (2007) carried out an investigation entitled "Factors Affecting the Enrollment and the Retention of Students at Primary Education in Andhra Pradesh- a Village Level Study". This study was carried out in a primary school in Errbelly village, Karim Nager district, Andhra Pradesh, India. The survey found that children dropped out of school to help with household and agricultural tasks. It also demonstrates that girls have a higher dropout rate than boys. The report proposed that budgetary allocations be increased to boost primary school participation and give financial help to pupils.

Chattopadhyay and Durdhawale (2009) looked at "Primary Schooling in the Tribal Districts of Maharashtra: Some Policy Relevance" . The results of the survey showed that, although boys had a significantly higher school attendance rate than girls, about 60% of the 245 children are enrolled in primary school. Most students lack basic reading and writing skills. Many students who dropped out never understood what the teacher was trying to teach them. A little over 40% of pupils who go to school have complained that their teachers are not providing enough instruction.

Kumar (2010) did a study called "A Study of Elementary Level School Education in Himachal Pradesh". The study's findings revealed a significant increase in elementary school enrollment. The HP government is taking the required steps to improve school facilities and provide quality education. DIETs continue to organize teacher training programs under the Sarva Shiksha Abhiyan at the block and state levels. The study focuses on the numerous services offered by the government to schools, such as free textbooks, mid-day meals, scholarships, classrooms, drinking water, and restroom facilities.

Tejaswani and Sridevi (2012) did research on "Primary Education in India: A Case Study of Government-Run Primary Schools in Rudraram". The study's findings revealed that the Rudraram Mandal Parishad Primary School has been operating without toilet facilities for several months because the washrooms are not operational. The Rudraram vaddera colony Zilla Parishad Primary School does not have a compound wall, and the restrooms do not have doors. Students at these two schools squat on the floor of their

classrooms. Protected drinking water is not provided to students or faculty. In short, the schools and the students who study in these schools are treated like second-class citizens in independent India.

Mehra, Bali, and Arora (2013) did research on "Quality of Primary Education in India: An Inter-State Perspective". The study examines interregional differences in the quality of primary education in rural India. The 2010 Pratham Annual Status of Education Report served as the basis for this report. Three indices were used in the development of the Effectiveness of Education Index (QEI): the Learning Achievement Index, the School Infrastructure Index, and the Quality of Teaching Index. It has been noted that only Kerala receives the highest scores across all three indices, with the majority of North Eastern states, Bihar, Uttar Pradesh, Assam, Odisha, and Jharkhand scoring lowest. At the regional level a high quality knowledge base on education system reform needs to be developed.

Kumar (2014) An analysis of the development of primary education in Uttarakhand's Haridwar District from 2001 to 2014. Primary and secondary data have been taken into account. The research focused on both history and qualitative issues. The students, teachers, and all of the elementary schools made up the population of the Haridwar district. The purposive selection method was used to choose all government primary schools in the Haridwar district as a sample for this investigation. Findings of the study revealed that Growth of government primary schools in Haridwar district is not satisfactory. Enrolment did not increase in a linear manner each year. Despite of midday meal and SSA programmes running in the district. Teachers in primary schools are not sufficient as per the pupil teacher ratio.

Kumar and Raj (2015) conducted a "Study of the Development of Primary Education in Dehradun District (Uttarkhand) from 2000 to 2011". The study critically investigates the growth of primary education in three important areas: enrollment, teacher population, and the number of government primary schools in Dehradun district. The study's findings show that enrollment in government primary schools have constantly declined. Enrolment growth rates were negative in most years, although population growth in the Dehradun district has been continuously positive over the last decade in Dehradun

district. It was discovered that enrollment in private primary schools is increasing at the expense of government primary schools. The majority of the time, teachers' growth rates were also found to be negative, which can have a detrimental impact on how well students are taught and learn in classrooms. Basic amenities like restrooms, electricity, playgrounds, libraries, furniture, and even school buildings are frequently lacking in primary schools.

Yupayao, Chaiyuth, and Surat (2016) did research on the "Development of Educational Management System in Small Primary School". This study's data gathering devices included a note-taking form, a questionnaire, an interview, and an observation form. Data analysis statistics included mean, percentage, standard deviation, and content analysis. The study revealed that administrators lacked monitoring and did not follow up on the development of student quality, teachers did not understand student-centered learning, and parents and the community lacked participation in the development of student's quality and students' quality were lower than benchmark. The findings of evaluation system and manual of Educational Management System found that it was higher than 80%. The examining of usage Educational Management System revealed that pre-treatment of usage educational management system was in the 'least' level. However, post-treatment of usage educational management system was in the 'most' level.

Gupta (2017) "A Study of Teachers' Preferences in Teaching Methods." The overall sample consists of 114 teachers, with 73 from general and 41 from technical courses. 67 of these were male teachers, while 47 were female. This sample was further divided into four teaching streams: arts (36), commerce (19), science (35) and technology (24), and was chosen using a stratified random sampling technique to collect data for inquiry. A self-created questionnaire was utilized to collect data. After analyzing data, studied revealed that most preferred and opted methods by teachers at higher secondary level were lecture, chalk and talk, assignment, textbook, demonstration and problem solving methods.

Naveen (2018) A Comparative Analysis of the Situation of Primary Education in Rural Haryana. Since the study is based on a comparison analysis, the secondary data from different surveys and reports is analyzed using the approach. The Annual Status of

Education Report and Census reports have been the main sources of data. The study's conclusions showed that gross enrollment has been trending upward. There has been a decline in the quantity of juvenile dropouts. The government needs to work towards making it come down to zero. Some areas where there is an unfavorable outcome viz. Class V & VI Reading and Problem solving abilities, some exemplary steps have to be taken as early as possible. Regular evaluation of not just the students but the teachers also should be done to keep a check on their attitude towards work.

Jena (2018) carried out studies on "Elementary Education is the Foundation to Higher Education: An Evaluation Study of Odisha" . The current study employs an explanatory methodology and draws on both primary and secondary data sources. A sample survey of government primary and upper primary schools in Sundargarh District, Odisha, was used by the researchers to collect data. Secondary data were acquired from published works that were readily available, such as books, journals, articles, government documents, and websites. After gathering data and speaking with 80% of respondents, the researcher discovered that roughly 45% of the teachers believed there weren't enough schools available for kids, particularly in underprivileged and rural areas. Even due to the lack of infrastructural development such as; insufficient class rooms, undeveloped boundary wall and somehow due to lack of teachers, there were very least numbers of children enrolled in the school.

Mandal (2018) the current status of universal primary education in India in relation to the Millennium Development Goals. This paper discusses the Millennium Development Goal and the Present Status of Universal Primary Education in the Context of Indian Perspective, as well as progress, enrollment growth, completion rates for males and females, level-wise enrollment, and Gross Enrolment Ratio in Primary, Upper Primary, and Elementary Education in India. Findings reveal that India moved forward to reaching the goal universal primary education. To reaching towards the goal India Govt. launched various programmes like SSA, EFA, Beti Bachao Beti Padhao (Save the Girl, Educate the Girl) etc. It also found that the Level-Wise Enrolment at primary education increased during 2000-15 of 167 lakh. At upper primary education it is found that the Level-Wise Enrolment also increased during 2000-15 of 244 lakh.

Naveen (2018) did a study titled State of Primary Education in Rural Haryana: A Comparative Study. The findings revealed that gross enrollment has been trending positively. The number of children that drop out has also fallen.

Kumari and Bakhla (2020) conducted a study on the status of primary education in village areas of Jharkhand, with a focus on Chatra District. The study was conducted in the Chatra district of Jharkhand, India. Many studies on primary education have been undertaken at the state, national, and international levels on topics such as stagnation and waste, mid-day meal schemes, the impact of school conditions, the development of primary education, and so on, but only a handful have been conducted in Jharkhand state. The current study can be a milestone for the examination of the state of primary schools in Jharkhand. In the study it found that lack of basic facilities in primary schools especially in government aided schools. Private schools performance is better in cleanliness and health (79%) whereas average performance was in the field of library and games and sports i.e. 50%. In government aided schools was better in the mid-day meal scheme (68%) which was not found in the private schools. Mean of basic educational facility is higher in private schools with '56.42 in comparison to government school i.e. 51.42 with 4.09 and 6.03 SD respectively.

Arabi and Nisha (2021) an assessment of Karnataka's most recent basic education initiatives and projects. The secondary sources in the state of Karnataka provided the data for the study. Official records, Karnataka State Education Performance Reports, Economic Surveys of India, Karnataka State Government Budget Documents, Udiser reports, and Government of India Budget Documents were the sources of the secondary data. The paper claims that, with support from the federal government, various commercial companies, non-governmental organizations, and people, the state government has worked hard to provide free and required education through innovative and enticing programs. Additionally, research has demonstrated that all of those initiatives have increased enrollment, attendance, and dropout rates over time, indicating that they have had a favorable effect on society and the state's primary school system.

Sumita and Rekha (2021) how pre-primary education affects students' growth in Himachal Pradesh. 300 first-year students made up the sample size for the current study,

which employed a causal-comparative research methodology. The following were the conclusions: Male students who attended preprimary school demonstrated a significantly higher level of overall development compared to their non-attending peers.(2) Girls who attended the pre-primary school had much higher overall development than those who did not attend. (3) Boy students who attended the pre-primary school had significantly higher IQ. (4) Girl students who attended the pre-primary school had significantly higher IQ.

Jyothi (2022) the state of primary education in India: advancements and obstacles. The most urgent issues are the lack of finance for Indian education systems or programs or their insufficiency. The field of education has several facets. The supply cannot keep up with the demand, and the funds that are available are limited to meeting the pupils' most basic educational demands. Due to a lack of funding, preprimary schools are devoid of necessary equipment. This branch of education lacks child literature, highly qualified teachers, and growth is moving slowly.

Farswan (2022) Study on issues related to enrollment and school dropout among kids in Uttarakhand's Gadarpur block's government primary schools. This research study's methodology was survey-based. A intentional sampling strategy was used to pick 33003 children aged 6-14 who were enrolled in the 2020–21 school session in Gadarpur, Udham Singh Nagar (Uttarakhand). The research study's findings make it abundantly evident that the primary education system should be made universal, all children should be enrolled in it at the recommended age, and that dropout and stagnation are the key issues that children confront. Children who were never enrolled in school were found to have hearing impairment, mental retardation, physical disability, lack of schooling, being involved in housework, and a family with nomadic inclinations.

Bollarapu (2022) an analysis of primary education's state and limitations. The conceptual framework and knowledge of tribal education in India are presented in this paper, which was produced by the researcher and guide using data from primary and secondary sources. The present Indian social structure and its variety inside the framework of the caste system are depicted through critical examination. Based on case study descriptions and an analysis of the factors impacting non-enrollment and/or dropout rates, it is evident that higher levels of charitable giving outside of the classroom are

necessary. This would offer a firm basis that makes the most of these advantages and strengthens each person's potential to overcome the obstacles that come with receiving only a primary education.

Sultan, Rasul, and Malik (2023) Investigating the pedagogical approaches and attitudes of lone primary instructors toward the learning of their students. Data were gathered for the study using a survey technique and a descriptive research strategy. The 74 single primary school teachers in District Sargodha, both male and female, made up the population and sample. Data were collected through in-person visits using two questionnaires (validated by expert opinions and pilot tested with a 0.92 Cronbach Alpha value). Pearson correlation, mean scores, percentages, and frequencies were used in the data analysis process. The results showed that, overall, the pedagogical methods and attitudes of lone primary school instructors were effective, with the exception of the conduct aspect and a modest association between the two.

Behera and Ali (2023) An Untold Tale of the Factors Affecting Public Primary School Students' Poor Academic Performance. 186 informants from the Dodoma Urban District provided data for the study using a closed-ended questionnaire and teachers' narratives, which was conducted using an exploratory sequential approach. Thematic analysis was used to examine the qualitative data, and Principal Component Analysis (PCA) was used to examine the loadings of the questionnaire items in order to gauge low academic success in the quantitative data. The study's conclusions showed that the main causes of low academic accomplishment were a lack of inclusive involvement and a lack of resources for learning organization. The results also showed that the most significant factors impeding children's academic progress were outmoded teaching methods and callous evaluation practices.

Chatterjee (2023) this study examines how primary education has evolved in Tripura and West Bengal. This study compares the evolution of basic education in West Bengal and Tripura. The information was gathered using the Udise website. The statistics were subjected to a thorough and methodical analysis, taking into account multiple aspects that impact the primary education systems in West Bengal and Tripura. The research findings showed that although West Bengal had more elementary schools overall than Tripura,

Tripura had superior enrollment training than West Bengal. Tripura had better position regarding average instructional day's concern except 2014-15 sessions.

2.3. Studies conducted Abroad

Herman, Braak, and Keer (2006) Development of the Beliefs about Primary Education Scale: Distinguishing between developmental and transmissive components. The BPES is an 18-item scale designed to examine primary school teachers' attitudes on the nature of excellent education. It is divided into two dimensions: transmissive (TD) and developmental (DD). Both factors evaluate views about the overall orientation and goals of education, the nature of educational content, and ideal methods of knowledge acquisition. An exploratory study (n = 352) identified a two-factor structure. Both categories were uncorrelated, suggesting that teachers have layered belief systems. In a subsequent study (n = 381), the construct validity of the BPES was established. The BPES DD and TD were shown to be substantially correlated with constructivist and traditional teaching attitudes.

Song (2012) investigated "Influences on Academic Achievement of Primary School Pupils in Cambodia". The data for this research were gathered from a survey of 32 randomly selected primary schools in one rural district and one semi-urban district in Cambodia. Based on accomplishment data from 1,080 Grade 6 students in one rural and one semi-urban area, the study finds that school and teacher quality have a significant impact on students' performance. Teachers' experience and teacher guides have a favorable correlation with academic accomplishment, however instructional time loss is strongly connected with bad performance. In light of these findings, initiatives to improve academic achievement among primary school students in Cambodia are considered.

Etor, Mbon, and Ekanem (2013) did research on "Primary Education for Qualitative Higher Education in Nigeria". In light of these and other issues that have a negative impact on the quality of educational products, this paper recommends, among other things, that the implementation of national policy in primary education by states and private institutions be closely monitored to ensure consistency in quality output from the country's primary schools. To ensure effective teaching and learning, all primary schools

in Nigeria, regardless of location, should be renovated with modern infrastructures such as administration buildings, classrooms, introductory technology workshops, libraries, equipment, and all relevant instructional materials.

Oden, Bisong, and Bisong (2013) did research on "Community Participation and Basic Education Delivery in Calabar Education Zone of Cross River State, Nigeria". The study was directed by four objectives. A survey was conducted with 135 randomly selected respondents from five communities in the study area. The primary data collection tool was a questionnaire, which was designed to extract information about the level of community participation. Respondents were also asked verbally about possible methods of increasing community participation. The findings show that community participation was extremely low across all areas of examination and the various localities studied. Based on these findings, it was suggested that techniques for increasing community participation in their children's education be investigated in order to achieve better outcomes.

Kabiaru (2013) carried out a research study entitled "Analysis of the roles of School Management Committees in the implementation of inclusive Education in Public Primary Schools in Kasarani District, Kenya". The investigation was conducted using a descriptive survey design. The target population in Kasarani district consisted of 25 public primary schools, 25 head teachers, and 420 primary school instructors. Simple random sampling was utilized to select a sample size of 175 teachers, 375 students, and 125 SMC members for a total of 675 responses. Data gathering methods included questionnaires for principals, instructors, and students, as well as an interview schedule with SMC members. The study's findings indicated that the school management committee's role in procuring teaching and learning resources had a beneficial impact on the implementation of inclusive education. The school management committee in Kenya serves as the school's legal trustee. The head teachers had formed the school's tendering committee. The majority of head teachers reported that they provided training for their schools' SMC members, allowing them to carry out their tasks effectively and quickly. The majority of SMC members have received school fund mobilization training.

Zafer (2014) conducted research on the participation status of primary school students. The study included 348 children in grades 6-8 from a primary school in Kirsehir, Central Anatolia Region of Turkey. Students' participation was strong in the classroom and with the teacher, but low in school and management. The most crucial elements influencing kids' participation in school are the location and level of the class.

Martin, Klara, and Renata (2015) *From the Teacher's Perspective: Teaching Methods in Primary Education*. 42 instructors who teach geography, history, and biology in elementary schools, mainly in the fourth and fifth grades, made up the research sample. In this instance, stratified random sampling was applied. According to the results of our poll, educators favor instructional strategies that fall somewhere between constructivism and transmissivism. One of the most popular approaches is interpretation, which is a typical example of the transmissive approach.

Silas and Muthaa (2015) *The Impact of Enrollment on Learning Quality in Primary Schools in Kenya's Imenti Central District*. The current study intended to evaluate how enrollment affects the quality of learning in Imenti Central District elementary schools. The study was conducted using a descriptive survey research approach. Purposive sampling was employed to choose two QASO officers in charge of the Imenti Central District, yielding a sample size of 382 individuals. The data was collected via questionnaires and interview schedules. Data were analyzed using descriptive statistics. The results of the data analysis were provided as frequency distribution tables and bar graphs. The study found that high enrolment patterns in elementary schools resulted in overwork, insufficient teaching and learning facilities, poor sanitation, and insufficient classroom space. Increased enrolment had a significant impact on the quality of learning in public primary schools.

Jamil and Khalid (2016) did research on "Predictors of Academic Achievement in Primary School Student". The current study investigates the relationship between intellectual functioning, study habits, and behavioral adjustment in predicting academic progress in primary school children. The sample consisted of 280 fourth and fifth graders. The findings revealed that delinquency and social disengagement were strongly associated with low academic accomplishment; however, family dysfunction, impulsivity

and distractibility, social skill deficits, and somatic concerns were not significantly associated with academic achievement.

Solak and Erdem (2016) conducted an analysis of the methods and techniques used by Turkish primary school teachers when teaching English. Ten English teachers from two primary schools in Ankara, Turkey participated in this qualitative study. The study's findings showed that communicative methods and question-and-answer sessions were the most common instructional strategies employed by teachers. Teachers' methods in the classroom were directly impacted by the number of students, the available technology, and the students' language proficiency.

Ismael, Mberia, and Muturi (2016) studied the "Role of Community Participation on Primary Education Service Delivery in Puntland State-Somalia". The researcher used a co-relational study design to determine how each of the several components of community engagement influences the delivery of primary education services in Puntland Somalia. A sample of 148 respondents was drawn from a study population of 236 people. These were chosen using simple random sampling procedures. Based on the responses provided, the research findings showed that the provision of primary education services in Garowe Puntland, Somalia was significantly improved by all three constructs of community participation: community resource mobilization, community involvement in decision making, and community monitoring/resource supervision.

Suleiman, Yat, and Iddrisu (2017) did research on "Education Policy Implementation: A Mechanism for Enhancing Primary Education Development in Zanzibar". Descriptive statistics were used to analyze the data from 2012 to 2016. The findings suggested that Zanzibar's education policy implementation had a significant impact on primary school education access. The number of students enrolled and teachers expanded dramatically during these decades; nevertheless, enrolment rates varied by gender and geographical distribution. The North "B" district has the lowest enrolment rate of 72.0% when compared to the others. The data also showed that the dropout rate was moderate at 6.87%.

Farooq (2017) did a study called "An Analysis of the Problems Faced by Female Primary School Teachers in District Muzaffarabad". A sample of 15 Government Girls Primary Schools was selected. The survey comprised a total of 40 government primary school teachers. The study's findings revealed that 100% of female Government elementary school teachers claimed they were fully denied a selection grade due to a lack of service norms and structure. 8.75% of female government primary school teachers are metric qualified, 50% are inter qualified, 28.75% have a bachelor's degree, 12.5% have a master's degree, and none have an M. Phil or Ph.D. Approximately 70% of elementary school teachers expressed dissatisfaction that the government shows no interest in their concerns.

Terfassa (2018) at Genda Tesfa Primary School in Dire Dawa, Ethiopia: Parental Education and Children's Academic Performance. Its goal was to determine if children's academic achievement and parental education are related. In order to gather data, stratified random sampling was employed, and a sample of 118 male and 84 female students was taken sequentially. At Genda Tesfa Primary School, 202 pupils received questionnaires, and 17 teachers participated in focused group discussions. The findings showed that children's academic achievement and parental education had a favorable association ($r=0.73$). The findings suggested that a significant factor in determining academic success is parental education.

Larasati, Yuanita, Firawati, Mangzila, Cahyaningtyas, and Lesmana (2019) the purpose and part that teachers play in improving the efficiency of learning in the classroom. This study aims to characterize the role and function of teachers in enhancing effective learning, inhibiting factors, and solutions to teacher obstacles in order to fulfill the tasks and responsibilities of teachers at the Elementary School of Santa Maria 2 Malang (SDK Santa Maria 2 Malang). In this work, a case study design was used with a descriptive qualitative methodology. Three methods are utilized to acquire data: documentation, interviews, and observation. According to the findings of the research on the role and function of the teacher in the classroom to improve learning effectiveness at SDK Santa Maria 2 Malang, the teacher actively participates in the learning process. When the teaching-learning process is continuing, the teacher plays a part in developing

the character of the students; the instructor is able to create the student's conduct and always encourages students to sit down and make no noise. Aside from that, the instructor might also function as a parent at school. The teacher shows the togetherness between student and teacher and loves the student wholeheartedly.

Poro, Yiga, Enon, Mwosi, and Eton (2019) did research on "teacher competence and performance in primary schools in Nwoya District, Northern Uganda". A sample of 217 respondents was used, and the results showed a correlation coefficient of ($r = .575$). The study concluded that instructors should be encouraged to strengthen their pedagogical skills in order to give effective lessons in the classroom. Performance reviews should also address pedagogical skill development in order to improve teacher performance. Concerns such as time management, classroom organization, and answering phone calls during class should be addressed by teachers. Instructors who put up the greatest effort to encourage cohabitation between the community and the school ought to be honored for their efforts. In order to bring out the best in both themselves and their students, teachers should concentrate on improving their approach to absenteeism and should be encouraged to form and collaborate in teams.

Olivia (2020) examined home environment factors that contribute to low academic performance in her study Academic Achievement of Primary School Pupils. This study examined the role of the family environment in Ghanaian primary school students' poor academic performance, with a particular focus on the Kwame Nkrumah University of Science and Technology (KNUST) Primary School in Kumasi. Family size, parenting style, and socioeconomic level are all aspects of the home environment. Using questionnaires and interviews, respectively, 120 students and 60 parents of the institution provided qualitative and quantitative data. The findings showed that a sizable portion of students felt that their houses were unsuitable for learning, and they mostly linked this to the socioeconomic standing of their parents. Once again, students' academic performance suffers when parents are not involved.

Sanfo (2020) leaving no place behind: The involvement of the community and the academic accomplishments of elementary school pupils in the small-scale gold mining

towns of Burkina Faso. This study explores variances in students' learning achievements associated with various community components and uses standardized test data and Hierarchical Linear Modeling (HLM) to examine the proportion of variances in students' learning achievements associated with community participation. It focuses on the context of small-scale gold mining communities in Burkina Faso. The findings imply that student learning accomplishments and community involvement in school life are related, but the relationship is contingent upon the definition of "community" and whether or not schools are supported by their local communities.

Merki, Buehlmann, Kamm, and Truniger (2021) Provide assistance to pupils in elementary schools: a comparative case analysis within a selective learning environment. In an extremely selective educational environment, this study attempts to comprehend support methods for elementary school pupils. The results stem from a comparative analysis of five Swiss elementary schools where a significant proportion of students come from immigrant families. There were qualitative assessments of teacher-student group conversations as well as quantitative surveys with students in Grades 4, 5, and 6 ($n = 372$). The findings of both the quantitative and qualitative studies indicate that there are systemic differences in the ways that schools help their students. It was discovered that not a single school had a supportive environment that was free from discrimination. The majority of schools have a support environment that is tailored to high achievers who come from more socio-culturally diverse families or who have high academic goals; this can perpetuate inequality. It appears that only two schools have at least substantially used compensatory support measures. Further, the schools can be differentiated regarding the teachers' perceived degree of their active participation in supporting students.

Nneka (2021) Strategies and Challenges in the Management of Primary Education for a Better Tomorrow and Today in Delta State, Nigeria. 1,079 head teachers of public elementary schools from the 25 LGAs in the three senatorial districts of Delta State made up the study's population. The proportionate stratified random selection technique was used to choose 540 head teachers from 540 public elementary schools spread over 13 LGAs in each of the three Senatorial Districts in Delta State, making up the study's sample size. The sample represented 50% (percent) of the head teachers and public

primary schools selected from 13 LGAs within the three Senatorial Districts in Delta State. The study's conclusions included the following: inadequate funding from the state government; ineffective or incompetent teachers in the system; poor accountability from school leadership; deteriorating infrastructure; crammed classrooms; a lack of teachers, particularly in rural or village areas; inadequate constant supervision; inadequate teacher empowerment; inadequate training and retraining for both experienced and newly hired teachers; a poor maintenance culture; and a lack of involvement from parents and non-governmental organizations in administration, financial institutions, corruption couple with other corrupt practices like favouritism, examination malpractices, indiscipline, ineffective quality control system, bad leadership in school administration.

Kurt and Sezek's (2021) study examined how various teaching strategies affected students' participation and scientific process abilities. One of the quantitative research methods, the quasi-experimental method, was applied in the study. 185 seventh-graders enrolled in two secondary schools in the Yakutiye district of the province of Erzurum make up the study's sample. The Scientific Process Skills Test and the Student Engagement Scale were employed as data gathering instruments in the study. The analysis revealed statistical differences in the scientific process skills and engagement levels of students studying in various groups. A statistical analysis revealed a substantial difference in favor of the groups using the Combined Method and Peer Instruction when it came to the variable of lesson participation.

Lopez, Resino, Amores, and Munilla, (2022) Self-Concept and Academic Achievement in Primary School: A Predictive Analysis. The aim of this study was to ascertain which aspects of an individual's self-concept—behavioral, intellectual, physical, anxiety-free, social or popular, and subjective happiness/life satisfaction—predict academic success in the following core subjects: mathematics, natural sciences, humanities, Spanish language and literature, and English as a first language. A multidimensional Self-Concept Scale was used to identify 116 students (10–12 years old) from the most recent cycle of Primary Education for this purpose. The Root Mean Squared Error, statistical power, and effect size were all assessed in the multiple linear regression analysis of the data. The

primary findings indicate that the most significant predictor of academic achievement ($p < .05$) is one's intellectual self-concept.

Norouzi (2022) Innovative trends in primary education in Europe: objectives, curriculum, methods of instruction, evaluation, structure, cooperation with the municipality, and parent involvement. Using a comprehensive methodology, the researcher chose six key indicators of emerging innovations in elementary education in Europe and the Czech Republic. These six factors are as follows: 1) Educational System Structure; 2) New ICT Developments in European Primary Education; and 3) Primary School Teaching Methods (Europe vs. Czech Republic). 4) The curriculum between the Czech Republic and European countries dealt with how school curricula are created. In the Czech Republic, for example, schools are very autonomous in terms of developing their own curricula as well as hiring and firing instructors. The only areas where the Czech Republic and Europe differ significantly in terms of how teaching methods are used are in comprehensive teaching methods, which emphasize group activities more than other practices. These findings essentially align with the organizational forms of teaching category. There were notable variations in how contemporary technology was used in the classroom. The Czech Republic has a considerable amount of influence here. Despite the fact that Spanish schools are equipped appropriately, it is undeniable those Czech schools have very high levels of technology and that its teachers are highly qualified to use ICT. Every European country's policies regarding the role of parents in elementary education are influenced by the involvement of parents in primary education. It is common knowledge that parents are more outspoken in their requests for and criticisms of the primary school system, and they have strong views towards the schools their children attend. There are several activities that parents can participate in. Education System, 6) Parent Involvement in Primary Education, and 5) Assessment and Evaluation. The study's conclusions showed that, in comparison to other European nations, the Czech Republic's educational system is extremely decentralized. Curriculum Education states that the primary disparity.

Zaman, Hasan, Islam, and Amin (2024) An extensive investigation was conducted to evaluate the effects of primary education. In this study, a qualitative method was

employed. This comprises an unstructured survey to gather information. Government representatives, representatives of civil society, primary school instructors, primary school guardians, and kindergarten school guardians provided the primary data. The study's findings show that a dearth of primary school instructors, inefficiency, dishonesty, unethical standing, poor instructional materials, pressure from extra administrative tasks, inadequate infrastructure, and family poverty, and guardians' lack of awareness are all contributing factors to primary school students' deprivation of a quality education.

Martin (2024) A Novel Method of Teaching in Primary Schools. The study found that demonstration, exploratory, active, exploratory, and cooperative teaching approaches are the most common and efficient in elementary education.

2.4. Studies conducted in North-East India

Hangsing (2011) studied "Pre-Primary Education in Papumpare District of Arunachal Pradesh," taking into consideration factors such as the physical layout, supplies and equipment, personnel working in pre-primary schools, admissions policies and procedures, age range, curriculum, records, and registers. Every pre-primary school in the state capital and the suburbs around it was included in the sample. The investigator developed an observation-cum-interview technique that was used to collect data from 39 preprimary schools. Both qualitative and quantitative analysis was done on the data. In summary, the findings indicated that the pre-primary schools in this study do not currently have acceptable circumstances with regard to the physical layout, supplies, people, curriculum, records, and registers.

Ahmed (2013) did a study called "Quality of Education in India: A Case Study of Assam Primary Schools." The study included four districts in Assam: Dhubri, Sibsagar, Karbi Anglong, and Cachar. 24 sample schools were chosen from these four districts. The suggested study collected primary data using a non-probability sampling strategy. The studies revealed that students' learning achievement is extremely poor, regardless of faith. The mean learning achievement of Hindu students is 32.66, whereas the mean achievement of Muslim students is 25.38. Students of "other" religions perform better academically than Hindu and Muslim students. It was also shown that there is a

beneficial relationship between a student's academic achievement and her mother's education.

Regma and Jha (2014) did a study titled Impact of Communitization on Elementary Education: An Analysis. A research was done to analyze the influence of Communitization on elementary education in Nagaland's Tseminyu block. Respondents were selected at random. Data were acquired utilizing a pre-tested program through personal interviews. The data was analyzed using SYSTAT 12 software. The findings demonstrated that the Village Education Committee, established under communitization of education, was successful in managing, directing, supervising, and controlling primary schools while maintaining administrative, academic, and financial discipline. The study found that the impact of communitization resulted in an increase in the number of male and female students enrolled an increase in teacher and student attendance, and a quantum rise in student pass rates. Students' punctuality, discipline, and engagement in extracurricular activities improved significantly.

Gogoi and Bhuyan (2015) performed research on the "Development of Infrastructure in Assam Elementary Schools under Sarva Shiksha Abhiyan". The descriptive survey approach was used to collect data, with an information schedule drawn from both primary and secondary sources. A sample of 100 school principals from 100 elementary schools in Assam's four districts of Nalbari, Sonitpur, Jorhat, and Dibrugarh were chosen. Thus, the research revealed (i). The problem of drinking water has been completely solved since the installation of SSA. Tube wells at 19% of schools were discovered to be inoperable due to poor management. (ii). The status of toilets has greatly improved since the adoption of SSA, since permanent toilets have been installed in virtually all schools, and the remaining schools are currently under construction. (iii). Still now separate toilets for gents and lady teachers were not available in any school. (iv). There were no separate rooms for library. It was found that schools kept their books in wardrobe of the Headmasters which were used as Library.

Toney (2015) performed research on "Government and Private Primary Schooling in Rural Sikkim: Understanding Perceptions and Problems". This study examines community perceptions of the relative quality of one government and one private school

in Lingmoo, a rural village in Sikkim's South district. Multiple classroom inspections at each school, as well as structured guardian and teacher interviews, were used to gather qualitative data on school climate. The overall level of classroom instruction was determined to be identical in both schools, but English integration was far higher in the private school. Guardians unanimously supported the private school, citing the view that private school instructors work harder. There appears to be no relationship between guardians' level of education and their regard for education. It is advised that schools and communities communicate and cooperate more effectively.

Nar Maya & Yodida (2016) the Status of Elementary Education in Sikkim, India. In the current investigation, the descriptive approach was adopted. The research population consists of headmasters and teachers from government schools up to the primary level. There are 777 headmasters and 7,370 teachers in Sikkim's government schools up to the basic level. The study's sample size includes 200 headmasters, 600 instructors, and four Human Resource Development Department officials from the Government of Sikkim. The findings show that the number of students enrolled in government elementary schools has decreased, despite the fact that the Central and State governments have provided various incentives such as free uniforms, exercise copies, shoes, raincoats, and midday meals for the children who have enrolled at the elementary level. There is a requirement to provide suitable infrastructure such as chairs, tables, safe drinking water, and separate restrooms for boys and girls, computers for information and communication technology, and Internet access. Trained teachers, particularly in rural areas, as it has been noticed that the majority of instructors are concentrated in urban schools, while rural schools have an insufficient number of teachers.

Konwar (2017) A District-Level Study of Primary Education in Assam. The study's focus is primarily on analysis. The paper is based on secondary sources. Secondary data were gathered from both official and non-governmental sources. Assam's primary enrollment rate has increased dramatically. The Gross Enrolment Ratio (GER) and Net Enrolment Ratio (NER) in Assam's elementary schools are 98.8 and 92.2, respectively.

Boruah (2017) performed a study on "The Availability of Educational Facilities for Teachers and Students in Primary Schools with Special Reference to Nazira Sub-Division

of Sivsagar District of Assam." The descriptive study method was utilized to collect data. The study's population comprised all of the primary schools in the Nazira sub-division of Assam's Sivsagar district. The purposive sampling approach is employed when determining sample size. The researcher selects 20 government primary schools from various areas of the Nazira sub-division. The study found that 55% of elementary schools have a separate headmaster's room. Only 5% of primary schools have a library. 13% of primary schools have five classrooms, while 87% of primary schools have only one. All primary schools have a blackboard facility. 85% of primary schools have suitable desks and benches. 90% of primary schools have drinking water facilities. 70% of primary schools have playgrounds and boundaries. All primary schools are Assam type L pattern. All the provincialized schools are satisfied with the functioning of Sarva Shiksha Abhiyan.

Binita and Benudhar (2019) Quality of Education in Government Primary Schools: A Sikkim Case Study. The primary goal of the research is to look into the infrastructure and teaching facilities in government elementary schools. In this study, a descriptive survey method was used. The study's population consisted of all 120 primary government schools, with ten schools selected as a sample using simple random sampling. Data was collected using an observation sheet and an interview schedule, and it was analyzed and interpreted using descriptive statistics like percentages and graphs. The survey concluded that quality education in government primary schools was unsatisfactory.

Sharma (2019) performed research on the "Development of Primary Education in North Eastern Region of India". Thus, the findings show that in terms of access, Meghalaya, Mizoram, and Sikkim are slightly better than other states; in terms of infrastructure, Meghalaya, Assam, and Arunachal Pradesh are the states that are falling behind and are not improving during the reference period. Nagaland has made significant progress and is now ranked well throughout the north-east region. Only Sikkim has good infrastructure, and it is consistently ranked well and at the top of all the north eastern states, as well as on an all-India basis; in terms of teachers, Assam and Arunachal are ranked low in this region, while Sikkim and Mizoram are ranked among the top, but both of these states' indexes are declining year after year. Nagaland, Meghalaya, Tripura, and Manipur were

rated fourth, fifth, and sixth, respectively. Sikkim and Mizoram were also continuously ranked among the eight North Eastern states. However, during 2005-06 to 2008-09, Sikkim's index was significantly higher than Mizoram. Mizoram has more than 0.6 indices, but in 2009-10, it dropped below 0.6. Arunachal Pradesh and Assam are the lowest ranked states in the area, and they are also in the lowest group in the country.

Konwar (2019) Infrastructure for Primary Education in Assam's Sivasagar District. The study is largely based on primary data. Sivasagar district has six educational blocks dedicated to the promotion of primary education. All 28 primary schools in the Sivasagar district's six educational blocks were chosen at random to collect field level primary data. Primary data were collected in both rural and urban locations. The study clearly reveals that there is an infrastructure deficiency at primary schools in Assam's Sivasagar region. During the field survey, all respondents expressed dissatisfaction with the infrastructural facilities in their sample schools.

Gogoi (2020) an Examination of the Current Situation and Issues in Primary Education with Particular Reference Assam's Sivsagar District. Finding out the current state of infrastructure, instructional strategies, instruction medium, and extracurricular or curricular activities is the primary goal of the study. Additionally to identify the issues with basic education and offer recommendations for their enhancement. The descriptive survey method was employed for this investigation. The study found that elementary education is now in poor condition, and in light of this, certain recommendations are made for the advancement and enhancement of pre-primary education. In this stage of development, parents play a crucial role since they serve as the child's first teachers, helping them to acquire values and begin the socializing process. Instructors need to focus on each student equally and encourage them to participate in a variety of activities that will broaden their horizons.

Mishra, Lalrinzuali, and Gupta (2020) did research on primary education in Mizoram during the Covid-19 pandemic. This article will discuss the current state of primary education, the issues encountered by teachers and children during the lockdown time, and the function of the local level task force during the same period. The researcher conducted the aforementioned investigation using qualitative approaches. The purposeful

sampling strategy was used in this investigation. The data was collected through interviews with stakeholders such as teachers, parents, and local Taskforce members. According to the report, the majority of instructors and students encountered issues such as a lack of internet access, the availability of smart phones, and teachers' lack of training in implementing online education for lesson transacting during the COVID-19 period. The local taskforce plays an important part in this.

Ozukum (2023) an investigation on the facilities of government schools in the Nagaland district of Kohima. The current study combined primary and secondary data with a descriptive methodology. Twenty (20) government schools, or four schools each from five Educational Block Resource Centers within the Kohima district, and forty (40) teachers, or two teachers from each chosen school, make up the sample for this study. In order to gather data, the researcher created a questionnaire containing pertinent questions. According to the current report, forty percent of instructors are dissatisfied with their schools' infrastructure. Half of the teachers who answered to the study said that their schools are still operating in non-RCC types of buildings. Teachers' comments indicate that their schools are experiencing a shortage of furniture (45%) and classrooms (20%). The survey also discovered that there are no amenities in the schools, such as a science lab, reading room, library, or fans. The survey also reveals that some schools continue to struggle with issues like inadequate or nonexistent boundary walls or school fencing, a lack of clean drinking water facilities, a poor electricity connection, a lack of separate restrooms for faculty and girls, a small playground, and a shortage of computers.

2.5. Summary of review of related literature

The present analysis review made in this chapter has indicates what has already been studied by others till date, in relation to development and status of primary education. Only the relevant literatures were included. The current study offers a succinct, critical evaluation and assessment of solely the relevant research and demonstrates how it relates to earlier research endeavors and how it can further contribute to or improve the body of knowledge in the field of study. Below is a brief synopsis of the literature review, highlighted for ease of comprehension.

The results of the current study on the state and development of primary education revealed issues with enrollment, dropout rates, administration, teacher staffing, parent involvement, and infrastructure within the schools, that were identical to the findings from Hangsing's (2011) study. It was also discovered that the pre-primary schools covered by the study do not currently have adequate physical structures, supplies, equipment, staff, or programs. Ozukum (2023), in his study it was found that the schools do not possess resources like library, fans, reading room, hostel, and science lab. Furthermore, the study shows that some schools are still facing problems with regard to poor lack of school fencing, boundary wall, shortage of drinking water facilities, lack of poor electricity connection, absence of separate toilet for girls and faculty, lack of insufficient playground, and lack of shortage of computers. The findings of **Gogoi and Bhuyan (2015)** revealed that there were no dedicated library rooms. According to Nar Maya and Yodida (2016), enrolment in government elementary schools has decreased, despite the fact that the Central and State governments have provided various incentives such as free uniforms, exercise copies, shoes, raincoats, and midday meals for children who have enrolled at the elementary level. There is a requirement to provide suitable infrastructure such as chairs, tables, clean water to drink, separate restrooms for boys and girls, computers for information and communication technology, and Internet access. Trained teachers especially in rural areas as it has been observed that most of the teachers are centered in the schools in the urban areas and the schools in rural areas have inadequate numbers of teachers. **Kumar and Raj (2015)**, in their study it was found that enrolment in Government Primary schools has consistently been declining. Negative growth rate of enrolment were found in most of the years whereas Population growth has been consistently positive in the last decade in Dehradun district. It was also found that enrolment is shifting from government primary schools towards private primary schools. Primary schools are also usually facing lack of basic facilities like Toilets, Electricity, Playground, libraries, Furniture and even school buildings. **Kumar (2014)**, in his study it was found that Growth of government primary schools in Haridwar district is not satisfactory. Enrolment did not increase in a linear manner each year. Despite of midday meal and SSA programmes running in the district. Teachers in primary schools are not sufficient as per the pupil teacher ratio. **Rena (2007)**, the result found that

children dropped out of school so as to assist in household and agricultural activities. It also reveals that the dropout rate of girls is more than that of boys. **Nneka (2021)**, the result found that poor facilities provision, poor funding by the state government, inefficient or incompetent teachers in the system, poor accountability by school leadership, dilapidated infrastructure, overcrowded classroom, shortage of teachers especially in the rural areas or villages, inadequate constant supervision, inadequate teacher empowerment, insufficient training and retraining for both old and newly employed teachers, poor maintenance culture, non-active involvement of stakeholders in administration like parents, NGOS, financial institutions, corruption couple with other corrupt practices like favouritism, examination malpractices, indiscipline, ineffective quality control system, bad leadership in school administration. **Olivia (2020)**, findings reveals that significant number of pupils described their homes as not conducive for learning and this was largely attributed to the parental socio-economic status. Again, lack of parental involvement negatively influences the academic work of learners.

The result of the present study reveals that there is an increased of performance of children in the academic achievement in primary school of Sikkim which was corresponding with the studies done by **Song (2012)**, the findings reveal that school and teacher quality exerts a considerable effect on pupils' performance. Teachers' experience and teacher guides are positively correlated with academic achievement.

The present study highlights that there is a participation of SMC and Community in the primary schools of Sikkim which were similar with the studies done by **Rengma and Jha (2014)**, their findings revealed that Village Education Committee constituted under communitization of education was successful to manage, direct, supervise and control the primary schools ensuring administrative, academic and financial discipline. The study revealed that impact of communitization resulted in more number of enrolment of male as well as female students, increased attendance percentage of teachers and students and quantum gain in pass percentage of the students. **The Kabiaru (2013)** study found that the school management committee's role in procuring teaching and learning resources had a beneficial impact on the implementation of inclusive education. The majority of head teachers reported that they provided training for their schools' SMC

members, allowing them to carry out their tasks effectively and quickly. The majority of SMC members have received school fund mobilization training. **Ismael, Mberia and Muturi (2016)**, the findings revealed that all constructs of community participation (community resource mobilization, community involvement in decision making and community monitoring/resource supervision) had a significant positive effect on delivery of primary education services in Garowe Puntland Somalia.

The present study highlights that there is a positive impact with regards to teacher's role and their teaching methods and Central Schemes and Programs which were similar with the studies done by Larasati, Cahyaningtyas, Mangzila, Firawati, Yuanita and Lesmana (2019), it was found that the role and function of the teacher in the class to increase learning effectiveness in SDK Santa Maria 2 Malang, the teacher acts actively in the learning process. When the teaching learning process is ongoing, the teacher plays a role in building the character of the students, teacher able to create the student's behavior and always make student to get used to sit down and not make a noise. Besides that, the teacher also able to play a role as a parent at school. Martin (2024), finding reveals that Demonstration, exploratory, and cooperative teaching methods are considered the most common and most efficient methods of elementary education. Solak and Erdem (2016), the finding reveals that teachers mostly used question and answer technique and communicative method in the classroom. Martin, Klara and Renata (2015), study reveals that teachers prefer teaching methods in-between the transmissive and constructivist approach to education. The most commonly used methods include interpretation, which is a typical representative of the transmissive approach. Harish (2021) demonstrates that the state government has collaborated with the central government and various private enterprises, NGOs, and individuals to deliver free and obligatory education through innovative and appealing schemes. Furthermore, studies have indicated that all of those initiatives have had a good impact on society and the state's primary school system, with the schemes resulting in increased enrollment, correct attendance, and dropout rates over time.

2.6. Research Gap

In the current investigation, the researcher reviewed sixty-one (61) significant works that were chronologically organized into three categories: studies conducted overseas (25), studies conducted in India (22), and studies conducted in North-East India (14). The review demonstrates that the research undertaken focused on several areas of primary schooling, including enrollment. Student achievement, teacher issues, primary school infrastructure, the role of SMC and the community, mid-day meals, and so on.

Hence, the literature review has given an insight to the investigator regarding what has been done and what need to be done; and most importantly, it was found that no research has been done on the development and status of primary education in Sikkim. The present study therefore is significant in the perspective of the development and status of the past and present associated with primary education in the Government Primary Schools of Sikkim, and what measures can be suggested to bring about an improvement in this regard. Keeping all these in mind, the present study has been undertaken.

The findings of the study reveal that enrolment of students in government schools at primary level has been decreased due to decreasing birth rate and wrong conception of parents towards government schools, comparing it with private schools to have better quality education. Similar study was done by Nar Maya and Yodida (2016), it was found that enrolment of students in government primary schools has been decreased. Kumar and Raj (2015), in their study also it was found that enrolment in government primary schools has consistently been declining.

There are problems with regards to academic achievement of students in the schools. It was found that the parents were not helping their children to study at home and most of the parents were illiterate and poor and cannot afford to send their children for tuition. There were also issues with a lack of language teachers in schools.

The current findings also suggest that there were problems with organizing co-curricular activities in schools due to less students and unavailability of play land which were similar with the studies done by Ozukum (2023), in his study it was found that schools have insufficient playground.

In the present study there is a participation of SMC and Community in the primary schools of Sikkim which were similar with the studies done by Ismael, Mberia and Muturi (2016), their findings revealed that all constructs of community participation (community resource mobilization, community involvement in decision making and community monitoring/ resource supervision) has a significant positive effect on delivery of primary education services in Garowe Puntland Somalal. There were a positive impact with regard to teacher's role which was similar with the studies done by Larasati, Cahyaningtyas, Mangzila, Firawati, Yuanita and Lesmana (2019), it was discovered that the role and function of instructors in the classroom contributes to greater learning effectiveness in SDK Santa Maria 2 Malang, as teachers actively participate in the learning process.

Basing on the findings of the study, the researcher feels the need of policymakers and school administrators to enhance insightful informations and knowledge with regard to development and status of primary education. The study has the potential to influence in decision-making processes by highlighting significant issues and opportunities, to incorporate the findings of the present study for future development of primary education in the state of Sikkim. Henceforth, for improving the overall standard and accessibility of quality primary education, policymakers may incooperate the present data to create focused interventions with new educational regulations, or alter already-existing ones.

CHAPTER- III

RESEARCH METHODOLOGY

3. Methodology/ Design of the Study

The present study envisaged to find out the “Development and Status of Primary Education in Sikkim”. The study was based on Descriptive type of research and is qualitative in nature. The study was also concerned with the development of Primary education from historical perspective; the present status of primary education in Sikkim; teaching methods and role of teachers; the study also provides information on the problems faced by head of institutions and teachers and study also provides information on impact of central scheme for primary education in Sikkim.

3.1. Population of the Study

A population is defined as any group of individuals that has one or more characteristics in common and that are of interest to the researchers (Best, J. W., and Kahn, J. V. (2009)). The population in this study includes headmasters and teachers.

Table 3.1 Population of Primary Institutions in Each District of Sikkim

Districts	No. of Primary Schools
Gangtok	54
Pakyong	52
Gyalshing	70
Soreng	55
Namchi	115
Mangan	44
Total	390

Table 3.2 Total number of Headmasters and Teachers in Primary Schools in the state of Sikkim

Particulars	Total no. of population
Headmasters	390
Teachers	6172
Total	6562

3.2. Sample and Sampling of the Study

A sample is a small proportion of the population that is selected for observation and analysis (Koul). The sample of the study was comprise of 100 headmasters, 600 teachers, 5 government officials from Education Department and 100 parents were involved in the study. Stratified random sampling was followed for the study. Proportionate representation of the sample was taken care.

Table 3.3 Sample of the Study

Particular	Counts
Headmasters	100
Teachers	600
Parents	100
Officials, Samagra Shiksha	05
Total	805

3.2.1. Sampling Frame

Sampling frame is a frame that could be used as a basis for sampling which enables to determine the probability of selection and is often any list or material that delimits, identifies, and provides access to the survey population's constituent parts. The sampling frames for the study are as follows:

Table 3.4 No. of Schools selected from each District of Sikkim

Districts	Total no. of schools selected
Gangtok	25
Pakyong	17
Gyalshing	13
Soreng	06
Namchi	14
Mangan	25
Total	100

Table 3.5 No. of sample collected from each District of Sikkim

Sample	Gangtok	Pakyong	Gyalshing	Soreng	Namchi	Mangan	Total
Headmasters	25	17	13	06	14	25	100
Teachers	355	44	35	21	45	100	600
Parents	32	-	-	-	12	56	100
Officials	05	-	-	-	-	-	05

Based on the sampling frame, the investigator has considered all the 390 government standalone primary schools' headmasters and 6172 teachers of Sikkim as a population and from which, the sample of 100 headmasters, 600 teachers, 100 parents and 05 government officials from Samagra Shiksha were included in the study by using stratified random sampling.

3.3. Source of Data

3.3.1. Primary Source

Primary sources are the original data source, that is, account of informations which was collected first hand by the researcher from schools. The primary data for the

present study was collected by using the questionnaire and semi-structured Interview Schedule.

3.3.2. Secondary Source

Secondary sources are findings of work done by others. The secondary data for the present study was collected from official records and documents, government gazettes, books, magazines, research journal and archives.

3.4. Tools Used for the Study

In order to collect data, as per the objectives of the study the following tools were self-constructed for different categories of respondents-

1. Questionnaire: For the present study, Questionnaire was used for the Headmasters and teachers of primary schools. They included both close-ended and open- ended items.

2. Interview Schedule: Interview schedule was constructed for parents and officials from Samagra Shiksha and items contained open-ended questions.

3.5. Data Collection for the Study

3.5.1. Administering Questionnaire

For collection of data, the investigator obtained the required permission from the competent authorities of the education department, Government of Sikkim and 100 primary schools. On visiting each school, the investigator met the respondents and briefed them about the purpose of the research and urged them to respond positively. The investigator established rapport with the respondents by giving them a brief introduction about the research work, how it will contribute in the development of primary education in Sikkim and assuring them confidentially. In the questionnaire, the respondents were asked to answer all the questions by selecting the most appropriate answer from the given options/items and provide additional information, opinion, explanation, reason or suggestion in the space provided.

The questionnaire was administered to 100 heads of the institutions and 600 teachers.

3.5.2. Administering Semi-Structured Interview Schedule

Using the semi-structured interview schedule, that data were collected from 100 Parents and 5 officials from Samagra Shiksha. As per the procedure, the researcher established rapport with the interviewee(s) by giving them a brief introduction about the research work, how it will contribute and assuring them confidentially. 100% of the interview was conducted in face to face mode at the chose place/office.

3.6. Analysis of Data

The collected data were analyzed and interpreted by employing appropriate statistical techniques which can yield useful and reliable results. Responses to the questionnaire, interview schedule were classified, tabulated and counted into percentage. Analysis and interpretation of data were made basing on the responses. The percentage were calculated and used for interpretation.

3.7. Statistical Techniques used for the Study

Statistical techniques such as finding percentage were used in the present study. After the calculation, data were then placed in tables and analyzed by using different types of charts and tables, suitable to the kind of data for illustrative presentation and clarity of understanding.

3.8. Scoring of Questionnaires

Scoring of questionnaire was done by counting the number of responses ‘yes’, ‘no’ and ‘sometimes’ type of questions. For open type of questions, all the responses were recorded on separate sheets of paper. The common responses were sorted out. Similarly, suggestions given by the teachers and headmasters were analyzed by noting the responses on separate sheets of paper.

3.9. Scoring of Interview Schedules

Scoring of interview schedule was done by counting the number of responses and converting them into ‘yes’, ‘no’ and ‘sometimes’ type of responses with the help of tally to marks. Responses to open ended questions were recorded on a separate sheet of paper

and common responses were sorted out. Further, suggestions given by the parents and government officials were also recorded on separate sheets of paper and common responses were sorted out and presented.

CHAPTER -IV

ANALYSIS AND INTERRETATION

4.0 Introduction

This chapter includes a thorough examination and discussion of the data in accordance with the objectives established. The results acquired through the questionnaire were analyzed using percentage calculations and presented in the form of tables and figures. Data gathered through a systematic interview schedule was processed and presented in the form of narration. The investigator has projected the analysis and interpretation in parts depending on objectives:

Part A- Analysis based on Secondary Sources

Part B- Analysis based on questionnaire for headmasters

Part C- Analysis based on questionnaire for Teachers

Part D- Analysis based on interview schedule for Parents

Part E- Analysis based on interview schedule for Samagra Shiksha officials

Part-A

Analysis based on Secondary Sources

4.1. Objective I: Development of Primary Education in Sikkim from the Historical Perspective till merger with India

Prior to the extension of British rule, Sikkim had its own customary lamaistic educational system. Monastic education was the norm in Sikkim. The religious doctrine known as Buddhism was brought to Sikkim in the middle of the 17th century by the lama Lhatsun Chhembo. It was first introduced in Tibet in the 7th or 8th century A.D. by the Great Guru Rimpoche, Padma Sambhava. Regarding the early Buddhist, Bhutia, and Lepcha populations of Sikkim, it is difficult to dispute the potential and contributions of the monasteries to their education and cultural practices. The Buddhist culture of Sikkim has always resided in monasteries. The founding of Shedas, or monastic institutions for Higher Studies in Buddhist Literature, at Rumtek and Deorali was a sign of the ongoing

activity of monasteries' non-formal purpose, which was to resurrect the monasteries' official educational role. Buddhism is as common as ever, and monasteries or lamas still oversee every aspect of a Buddhist family's operation. Giving its clients access to a formal education that is at least locally relevant was another crucial duty that a monastery had to fulfill. This was rather the only indigenous system of formal education in this Himalayan kingdom until some form of western education was introduced by the Christian missionaries (Dewan, 2012).

During the British administration, three types of schools were established apart from the lamaistic education imparted in the monasteries. They were Government Schools, Missionary Schools and Village Schools maintained by the Thikadars and the people. The course content in the Government schools and Missionary schools were the same as it were in the neighbouring state of West Bengal. However in the Village schools maintained by the landlords and privately managed schools the teaching of Nepali was introduced in 1924. English literature remained a compulsory subject in all the schools of Sikkim from the beginning of the establishment of schools in the state (Dewan, 2012).

The following table indicates the number of schools established during the period (1889-1947) in Sikkim.

Table: 4.1.1 Schools in Sikkim (1889-1947)

Schools Maintained by the Government	Schools Maintained by the Scottish Mission	Schools Maintained by the Scandinavian Mission	Schools Maintained by the Landlords or other
Sir Tashi Namgyal High School	Temi Primary School	Weaving School, Lachung	Kaluk Primary School
Enchey Monastery	Pakyong Primary School	Weaving School, Lachen	Heegoan Primary School, Lachen
Village School, Lachen	Soreong P S	Song Primary School	Chakung P S
Village School, Lachung	Rhenock Primary School	Rinzing Primary School	TimburbungB Primary School

Schools Maintained by the Government	Schools Maintained by the Scottish Mission	Schools Maintained by the Scandinavian Mission	Schools Maintained by the Landlords or other
School of Industry	Sadam Primary School	NIL	Mangsari Primary School
NIL	Sosing Primary School	NIL	Geyzing Primary School
NIL	Chakung Primary School	NIL	Dodak Primary School
NIL	Namchi Primary School	NIL	Rongli Primary School
NIL	Vok Primary School	NIL	Samdong Primary School
NIL	Phambong Primary School	NIL	Rhenock Primary School
NIL	Dentam Primary School	NIL	Sumbuk Primary School
NIL	P.N. Girls High School	NIL	Mangalbare Primary School
NIL	Vok Lace School	NIL	NIL
NIL	Namthang Primary School	NIL	NIL
NIL	Kamlet Primary School	NIL	NIL

Source: Annual Administration Report of the Government of Sikkim for the Year 1932-33.

The Government maintained only five schools directly until 1947. Among all the Government schools, Sir Tashi Namgyal High School was the Premier institution in the state. It was the English medium school, whereas in the other schools, the vernacular was the medium of instruction. Fourteen schools were established and maintained by the Thikadars and the common people. Thikadar Rai Sahib and Hari Prasad Pradhan established Sumbuk School in 1923. The missionaries, specifically the 'Scottish

Universities' mission and the Scandinavian Alliance Mission, played an important role in the establishment of schools in Sikkim. Their entry into Sikkim was highly influenced by the political climate of the time as British Paramountcy; these missionaries approached the Maharaja of Sikkim for their settlement in his territory to preach the gospel. Rev. W.S. Sutherland of the Church of Scotland was the first missionary worker to meet the Maharaja at Tumlong, the then Capital of Sikkim. He made annual trips between 1880 and 1883 to secure the permission from the Maharaja. The two important missionaries' viz, the Scottish Universities Mission and the Finnish Missionaries or Scandinavian Mission remained active during the period of British administrative control in Sikkim (Dewan, 2012).

J. Claude White helped the Finnish Missions establish an industrial school in North Sikkim. The first weaving school was established at Lachung by Mathilda Johanson, the Finnish delegate. The Finnish Mission eventually established a second weaving school in Lachen. The Lachen and Lachung Weaving Schools placed a greater emphasis on extracurricular activities. The craft of carpet weaving was imparted to the pupils. The Scandinavian Mission established two more schools at Song and Rinzing after these two weaving schools. With Gombu Lepcha's assistance, this mission school opened its doors in Phambong in 1881, and he was later hired as a teacher there. The Kazi community in the area was also in favor of Gombu being hired as a teacher at the school (Dewan, 2012).

In order to research the new approach to be taken for the intended Scottish Training School to supply teachers and catechists for both Sikkim and Darjeeling, Macfarlane paid a special journey to Sikkim in 1885. Second, he suggested expanding the translation and writing of Christian literature into the Tibetan, Lepcha, and Nepali languages. Sutherland managed to open four more schools in South Sikkim during the first half of 1889 after the Lepcha and Nepali instructors received the necessary training. By the end of 1890, seven schools had opened. With the exception of one at Singtam in East Sikkim, these schools were dispersed throughout West and South Sikkim. Three of the seven schools that were founded between 1889 and 1890 were situated in West Sikkim at Chakhung, Soreong and Magbo, three in central and South Sikkim at Kitam,

Shidam (Sadam) and Namthang (Dewan, 2012). It was entrusted to the qualified Lepcha and Nepali instructors to see to the upkeep of the recently founded schools. The missionaries had supplied them with an education. During the second decade of missionary efforts, Sikkim saw an increase in the number of schools and local missionaries. The number of missionaries and teachers virtually doubled as new schools were constructed. The Scottish Mission established thirteen schools in Sikkim till the late nineteenth century. After that, they ceased opening new schools. (Dewan, 2012).

4.1-2. State's Pre-Merger Status after 1947

Up until 1947, Sikkim was a protectorate of the British. It then signed a pact with the Indian government in 1950 to become a protectorate of India, and in a referendum held in 1974, it ultimately chose to join India. This decision is validated by the 36th Constitutional Amendment (1975), which was passed on May 16, 1975, and made Sikkim the 22nd State of India. (gazattee of Sikkim, 2013). The early 1950s saw the state's educational system improve due to additional systematization of the administrative apparatus. After the first Inspectorate of Education was established in 1945, the government took on a greater role in advancing education. A full-fledged Directorate of Education was founded in 1954. Only 70 Lower Primary Schools and 14 Upper Primary Schools existed in the state in 1954. It increased to 47 Upper Primary Schools and 117 Lower Primary Schools in Sikkim by 1960. The educational landscape in Sikkim prior to the merger is depicted in this picture. (gazattee of Sikkim, 2013).

4.1-3. State's Post Merger Status

Education in Sikkim was still developing when the state was admitted as the 22nd state of India. The State's educational system was not sufficiently distributed. Nevertheless, Sikkim saw a sharp increase in education after entering the mainstream, which led to the progressive emergence of a variety of educational policies and practices as well as disparate educational standards. In 1975, the state had 228 primary schools; by 1980, there were 320. The number of schools in the state increased steadily over this time. The Sixth All India Educational Survey data indicates that as of 30.09.93, there were 524 primary schools in the state. (gazattee of Sikkim, 2013).

Up until 1977, Sikkim's educational system was identical to that of West Bengal. The former director of education for Sikkim, Dr. N.K. Jangira, tried several times to bring the Indian educational system to the region. His efforts paid off, as in 1977 Sikkim State students started to show up for the CBSE exams. Sikkim has duly started putting the policy recommendations made by the Kothari Commission into practice. Sikkim was able to gain from the national education program despite initial difficulties. The state administration was faced with a dilemma due to the demand for swift and swift expansion of education. Consequently, schools around the state employed inexperienced teachers to meet the demand. In order to make education accessible to everyone, the director, Dr. N.K. Jangira, made arrangements for novice teachers to undergo crash-programme training. The Director arranged training sessions over the prolonged winter and summer vacations in December 1975 and January 1976. For these programs, teacher educators from Bhubaneswar and Delhi were brought in. By 1978, almost seven hundred elementary teachers had undergone training in instructional strategies. Before joining Indian Union, Sikkim had very low rates of literacy—6.59% in 1951, 14.15% in 1961, and 17.74% in 1971. However, shortly after the merger, Sikkim doubled its rate to 34.05% in 1981 with India's assistance, and after 1991, it surpassed the national rate of literacy. The 2011 census states that the literacy rate in Sikkim is 82.20% for women and 87.30% for males. (Dewan, 2012).

There were 503 elementary schools in Sikkim in 2006; the education sector currently receives more than 20% of the state budget, a sign of the government's high focus. Ensuring that all children over four have access to educational facilities is the main goal of the State Government's education policy. Ensuring high-quality education has been the primary focus of government policy. With the purpose of addressing the issues raised by the primary sections and putting a strong emphasis on providing a solid foundation for kids, the Directorate of Primary Education was founded on September 20, 2013, as per notification no. 168/HRDD (HQ). A significant decision was made by the state administration to implement the kindergarten system in all government schools beginning with the 2016–17 school year. According to flash figures issued on June 18, 2014 by Smt. Smriti Irani, Hon'ble Union HRD Minister, Sikkim ranked third nationally in basic education for the 2013–14 school year. The four criteria of accessibility,

infrastructure, teacher, and outcome are used to determine the ranking (Sikkim e-education Infosys, 2019).

Sikkim's educational system is similarly based on the national education strategy. In the State of Sikkim, numerous initiatives, such as the Sarva Shiksha Abhiyan, were introduced in 2001 with the aim of achieving the primary education target. The goal of this intervention is to offer basic infrastructure—education—to every child in the state. Sikkim's educational system is largely similar to that of other Indian states and the state has 390 Government Primary Schools and 5,800 primary teachers. English is used as the instruction language. English is taught as the primary language starting in the primary grades. Many state languages, including Lepcha, Bhutia, Nepali, and Limboo, are taught as second languages (gazatteer of Sikkim, 2013).

The following table indicates the number of Primary schools established during the period (1975-2024) in Sikkim.

Table: 4.1.2: Primary Schools in Sikkim (1975-2024)

Sl.No.	Category	1975-76	1994-95	1999-2000	2004-05	2005-06	2023-24
1	Primary (I-V)	228	529	501	502	503	390
2	Total	228	529	501	502	503	390

Source: Education Department, Government of Sikkim

Part B: Headmasters

4.2. Objective II: To study the Present Status of Primary Education in relation to Student's Achievement, Enrolment, Infrastructure, Administration, Community Participation and School Management Committees.

Profile of Headmasters

Table - 4.2.1

Gender

Gender	No. of Headmasters	%
Male	67	67%
Female	33	33%
Total	100	100%

Table 4.2.1 shows distribution by Gender. It is observed that 67% of the headmasters were male and 33% of headmasters were female in Primary Schools.

Figure 4.2.1

Cluster column chart showing the Educational Qualification of the Headmasters in Primary Schools

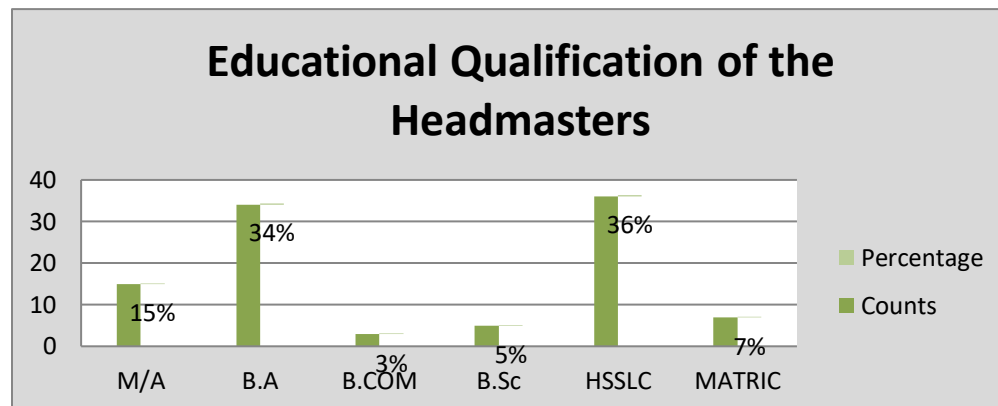


Figure 4.2.1 show that 15% of the headmasters have an Educational Qualification of M.A, 34% of headmasters have an Educational Qualification of B.A, 3% of the headmasters have an Educational Qualification of B.Com, 5% of the headmasters have an Educational Qualification of B.Sc., 36% of the headmasters have an Educational Qualification of class twelve only and 7% of the headmasters have an Educational Qualification of class ten.

Table-4.2.2

Teaching Experiences

Experiences	No. of Headmasters	%
1-10	8	8%
11-20	29	29%
21-30	31	31%
31-40	32	32%
Total	100	100%

According to table 4.2.2, 8% of headmasters have teaching experience of 1-10 years, 29% have teaching experience of 11-20 years, 31% have teaching experience of 21-30 years, and 32% have teaching experience of 31-40 years.

Academic Achievement

Table-4.2.3.

Students' Academic Achievement

Options	Alternative Response	No. of Respondents	%
A	Yes	77	77%
B	No	22	22%
C	Not Sure	1	1%
D	Total	100	100%

As per table 4.2.3 observes that 77% of the headmasters were satisfied with the academic achievement of the students, 22% of the headmasters were not satisfied with the student's academic achievement. And only 1% of headmaster was not sure about the student's academic achievement.

Table-4.2.4

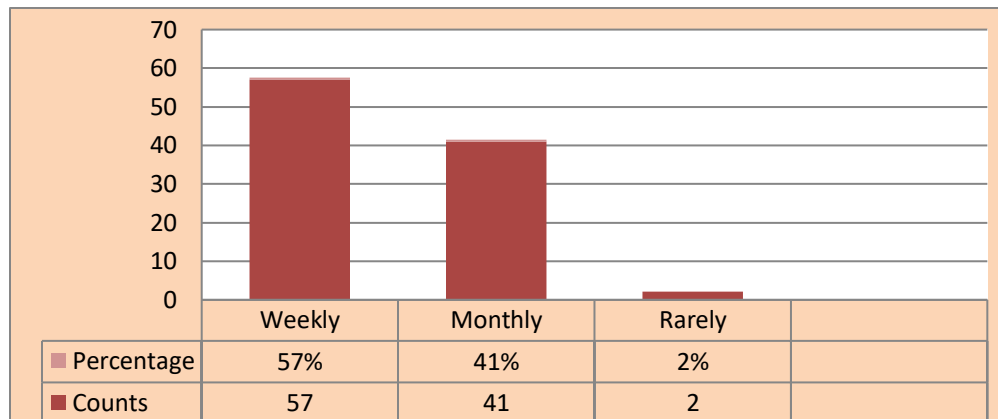
Students perform better if Teachers are effective

Options	Alternative Response	No. of Respondents	%
A	Yes	99	99%
B	No	-	
C	Not Sure	1	1%
D	Total	100	100%

As stated above table 4.2.4 reveals that 99% of the headmasters responded that students perform better, if the teachers are effective in the class. And only 1% of the headmaster was not sure about it.

Figure 4.2.2

Cluster column chart showing the Test Conducted in Class.



The above Figure no. 4.2.2, indicates that 57% of the headmasters responded that they conducted the class test on weekly basis, 41% of the headmasters responded that they conducted class test once in a month and only 2% of the headmasters responded they rarely conducted the class test.

Enrolment/Admission

Table-4.2.5

Total students in School

No. of Students	counts	%
1-9	4	4%
10-19	53	53%
20-29	28	28%
30-39	6	6%
40-49	9	9%
Total	100	100%

Table 4.2.5 shows that 4% of headmasters reported between 1-9 students in the school, 53% reported between 10-19 students in the school, 6% reported 30-39 students in the school, and 9% reported 40-49 students in the school.

Table 4.2.6
Students' Enrolment Satisfactory?

Responses	Counts	%
Yes	41	41%
No	59	59%
Not Sure	-	-
Total	100	100%

Table 4.2.6 shows that 41% of headmasters were satisfied with the enrollment of pupils in their institution. Whereas 59% of headmasters were dissatisfied with student enrollment at the school.

Table 4.2.7
Dropouts

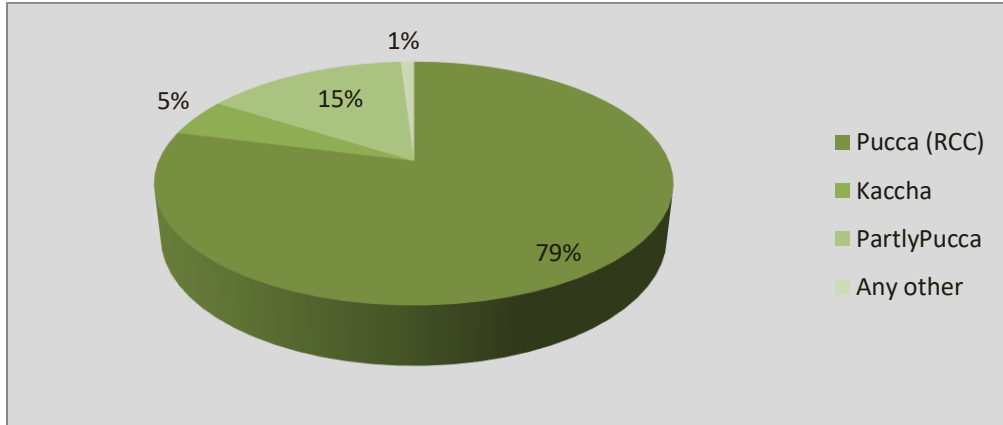
Responses	Counts	%
Yes	2	2%
No	98	98%
Total	100	100%

Table 4.2.7, show that 2% of the headmasters responded that there were dropouts in the schools. Whereas 98% of the headmasters responded there were no dropouts in the schools.

Infrastructure

Figure 4.2.3

Pie Chart showing the Status of School Building in Primary Schools



As per the above Pie Chart 4.2.3, depicts that 79% of the headmasters responded of having Pucca schools building, 5% of the headmasters responded of having Kaccha school building, 15% of the headmasters responded of having partly Pucca school building and 1% of the headmaster responded of having a school building in kaccha rented house.

Table 4.2.8**Infrastructure facilities available in the school**

Items	Responses				Total
	Yes	%	No	%	
Table	83	83%	17	17%	100%
Chair	89	89%	11	11%	100%
Benches	85	85%	15	15%	100%
Desk	84	84%	16	16%	100%
Book Rack	67	67%	33	33%	100%
Library	59	59%	41	41%	100%
Reading corner in library	38	38%	62	62%	100%
Computer	64	64%	36	36%	100%
Projector	7	7%	93	93%	100%
Photo Copy Machine	2	2%	98	98%	100%
Playground	79	79%	21	21%	100%
Drinking Water	100	100%			100%
Separate Toilet	97	97%	3	3%	100%
Teachers' Common Room	73	73%	27	27%	100%
Facilities for CWSN	100	100%			100%

The above table 4.2.8 indicates that 83% of the headmasters responded of having sufficient Tables in the schools, 17% of the headmasters responded of having a

insufficient tables in the schools. 89% of the headmasters responded of having sufficient chairs in the school, 11% of the headmasters responded of having insufficient chairs in the schools. 85% of headmasters responded of having sufficient Benches in the schools, 15% of the headmasters responded of having insufficient Benches in the schools. 84% of the headmasters responded if having a sufficient Desk in the schools, 16% of the headmasters responded of having an insufficient Desk in the schools. 67% of the headmasters responded of having a sufficient Book Rack in the schools whereas 33% of the headmasters responded of having insufficient Book Rack in the schools. 59% of the headmasters responded of having a library in the schools whereas 41% of the headmasters responded of not having a library in the schools. 38% of the headmasters responded of having a reading corner in the library whereas 62% of the headmaster responded of not having a reading corner in library. 64% of the headmasters responded of having computers in the schools whereas 36% of the headmasters responded of not having a computer in the schools. 7% of the headmasters responded having a Projector in the schools whereas 93% of the headmasters responded not having projector in the schools. 2% of the headmasters responded of having a Photo Copy Machine in the schools whereas 98% headmasters responded not having of Photo Copy Machine in the schools. 79% of the headmasters responded of having Playground in the schools whereas 21% of the headmasters responded of not having Playground in the schools. 100% of the headmasters responded of having Drinking Water facilities in the schools. 97% of the headmasters responded of having separate toilets for boys and girls and for teachers in the schools and only 3% of the headmasters responded of not having separate toilets in the schools. 73% of the headmasters responded of having Teachers' Common Room in the schools whereas 27% of the headmasters responded of not having Teachers' Common Room in the schools. All headmasters who answered stated that their schools have accommodations for students with special needs.

Table 4.2.9

Satisfied with infrastructure facilities available in school

Responses	Counts	%
Yes	54	54%
No	46	46%
Total	100	100%

According to table 4.2.9 above, 54% of headmasters expressed satisfaction with the infrastructure amenities in their schools, while 46% expressed dissatisfaction with the same.

Administration

Table 4.2.10

Adequate Office Staff

Responses	Counts	%
Yes	63	63%
No	37	37%
Total	100	100%

As stated above table 4.2.10, reveals that 63% of the headmasters responded of having a adequate office staffs in the schools whereas 37% of the headmasters responded of not having adequate office staffs in the schools

Table 4.2.11

Self Study Report

Responses	Count	%
Yes	76	76%
No	24	24%
Total	100	100%

It is evident from the above table 4.2.11 that 73% of the headmasters responded of preparing self study report whereas 24% of the headmasters responded of not preparing self study report of the school.

Table 4.2.12

Does the School Maintain the Following Records?

Items	Yes	No	Total
Stock Register	100		100%
Admission Register	100		100%
Supervision Book	100		100%
Leave Register	100		100%
Cash Book	100		100%
Receipt Register	100		100%
Account Book	100		100%
Salary register	100		100%
Personal file of Teachers	100		100%
MDM Register	100		100%
Records of Co-Curricular Activities	100		100%

Annual and Terminal plan for both curricular and non-curricular activities	100		100%
Progress Report Card	100		100%
Pupil Attendance Register	100		100%
Parents Meeting Register	100		100%
Eco-Club Register	100		100%
Health Register	100		100%

It is observe from the above table 4.2.12 that 100% of the headmasters responded Stock Register, Admission Register, Supervision Book, Leave Register, Cash Book, Receipt Register, Account Book, Salary register, Personal file of Teachers, MDM Register, Records of Co-Curricular Activities, Annual and Terminal plan for both curricular and non-curricular activities, Progress Report Card, Pupil Attendance Register, Parents Meeting Register, Parents Meeting Register, Health Register etc in the schools.

4.2.13. Important desirable changes in school in last five years

Responses from headmasters on important desirable changes in school in last five years are as follows:

- Construction of new school buildings under progress.
- Construction of ramps for CWSN in the schools.
- Construction of schools protection wall.
- Some schools found the growth in the enrolment.
- Digi- lab and library were constructed.
- Resolve issues with some schools' drinking water systems.
- Better academic performance in the schools.

According to the information provided above, new school buildings, ramps, a school protection wall, a Digi-lab band library, and play fields were constructed at the school. There was also an increase in enrollment in some schools; drinking water

facilities were installed in some schools; and pupils in some schools performed better academically.

Table 4.2.14

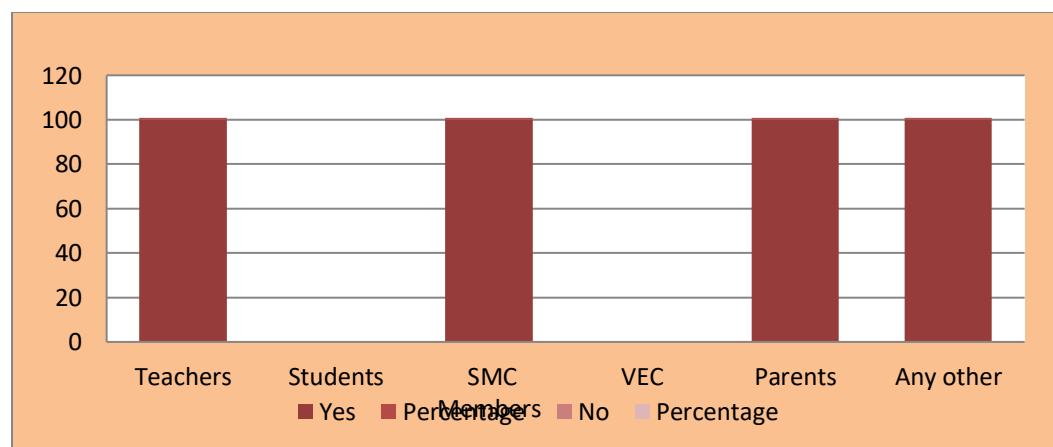
Teachers Support in Academic and Administration work

Responses	Counts	%
Yes	100	100%
No	-	-
Sometime	-	-
Total	100	100%

Table 4.2.14 shows that 100% of the headmasters responded that teachers do support them in Academic and Administration work in the schools.

Figure 4.2.4

Cluster column chart showing the help Headmasters seek to improve School



The Chart 4.2.4 depicts that 100% of the headmasters responded that they seek help from Teachers, SMC Members, Parents and Stakeholders (Panchayats, Communities etc to improve schools.

Finance

Table 4.2.15

Government provides sufficient funds to school

Responses	Counts	%
Yes	-	-
No	100	100%
Total	100	100%

According to the above table 4.2.15, all headmasters (100%) said that the government's funding for the schools is insufficient.

Table 4.2.16

Funds allotted by government authority meet the requirement

Responses	Counts	%
Yes	-	-
No	100	100%
Total	100	100%

As seen in table 4.2.16 above, all headmasters (100%) said that the government-allocated money did not satisfy the needs of their respective schools.

Table 4.2.17

Prepare Annual Budget

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

Approximately all headmasters (100%) indicated that they create an annual budget each year, as seen by table 4.2.17 above.

Table 4.2.18

School's Account Audited Annually

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

It is evident from the above table 4.2.18 that 100% of the headmasters responded of Auditing school's account annually.

Table 4.2.19

Maintain Proper Record of Receipt and Expenditure

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

It is observe from the above table 4.2.19 that 100% of the headmasters responded of maintaining proper record of school's Receipt and Expenditure.

Curriculum

Table 4.2.20

Who Frames the Curriculum of the Primary Education?

Responses	Counts	%
SCERT	100	100%
State Board of primary Education	-	-
Department of Education, Government of Sikkim	-	-
Managing Committee of Primary Education	-	-
Any other	-	-
Total	100	100%

Table 4.2.20 shows that 100% of the headmasters responded that SCERT frames the Curriculum of the Primary Education.

Table 4.2.21

Existing Curriculum Satisfactory

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

The above table 4.2.21 indicates that 100% of the headmasters responded that existing Curriculum is Satisfactory for the Primary schools.

Table 4.2.22

Curriculum Revised? How frequent?

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

As per the above table 4.2.22 that 100% of the headmasters responded that Department do revised the Curriculum but there is no fixed years maintained by the Department.

Table 4.2.23**Teachers Complete prescribed Curriculum on Time**

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

As stated above table 4.2.23 reveals that 100% of the headmasters responded that Teachers always completes prescribe Curriculum in Time.

Table 4.2.24**Co-Curricular activities**

Responses	Yes	%	No	%	Total
Club Activities	62	62%	38	38%	100
Library Activities	100	100%			100
Excursion	26	26%	74	74%	100
Games and Sport	90	90%	10	10%	100
Puzzles Slides	42	42%	58	58%	100
Cultural Competition	100	100%			100
Eco Club	67	67%	33	33%	100
Scout and Guide			100	100%	100
Morning Assembly	100	100%			100
Red Cross			100	100%	100
NCC			100	100%	100
Any Other					

Table 4.2.24 above makes clear that all headmasters (100%) said their school conducted morning assemblies, cultural competitions, and library activities. 38% of headmasters stated that they do not organize club activities in their schools, whilst 62% of headmasters stated that clubs are established by the schools. Seventy-four percent of headmasters said they did not organize excursions for their students, compared to 26 percent who said they did. While 10% of headmasters said they did not conduct games and sports in the school, 90% of headmasters said they did organize these activities. Whereas 58% of headmasters said they did not organize Puzzle Slides in the schools, 42% of headmasters mentioned they did. While 33% of headmasters stated they did not organize Eco Club at their schools, 67% of headmasters stated they did arrange it. All head masters who responded said that they did not have NCC, Red Cross, or Scout and Guide organizations in their schools.

Table 4.2.25

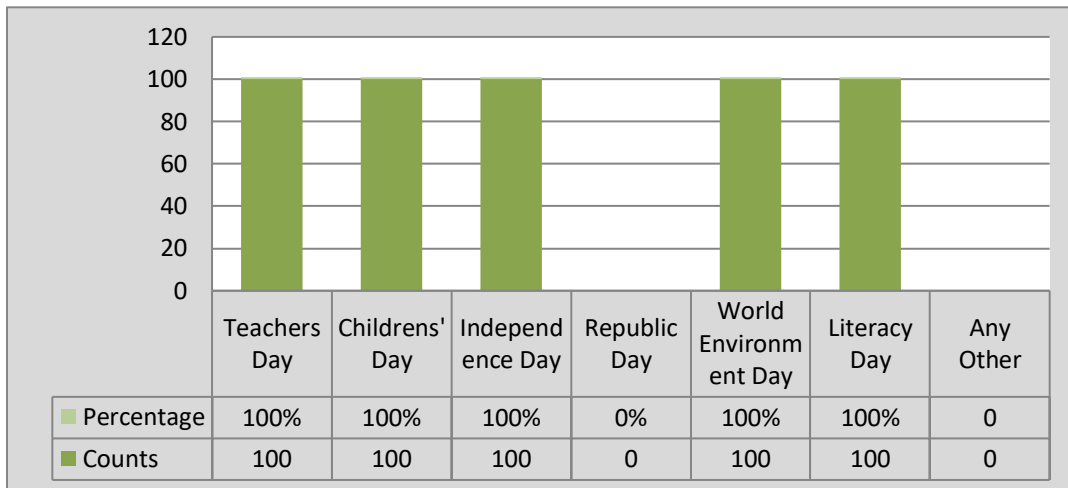
S.U.P.W activities in institutions

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

It is observe from the above table 4.2.25 that 100% of the headmasters responded of having S.U.P.W activities in the institutions.

Figure 4.2.5

Cluster column chart showing the Important Days observed in the School

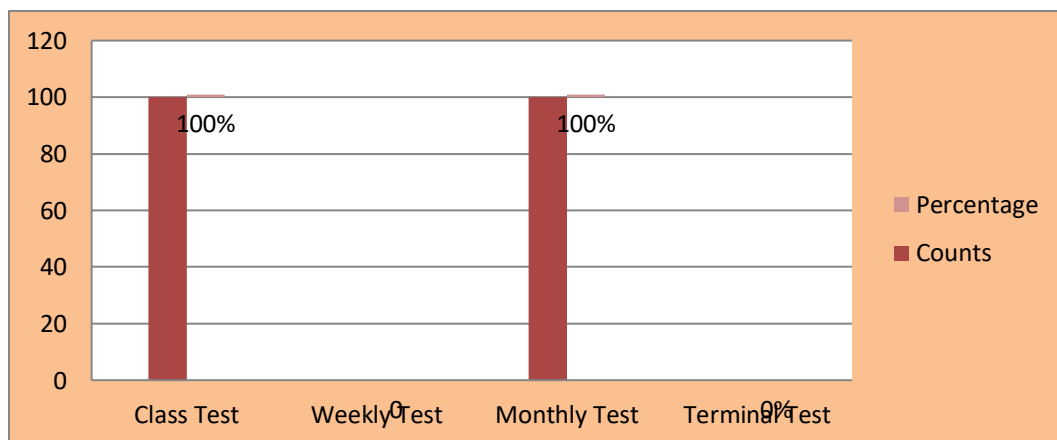


According to the above Chart 4.2.5, all headmasters (100%) said that their schools commemorated significant days such as World Environment Day, Teacher's Day, Children's Day, Independence Day, and Literacy Day.

Examination and Evaluation

Figure 4.2.6

Cluster column chart showing the assessment of students' learning path



As per the above figure 2.2.6 reveals that 100% of the headmasters responded that they assess student's learning Path by Class test and Monthly test in the school.

Table 4.2.26

Types of Examination System

Responses	Counts	%
Annual	-	-
Semester	-	-
Both	100	100%

Table 2.2.26 shows that 100% of the headmasters responded that schools have both Semester and Annual Examination system.

Table 4.2.27

Evaluation of Students' Performance

Responses	Counts	%
By Awarding	-	-
By Grading Mark	-	-
Percentage	-	-
Any other(Both Grading and percentage)	100	100%

The above table 4.2.27 indicates that 100% of the headmasters responded that they evaluate the students' performance through Grading and Percentage in the schools.

Community Participation

Table 4.2.28

Community Collaborates/Participate in various activities in school

Responses	Counts	%
Yes	92	92%
No	8	8%
Total	100	100%

As per the above table 4.2.28 that 92% of the headmasters responded there was community participation in various activities in schools and only 8% of the headmasters responded there was no community participation in various activities in schools.

Table 4.2.29

Community Launch Campaign for Enrolment of Children in locality and village

Responses	Counts	%
Yes	73	73%
No	27	27%
Total	100	100%

As stated above table 4.2.29 reveals that 73% of the headmasters responded that community launch campaign for Enrolment of Children in Locality and Village whereas 27% of the headmasters responded that Community do not launch Campaign for Enrolment of Children in Locality and Village.

Table 4.2.30

Community helps in contributing manpower and material for school

Responses	Counts	%
Yes	64	64%
No	36	36%
Total	100	100%

It is evident from the table 4.2.30 that 64% of the headmasters responded that community helps in contributing Manpower and Materials for schools whereas 36% of the headmasters responded that community do not helps in contributing Manpower and Materials for schools.

Table 4.2.31

Community Encourage School on Wearing Traditional Attire

Responses	Counts	%
Yes	46	46%
No	54	54%
Total	100	100%

It is observe from table 4.2.31 indicates that 46% of the headmasters responded that community do Encourage schools on Wearing Traditional Attire once in a week whereas 54% of the headmasters responded that community do not Encourage schools on Wearing Traditional Attire.

Table 4.2.32

Community Mobilize Resources

Responses	Counts	%
Yes	69	69%
No	31	31%
Total	100	100%

Table 4.2.32 shows that 69% of the headmasters responded that Community does Mobilize Resources for Schools Development whereas 31% of the headmasters responded that Community does not Mobilize Resources for School Development.

Table 4.2.33

Community Contribute Resources for Students' Improvement in Academic Performance

Responses	Counts	%
Yes	57	57%
No	43	43%
Total	100	100%

The above table 4.2.33 indicates that 57% of the headmasters responded community contribute resources for students' improvement in Academic Performance in the schools, 43% of the headmasters responded that community does not contributes resources for students' improvement in Academic Performance in the schools.

Table 4.2.34

Involvement of Community in Schools Promote the Pupils' Achievement

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

As per the above table 4.2.34 that 100% of the headmasters responded there were involvements of community to promote the pupils' achievement in the schools.

Table 4.2.35

Close Participation/Involvement of Community in Administration and Management

Responses	Counts	%
Yes	74	74%
No	26	26%
Total	100	100%

Table 4.2.35 indicates that 74% of headmasters reported that the community was closely involved in school administration and management, while 26% said that the community was not involved in these aspects of school operations.

Table 4.2.36

School gets help from Philanthropist

Responses	Counts	%
Yes	32	32%
No	68	68%
Total	100	100%

It is evident from the above table 4.2.36 that 32% of the headmasters responded schools got help from the Philanthropist, 68% of the headmasters responded that schools does not got help from Philanthropist.

Table 4.2.37

Community willingly helps and Provide useful Resources for school

Responses	Counts	%
Yes	64	64%
No	36	36%
Total	100	100%

It is observe from the above table 4.2.37 that 64% of the headmasters that community willingly helps and provides useful resources for schools, 36% of the headmasters responded that community does not willingly helps and provides useful resources for schools.

4.2.38. Community mobilization can be enhance/improve? Expectations from the community

Responses from the headmasters on community mobilization can be enhance/improve are as follows:

- By including them all in decision-making and school-related activities, it can be strengthened or improved. By planning awareness programs with them, educating them about their significance to the school's growth, and helping them feel that the school is a part of their own community.
- Community should demand infrastructure and sufficient trained teachers for the schools.
- Community can provide financial assist to the schools if required.

- They are able to supply the schools with material resources.

It was revealed from the above that, the community mobilization can be enhanced or improved by making all of them a part of decision making in the schools. Schools were expecting them to raise the demand for infrastructure facilities and for sufficient trained teachers in their locality. Additionally, if necessary, schools want them to donate material or financial resources.

School Management Committee

Table 4.2.39

Schools have SMC Members from Parents Teachers and Local Authority

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

Table 4.2.39 shows that 100% of the headmasters responded that the schools have SMC members from Parents, Teachers and Local Authorities.

Table 4.2.40

School hold meeting with Parents, Teachers and SMC Members

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

The above table 4.2.40 indicates that 100% of the headmasters responded that the schools hold meeting with Parents, Teachers and SMC members.

Table 4.2.41

How often SMC hold meeting with the school staff

Responses	Counts	%
Once a Month	-	-
Once in Every Three Months	82	82%
Once in Every Six Months	18	18%
Total	100	100%

As per the above Table 4.2.41 that 82% of the headmasters responded that once in every six months SMC hold meeting with the school staff, 18% of the headmasters responded that once in every six months SMC hold meeting with the school staff.

Table 4.2.42

SMC help supervising and supporting implementation of school development plan

Responses	Counts	%
Yes	92	92%
No	8	8%
Total	100	100%

As stated above table 4.2.42 reveals that 92% of the headmasters responded that SMC helps in supervising and supporting implementation of school development plan, 8% of the headmasters responded that SMC does not help supervising and supporting implementation of school development plan.

Table 4.2.43

SMC ensure enrolment and attendance of the children

Responses	Counts	%
Yes	88	82%
No	12	12%
Total	100	100%

It is evident from the above table 4.2.43 that 88% of the headmasters responded that SMC ensure enrolment and attendance of the children in school, 12% of the headmasters responded that SMC does not ensure enrolment and attendance of children in school.

Table 4.2.44

SMC monitor that teachers are not burden with non-academic duties

Responses	Counts	%
Yes	78	78%
No	22	22%
Total	100	100%

Table 4.2.44 above shows that 78% of headmasters stated that SMC keeps an eye to make sure teachers have no trouble with non-academic duties, while 22% of headmasters responded that SMC does not keep an eye on this matter.

Table 4.2.45

SMC help monitoring finance, management and academic progress

Responses	Counts	%
Yes	88	88%
No	12	12%
Total	100	100%

Table 4.2.45 shows that 88% of the headmasters responded that SMC helps in monitoring, management and academic progress in the school, 12% of the headmasters responded that SCM does not helps in monitoring, management and academic progress in the school.

Table 4.2.46

Ensure incentives from the govt. benefit to students

Responses	Counts	%
Yes	89	89%
No	11	11%
Total	100	100%

The above table 4.2.46 indicates that 89% of the headmasters responded that SMC ensures that whether all the incentives from the government benefitted to the students in the school, 11% of the headmasters responded that SMC does not ensure that all the incentives from the government benefitted to the students in the school.

Table 4.2.47

School reserve 50% seat to women for SMC

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

As per the table 4.2.47 that 100% of the headmasters stated that the school has set aside 50% of its seats for female SMC members.

Table 4.2.48

SMC ensure regular attendance and punctuality of teachers

Responses	Counts	%
Yes	86	86%
No	14	14%
Total	100	100%

As stated above table 4.2.48 reveals that 86% of the headmasters responded that SMC do ensures regular attendance and punctuality of teachers in the school, 14% of the headmasters responded that SMC does not ensures regular attendance and punctuality of teachers in the school.

Part B: Headmasters

4.3. Objective III: To study the Role of Teachers and their Teaching Methods

Table 4.3.1

Teachers take initiative in helping students to work efficiently

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

It is evident from the above table 4.3.1 that 100% of the headmasters responded that teachers take initiative in helping students to work efficiently.

Table 4.3.2

Teachers provide notes to the students

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

It is observe from the above table 4.3.2 that 100% of the headmasters responded that teachers provide notes to the students in the school.

Table 4.3.3

Teachers conduct test at least once in a month

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

Table 4.3.3 shows that 100% of the headmasters responded that teachers do conduct test at least once in a month in the school.

Table 4.3.4

Teachers consult with parents for improvement of their children

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

The above table 4.3.4 indicates that 100% of the headmasters responded that teachers do consult with the parents for improvement of their children.

Table 4.3.5

Teachers participate in decision making process in the school

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

As per the above table 4.3.5 observe that 100% of the headmasters responded that teachers always participate in decision making process in the school.

Table 4.3.6

Teachers involve in school administration and its functioning

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

As stated above table 4.3.6 reveals that 100% of the headmasters stated teacher involvement in school administration and its operation.

Table 4.3.7

Teachers performing well in the school

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

Table 4.3.7 above makes clear that all headmasters (100%) felt that teachers were doing an excellent job in the school.

Table 4.3.8

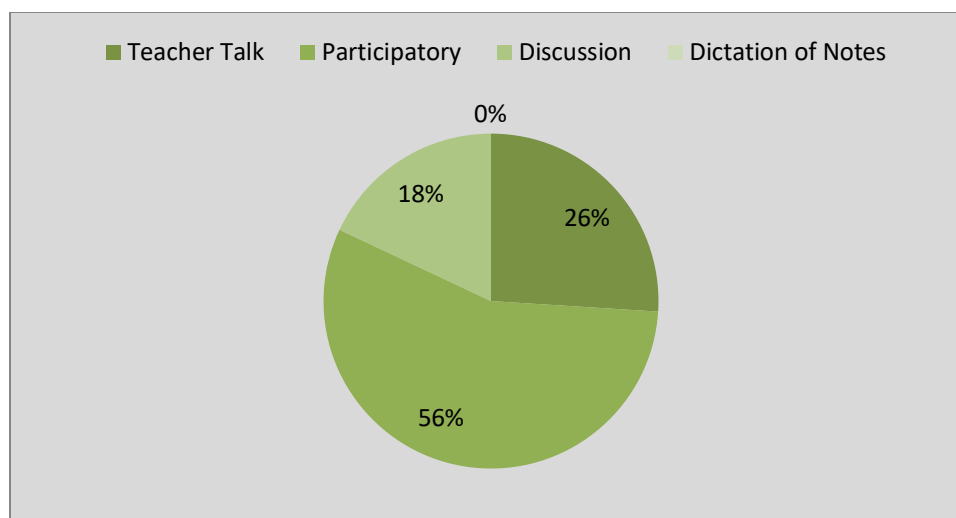
Medium of instruction in the classroom

Responses	Counts	%
English	-	-
Hindi	-	-
Nepali	-	-
Mixed	100	100%
Total	100	100%

Table 4.3.8 shows that 100% of the headmasters responded there were mixed medium of instruction in the classroom.

Figure 4.3.1

Pie chart showing the Methods of Teaching applies in the Classroom



The above figure 4.3.1 indicates that 26% of the headmasters responded that teachers used teacher talk method in the classroom, 18% of the headmasters responded that there were Discussion method used by teachers in the classroom, 56% of the headmasters responded that there were Participatory method of teaching used in the classroom by the teachers.

Table 4.3.9

School provide sufficient teaching aid for teachers

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

The above table 4.3.9 indicates that 100% of the headmasters responded that there were sufficient teaching aids provided by school for the teachers.

Table 4.3.10

Satisfied with teaching method used by teachers

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

Based on the information shown in Table 4.3.10 above, all headmasters (100%) expressed satisfaction with the methods their teachers utilized in the classroom.

Part B: Headmasters

4.4. Objective IV: To Study the Problems Faced by Headmasters

Table 4.4.1

Find any problem relating to Academic Achievement

Responses	Counts	%
Yes	58	58%
No	42	42%
Total	100	100%

As stated above table 4.4.1 reveals that 58% of the headmasters responded that there were problems relating to academic achievement of students in the school, 42% of the headmasters responded that there were no problems relating to academic achievement of the students in the school.

4.4.2. Issues/problem faced by headmaster with regard to enrolment

Due to less population and low birth rate in rural areas, school of that particular areas were facing problems in terms of enrolment and admission.

4.4.3. Problem with regard to infrastructure

Responses from headmasters on problem related to infrastructure in schools are as follows:

- Only some schools do not have proper school buildings, proper play grounds and well fencing in school boundary. Otherwise there was no problem with regards to infrastructure.

As given in the above revealed that some of the schools don't have proper schools building, playground and well fencing in the school boundary.

Table 4.4.4

Problem with regard to Community Participation

Responses	Counts	%
Yes	23	23%
No	77	77%
Total	100	100%

Table 4.4.4 above makes clear that while 23% of headmasters indicated there were issues with community participation in the school, 77% said there were no issues at all.

Table 4.4.5

Problem with regard to SMC

Responses	Counts	%
Yes	8	8%
No	92	92%
Total	100	100%

Table 4.4.5 shows that 8% of the headmasters responded that there problem with regard to SMC in the school, 92% of the headmasters responded that there were no problem with regard to SMC in the school.

Table 4.4.6

Problem relating to no. of Primary Teachers in School

Responses	Counts	%
Yes	56	56%
No	44	44%
Total	100	100%

The above table 4.4.6 indicates that 56% of the headmasters responded there were problem relating to number of primary teachers in the school, 44% of the headmasters responded there were no problem relating to number of primary teachers in the school.

4.4.7. Problem with regard to insufficient teaching aids

Responses from headmasters on problem related to insufficient teaching aids in schools are as follows

- While most schools have enough teaching aids, a small number of schools experienced difficulties because their teachers were unable to create TLMs for every lesson due to a lack of materials.

The comments above indicate that while most schools have enough teaching tools, just a small number of them were experiencing issues with inadequacy.

Table 4.4.8

Problem with regard to conducting Co-Curricular Activities

Responses	Counts	%
Yes	36	36%
No	64	64%
Total	100	100%

According to the above table 4.4.8, 36% of the headmasters expressed difficulty conducting co-curricular activities in the school, while 64% observed no problems.

Table 4.4.9

Problem with regard to conducting Parents-Teachers meeting

Responses	Counts	%
Yes	-	-
No	100	100%
Total	100	100%

As stated above table 4.4.9 shows that 100% of headmasters acknowledged that there was no issue with holding parent-teacher meetings in the institution.

Table 4.4.10

Problem with regard to Funds given by Govt.

Responses	Counts	%
Yes	48	48%
No	52	52%
Total	100	100%

According to table 4.4.10, 48% of the headmasters expressed issues with government finances provided to primary schools, while 52% reported no problems.

4.4.11. Problem with regard to Teachers Absenteeism

Responses from headmasters on problem related to teacher's absenteeism are as follows

- There was no such problem with regards to teachers absenteeism but especially in rural areas due to limited number of teachers, when some teachers couldn't turn up for the class then there were no extra teachers to take proxy to that particular class.

It is evident from 4.4.11 that there were problems of teachers absenteeism in rural schools due to limited numbers of teachers there were no extra teachers to take proxy to that particular class.

Table 4.4.12

Problem in managing institution

Responses	Counts	%
Yes	36	36%
No	64	64%
Total	100	100%

Table 4.4.12 shows that 35% of the heads had the problem in managing institution, 64% of the heads does not have the problem in managing institution.

4.4.13. Problems/challenges experienced in imparting education during pandemic

Responses give by head of the institution on imparting education during pandemic are as follows:

- Online mode of teaching was started by the schools.
- Faced problems as lack of android mobile phone availability in parents or guardians.
- Teachers started home schooling for the students.

It was found out that during pandemic schools started online mode of teaching. Due to lack of android mobile phone availability in parents or guardians the teachers started home schooling for the students.

Part B: Headmasters

4.5. Objective V: To Study the Impact of Central Scheme for Primary Education in Sikkim

Table 4.5.1

School Received Mid Day Meal

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

The above table 4.5.1 indicates that 100% of the headmasters responded that school received Mid Day Meal facility.

Table 4.5.2

Free Text Books, Uniforms etc

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

As per the table 4.5.2 observes that 100% of the headmasters reported that pupils were given free textbooks, uniforms, and other school supplies.

Table 4.5.3

Grant-in –Aid from Govt.

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

As stated above table 4.5.3 reveals that 100% of the headmasters responded that school gets grand-in-aid from the government.

Table 4.5.4

Utilizing Central Scheme Properly

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

It is evident from the table 4.5.4 that 100% of the headmasters responded that schools were utilizing central scheme properly.

4.5.5. Impact of Central Scheme and Programme in the School

Responses from headmaster on impact of central scheme and programme in the schools are as follows

- Helped in boosting enrolment.
- Able to maintained infrastructure or repairing of schools in a minor way.
- Schools were able to purchase stationeries items.
- Helped in achieving the goal of Universalization of Elementary education.

It was discovered that central schemes had a favorable influence, resulting in increased student enrollment at the institution. Schools had the funds to maintain their infrastructure, do minor repairs, and purchase school supplies.

4.5.6. Areas school has improved as a result of implementation of Samagra Shiksha

Responses from headmasters on areas schools has improve as a result of implementation of Samagra Shiksha are as follows

- Helped in School's maintenance, Sanitations, infrastructure, separate toilets for boys and girls. Ramp for CWSN students, improvement in Academics and Extra- Co-curricular activities, started providing quality education; students were regular in the school, less dropout rate in the schools.

As per the responses from the headmasters that, with the implementation of Samagra Shiksha, schools has really improved in the areas of infrastructure viz; separate toilets for boys and girls, School's maintenance, Sanitations and also provided Ramp for CWSN students, there were an improvement in Academics and Extra- Co-curricular activities, schools has started providing quality education etc. It was also discovered that pupils attended school on a regular basis and had a lower dropout rate.

Part B: Headmasters

4.6. Objective VI: Suggestions for improvement of Primary Schools in Sikkim

Suggestions given by 100 headmasters for improvement of Primary Education in Sikkim are as follows:

i. Ensuring basic facilities in schools is crucial for creating a conducive learning environment for students. These facilities include: A well-constructed, safe, and durable building is essential to protect students and staff from the elements and provide a comfortable learning space. Access to clean drinking water is vital for maintaining students' health and well-being. Schools should have safe and hygienic water sources readily available. Having separate toilets for boys and girls ensures privacy and promotes hygiene, which is especially important for adolescent girls. A reliable electricity supply is necessary for lighting, fans, and using electronic devices that enhance the learning experience. A playground provides a space for physical activities, which are important for students' physical development and overall health. A well-stocked library encourages reading habits, supports learning, and provides access to a variety of resources and information. Adequate infrastructure, including desks, chairs, blackboards, and teaching materials, is necessary to support effective teaching and learning. These facilities are fundamental to creating an environment where students can thrive academically and develop holistically.

ii. Providing sufficient funds is essential to ensure that schools can maintain and improve these basic facilities. Adequate funding allows schools to do regular maintenance and repairs of buildings, toilets, playgrounds, and other facilities are crucial to ensure a safe and comfortable environment for students and staff. Funds are necessary for upgrading

and modernizing facilities, such as installing new technology, expanding libraries, or improving sports equipment. Adequate funding allows schools to purchase quality teaching materials, books, and supplies that enhance the learning experience. Funds can be allocated to support extracurricular activities like sports, arts, and clubs, which are vital for the all-round development of students.

iii. Timely supply of textbooks and notebooks is critical to ensure that all students have access to the necessary learning materials right from the start of the academic year.

iv. By appointing language teachers in primary schools, education systems can provide a more comprehensive, inclusive, and effective learning experience that supports the diverse needs of all students.

v. By fostering more cooperation and contribution from parents and the community, schools can build a more dynamic, resource-rich, and supportive environment conducive to student success and holistic development.

vi. Appointing non-teaching staff to assist teachers in the management of the school is crucial for creating an efficient and effective educational environment. Non-teaching staff members play a significant role in supporting both administrative and classroom functions. By appointing non-teaching staff, schools can improve operational efficiency, enhance educational quality, and provide a supportive environment for both teachers and students.

Part C: Teachers

4.7. Objective II: To study the present status of primary education in relation to Student's Achievement, Enrolment, Infrastructure, Administration, Community Participation and School Management Committees.

Profile of Teachers

Table 4.7.1

Gender

Responses	Counts	%
Male	194	32.3%
Female	406	67.7%
Total	600	100%

Table 4.7.1 shows distribution by Gender. It is observed that 32.3% of the Teachers were male and 67.7% of Teachers were female in Primary Schools.

Figure 4.7.1

Column Chart showing the Qualification of Primary Teachers

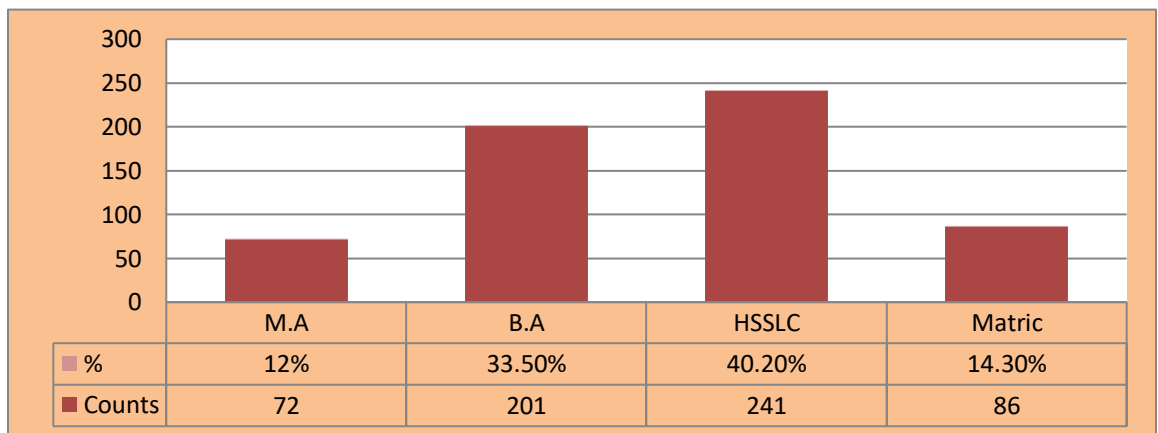
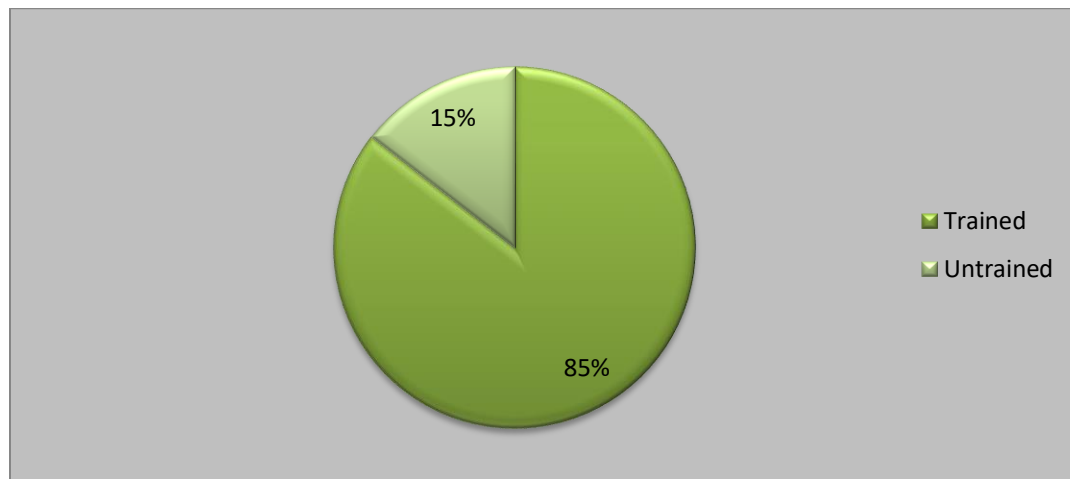


Figure 4.7.1 depicts Qualification of Teachers. It is observed that 12% of Teachers have done M.A, 33.5% have the qualification of B.A, 40.2% of the Teachers have the qualifications of class twelve and 14.3% of Teachers have the qualifications of class ten.

Figure 4.7.2

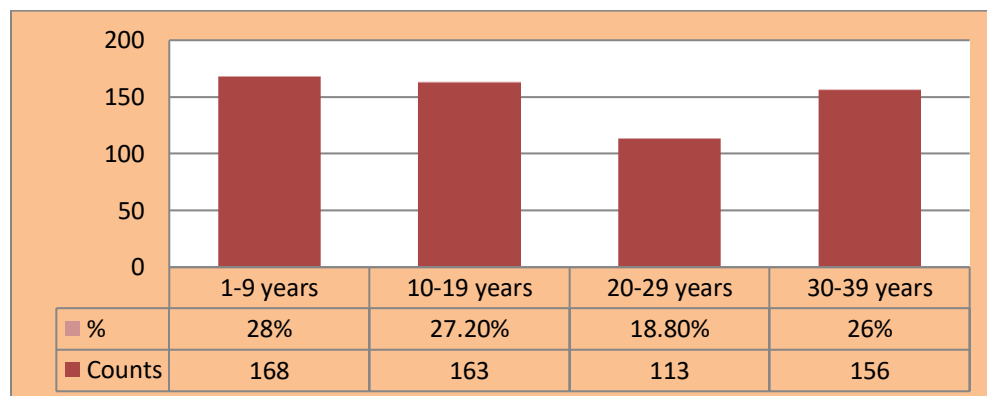
Pie chart showing the Trained/Untrained teachers of primary school



As stated above Figure 4.7.2 reveals Distribution by Trained/Untrained Teachers. 85.5% of the Teachers were Trained and 14.5% of the Teachers were Untrained in Primary Schools.

Figure 4.7.3

Column Chart showing the Teaching Experiences of Primary Teachers



As stated above figure 4.7.3 indicates distribution by Teaching Experiences. 28% of the Teachers have teaching experience between 1 to 9 Years, 27.2% of the teachers have

teaching experience of 10 to 19 years, 18.8% of teachers have teaching experience of 20 to 29 years, 26% of teachers have teaching experience of 30 to 39 years.

Figure 4.7.4

Pie Chart showing the Regular and Probationary Primary Teachers

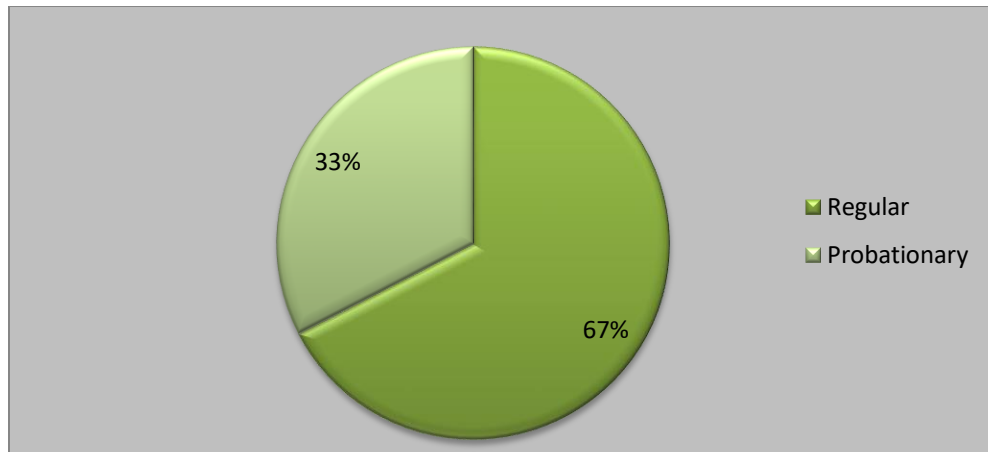


Figure 4.7.4 shows distribution by Regular/Probationary Teachers. 67.3% of the teachers were regular and 32.7% teachers were probationary in primary schools.

Table 4.7.2

Cordial Relationship with Head of Institution

Responses	Counts	%
Yes	600	100%
No	-	-
Total	600	100%

The above table 4.7.2 indicates that 100% of the teachers have cordial relationship with the institution's head.

Table 4.7.3

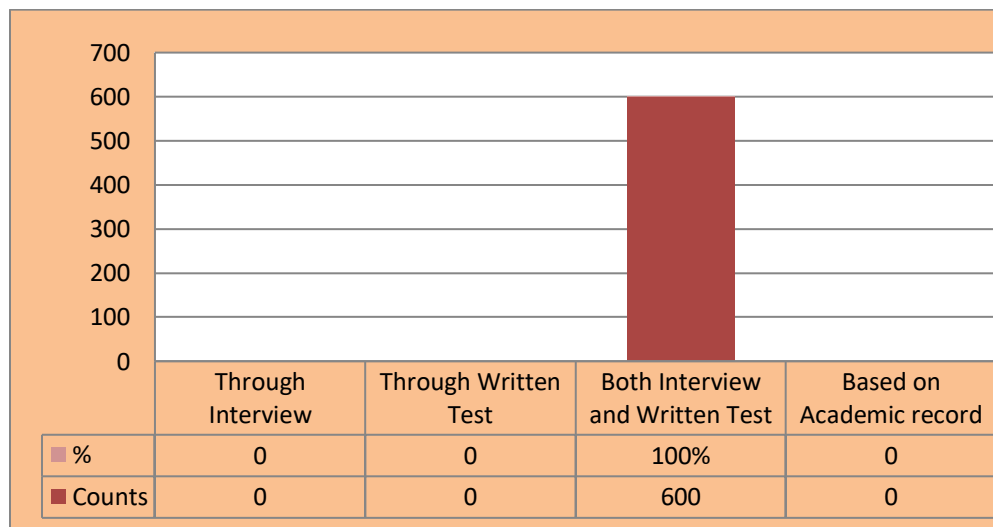
Relationship with the Students

Responses	Counts	%
Very Good	600	100%
Good	-	-
Average	-	-
Poor	-	-
Total	600	100%

As per above table 4.7.3 observes that 100% of the teachers have very good relationship with their students.

Figure 4.7.5

Column Chart showing how Primary Teachers get appointed in the School



The above figure 4.7.5 indicates 100% of the teachers responded that they got appointed through interview and written test.

Table 4.7.4

Satisfied with the nature of Appointment

Responses	Counts	%
Yes	600	100%
No	-	-
Total	600	100%

As stated above table 4.7.4 reveals, 100% of the teachers were satisfied with the nature of appointment in Primary Schools.

Table 4.7.5

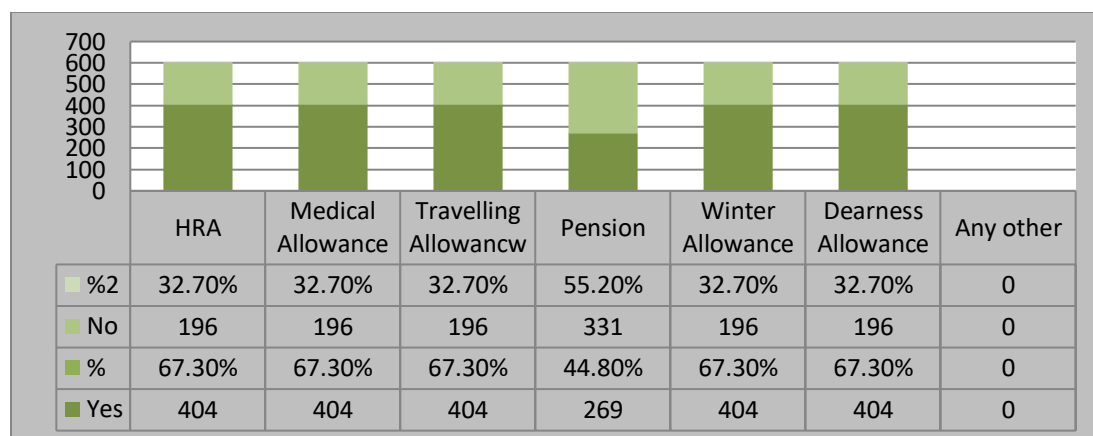
Receive your salary regularly

Responses	Counts	%
Yes	600	100%
No	-	-
Total	600	100%

Table 4.7.5 makes it clear that all teachers were paid on schedule.

Figure 4.7.6

Column Chart showing the Benefits provide to the Primary Teachers



As per above figure 4.7.6 depicts 67.3% teachers responded that they received HRA, 32.7% of teachers responded that they do not received HRA. 67.3% of teachers responded that they got Medical allowance, 32.7% of teachers responded that they doesn't have Medical Allowance. 67.3% of teachers responded that they received Travelling Allowance, 32.7% of teachers responded that they doesn't get Travelling Allowance. 67.3% of teachers responded that they received Winter Allowance, 32.7% of teachers responded that they doesn't get Winter Allowance. 67.3% of teachers responded that they received Dearness Allowance, 32.7% of teachers responded that they doesn't get Dearness Allowance.

Table 4.7.6

Teachers' Common Room Large Enough to accommodate all Teachers

Responses	Counts	%
Yes	387	64.5%
No	213	35.5%
Total	600	100%

Table 4.7.6 shows 64.5% teachers responded that teachers' common room were large enough to accommodate all teachers in a room, 35.5% of teachers responded that teachers' common room is not large enough to accommodate all teachers in a room.

Table 4.7.7

Teachers' Common Room provided with following facilities

Responses	Yes	%	No	%	Total
Magazine	-		600	100%	100%
Newspaper	-		600	100%	100%
Locker for each Teachers	387	64.5%	213	35.5%	100%
Reading Room	600	100%	-	-	100%
Writing Table	600	100%	-	-	100%
Any other	-	-	-	-	-

The above table 4.7.7 indicates 100% of the teachers responded that there were reading and writing table available for them, 64.5% of the teachers were having locker in the staff's room. Whereas 100% of the teachers responded of not having magazine and newspapers in the teachers common room and 35.5% of the teachers were not having a locker in their common room.

Table 4.7.8

Satisfied with the existing Infrastructure provision for the teachers

Responses	Counts	%
Yes	407	67.8%
No	193	32.2%
Total	600	100%

As per the table 4.7.8 observes 67.8% of teachers responded that they were satisfied with the existing infrastructure provision for the teachers, 32.2% of teachers were not satisfied with the existing infrastructure provision for the teachers.

Table 4.7.9

Enjoy Leave facilities

Responses	Counts	%
Yes	600	100%
No	-	-
Total	600	100%

As stated above table 4.7.9 reveals 100% of teachers responded that they enjoy leave facilities provided to them

Table 4.7.10

Leave Facilities Available

Responses	Counts	%
Medical Leave	600	100%
Half Day Leave	600	100%
Study Leave	600	100%
Maternity Leave	600	100%
Casual Leave	600	100%
Extra Ordinary Leave	600	100%
Preparatory to Retirement Leave	600	100%
Total no. of Respondents	600	100%

It is evident from the table 4.7.10 that 100% of teachers indicated that the school offered medical, half-day, study, maternity, casual, extra ordinary, and preparatory leave options in addition to retirement leave.

Table 4.7.11

Leave permitted in One Working Year

Responses	Counts	%
Casual Leave	600	100%
Medical Leave	600	100%
Earned Leave	600	100%
Exam Leave	600	100%
Total no. of Respondents	600	100%

Table 4.7.11 shows that 100% of teachers said they were allowed to take one working year off from work for medical, earned, casual, or exam purposes.

Students' Achievement

Table 4.7.12

Satisfied with the student's academic achievement

Responses	Counts	%
Yes	433	72.2%
No	167	27.8%
Not Sure	-	-
Total	600	100%

As per the above table 4.7.12, 72.2% of teachers felt satisfied with the student's academic achievement, while 27.8% were dissatisfied.

Table 4.7.13

Students perform better if teachers are effective in the classroom

Responses	Counts	%
Yes	600	100%
No	-	-
Not Sure	-	-
Total	600	100%

As stated above table 4.7.13 reveals that 100% of the teachers think that the students can perform better if the teachers were effective in the classroom.

Enrolment

Table 4.7.14

Satisfied with the student's enrolment in the school

Responses	Counts	%
Yes	417	69.5%
No	183	30.5%
Not Sure	-	-
Total	600	100%

As per the above table 4.7.14 shows that 30.5% of teachers were satisfied with the number of kids enrolled in the school, while 69.5% of teachers were not happy with it.

Infrastructure

Table 4.7.15

School has sufficient furniture as state below

Items	Yes	%	No	%	Total
Pucca Building	474	79%	126	21%	100%
Kaccha Building	30	5%	570	95%	100%
Partly Pucca	96	16%	504	84%	100%
Tables	600	100%	-	-	100%
Chairs	600	100%	-	-	100%
Benches	600	100%	-	-	100%
Desk	600	100%	-	-	100%
Book Rack	414	69%	186	31%	100%
Library	354	59%	246	41%	100%
Computer	384	64%	216	36%	100%
Playground	578	96.3%	22	3.7%	100%
Drinking Water	600	100%	-	-	100%
Separate toilets	582	97%	18	3%	100%
Teachers Common Room	483	80.5%	117	19.5%	100%

It was evident from the above table 4.7.15 100% of the teachers responded that there were sufficient tables, chairs, benches, desk and drinking water facilities in the school. 79% of the teachers responded that the schools have Pucca building (RCC). 16% of the teachers responded of having partly pucca build and 5% of the teachers responded that the schools have Kaccha building. 69% of the teachers responded of having book rack in the schools. 59% of the teachers responded of having library in the schools. 64% of the teachers responded there were computer in the schools. 96.3% of the teachers responded of having playground in the schools. 97% of the teachers responded there were separate

toilets in the schools. 80.5% of the teachers responded of having teacher's common room in the schools.

Whereas 31% of the teachers responded of not having book rack in the school. 41% of the teachers responded there was no library in the school. 36% of the teachers responded of not having computers in the school. 3.7% of the teachers responded there was no playground in the school. 3% of the teachers responded of not having separate toilets in the school. 19.5% of the teachers responded there was no teacher's common room in the school.

Administration

Table 4.7.16

Support in academic and administrative work

Responses	Counts	%
Yes	600	100%
No	-	-
Sometimes	-	-
Total	-	100%

The above table 4.7.16 indicates that 100% of the teachers responded that they provide support in academic and administrative work in the school.

Finance

Table 4.7.17

Govt. provides sufficient funds to school.

Responses	Counts	%
Yes	-	-
No	600	100%
Total	600	100%

As per the table 4.7.17 observes that 100% of the teachers responded that the government doesn't provide sufficient funds to school.

Curriculum

Table 4.7.18

Existing curriculum satisfactory

Responses	Counts	%
Yes	421	70.2%
No	179	29.8%
Total	600	100%

As state above table 4.7.18 reveals that 70.2% of the teachers expressed satisfaction with the current curriculum, while 29.8% expressed dissatisfaction with it.

Examination

Table 4.7.19

Types of examination system

Types	Counts	%
Annual	-	-
Semester	-	-
Both	600	100%
Total	600	100%

It is evident from the table 4.7.19 that 100% of the teachers responded of having both semester and annual examination system in the school.

Community Participation

Table 4.7.20

Community collaborates/participate in various activities of the school

Responses	Counts	%
Yes	413	68.8%
No	187	31.2%
Total	600	100%

According to Table 4.7.20, 68.8% of teachers reported that the community collaborates/participates in various school activities, whereas 31.2% said that the community does not collaborate/participate in various school activities.

Table 4.7.21

Community launches the campaign for enrolment of children in the locality

Responses	Counts	%
Yes	413	68.8%
No	187	31.2%
Total	600	100%

As stated above table 4.7.21 reveals that 68.8% of the teachers responded that community do launched the campaign for enrolment of children in the locality whereas 31.2%` of the teachers responded that community doesn't launched campaign for enrolment of children in the locality.

Table 4.7.22

Community helps in contributing of man power and material

Responses	Counts	%
Yes	413	68.8%
No	187	31.2%
Total	600	100%

Table 4.7.22 shows that 68.8% of the teachers responded that the community help in contributing of manpower and materials for schools building, repairing of school, fencing playground, general maintenance etc in the school whereas 31.2% of the teachers responded that the community help in contributing man power and materials to the school.

School Management Committee

Table 4.7.23

School has SMC members from parents, teachers and local authority

Responses	Counts	%
Yes	600	100%
No	-	-
Total	600	100%

It is evident from the table 4.7.23 that 100% of the SMC members were from parents, teachers and local authority.

Table 4.7.24

School hold meeting with parents, teachers and SMC members

Responses	Counts	%
Yes	600	100%
No	-	-
Total	600	100%

As per the above table 4.7.24 reveals that 100% of the teachers responded that school hold meeting with parents, teachers and SMC members.

Part C: Teachers

4.8. Objective III: To study the role of teachers and their teaching methods

Table 4.8.1

Provides notes to the students

Responses	Counts	%
Yes	600	100%
No	-	-
Total	600	100%

The above table 4.8.1 indicates that 100% of teachers responded that they provide notes to the students.

Table 4.8.2

Conduct class test at least once in a month

Responses	Counts	%
Yes	600	100%
No	-	-
Total	600	100%

As per above table 4.8.2 observes that 100% of teachers responded that they conduct class test at least once in a month.

Table 4.8.3

Give individual attention to the students

Responses	Counts	%
Yes	600	100%
No	-	-
Total	600	100%

As stated above table 4.8.3 reveals that 100% of teachers responded that they give individual attention to every student in the classes.

Table 4.8.4

Check homework regularly

Responses	Counts	%
Yes	600	100%
No	-	-
Total	600	100%

Table 4.8.4 makes clear that all teachers (100%) mentioned they checked students' homework on a frequent basis.

Table 4.8.5

Consult with parents for improvement of their children

Responses	Counts	%
Yes	600	100%
No	-	-
Total	600	100%

Table 4.8.5 shows that 100% of teachers responded that they consult with parents for the improvement of their children.

Table 4.8.6

Participate in the Decision making process in the School

Responses	Counts	%
Yes	600	100%
No	-	-
Total	600	100%

Table 4.8.6 above shows that all teachers (100%) agreed they take part in the school's decision-making process.

Table 4.8.7

Teachers should be given more power in decision making in relation to teaching, administration and any other.

Responses	Counts	%
Yes	600	100%
No	-	-
Total	600	100%

As per the table 4.8.7 observes that 100% of teachers responded that teachers should be given more power in decision making in relation to teaching, administration and any other activities.

Table 4.8.8

Involve in school administration and its functioning

Responses	Counts	%
Yes	600	100%
No	-	-
Total	600	100%

As stated above table 4.8.8 reveals that 100% of teachers responded that they involved in school administration and it's functioning.

Table 4.8.9

Ensure students' active participation in classes

Responses	Counts	%
Yes	600	100%
No	-	-
Total	600	100%

According to table 4.8.9, all teachers (100%) stated they make sure their pupils participate actively in class.

Table 4.8.10

You have freedom to teach in your own class

Responses	Counts	%
Yes	600	100%
No	-	-
Total	600	100%

Table 4.8.10 shows that 100% of teachers responded that they have freedom to teach in their own style in the classes.

Table 4.8.11

Method of teaching follows in the Classes

Options	Counts	%	Total no. of Respondents
Teacher Talk	365	60.8%	600
Participatory	478	79.7%	600
Demonstration	388	64.7%	600
Discussion	289	48.2%	600
Dictating Notes	-		-
Any other	-		-

Table 4.8.11 shows that 60.8% of teachers employed the Teachers Talk method of instruction in the classroom. In the classroom, 79.7% of teachers used a participatory teaching technique. 64.7% of teachers employed the demonstration technique of teaching in the classroom. 48.2% of teachers employed the discussion approach of teaching in the classroom.

4.8.12. Different Kind of Teaching tools used during teaching

Responses of Teachers on different kind of teaching tools used during teaching are as follows:

- Chart Paper, Pointer, white board, Marker, Models, Locally available items, audio-visual devices, Picture cards, Crafts etc.

It was discovered that chart paper, pointers, white boards, markers, models, locally available materials, audio-visual equipment, picture cards, and crafts were among the resources used by teachers during instruction.

Table 4.8.13

Modern Teaching tools effective in the teaching-learning process

Responses	Counts	%
Yes	600	100%
No	-	-
Total	600	100%

As per the table 4.8.13 observes that 100% of teachers think that modern teaching aids are effective in teaching-learning process.

Part C: Teachers

4.9. Objective IV: To examine the problem faced by Teachers in Primary School

Table 4.9.1

Any problem in adjusting in the school

Responses	Counts	%
Yes	-	-
No	600	100%
Total	600	100%

As stated above table 4.9.1 reveals, 100% of the teachers were having no problem in adjusting in the schools.

4.9.2. Problem Faced in the classroom

Responses of teachers on problem faced by them in the classroom are as follows:

- No separate classroom available for each class. Multiple classes are united in a single room.
- Some students are slow learner and can't keep up with general pace of learning.

The comments from the teachers indicated that they faced several challenges because the schools did not provide separate classrooms for each class; instead, a single room was used for several sessions. Additionally, it was discovered that some students find it difficult to keep up with the classroom's fast-paced atmosphere.

Table 4.9.3

Face any problems in relation to your work load

Responses	Counts	%
Yes	-	-
No	600	100%
Total	600	100%

Table 4.9.3 makes clear that every single instructor who responded said they have no issues with their workload.

4.9.4. Problem with regard to insufficient of teaching aids provided by school authority.

It was discovered that there was no issue with teachers not having enough instructional resources. There are enough resources available to teachers in schools to execute their lessons.

4.9.5. Problem faced while organizing Co-Curricular activities in the school

Responses from teachers on problem faced while organizing co-curricular activities in the school are as follows:

- Due to less number of students and unavailable of playgrounds in some schools as such school is facing difficulties in organizing co-curricular activities

From the responses of the teachers it was found that teachers had difficulty in scheduling co-curricular activities due to a low student population in the schools and the lack of a playground in some schools.

Table 4.9.6

Common teaching-learning problem observed amongst the students

Responses of teachers on common teaching-learning problem observed amongst the students and its remedial measures are as follows:	
Problems	Remedial Measures
Students doesn't concentrate , doesn't understand, weak in reading and writing, cant converse in proper English, some students remain absent most of the time.	Told them to listen proper while teaching, told them to ask if unable to understand, explain them to write what they have understood and learnt and encourage them to learn at home

Table 4.9.6 above shows that teachers' most common complaints about students' teaching-learning difficulties were that they were not paying attention in class, did not understand, had poor reading and writing skills, could not speak in proper English, and some of them missed most of the day. In order to address students' challenges with teaching and learning, teachers also provided corrective tactics. These included educating students to pay attention during class, to ask questions if they had any doubts, to record their learning, and to be encouraged to learn at home.

Table 4.9.7

Facing any problem in connection to examination and evaluation

Responses	Counts	%
Yes	-	-
No	600	100%
Total	600	100%

Table 4.9.7 shows, 100% of teachers reported having no issues with assessments or exams.

Main problem faced in the school

Responses from teachers on main problem face by them in the school are as follows:

- Insufficient rooms for every classes, no electricity in the school, no play ground, unable to conduct ICT-integrated classes, shortage of teachers etc. in rural schools.

It was revealed from the teacher's responses that, the main challenges teachers faced in the school were insufficient rooms for all classes especially in rural schools, no electricity, no playground, inability to conduct ICT-integrated classrooms, teacher shortage, and so on in remote schools.

Part C: Teachers

4.10. Objective V: To study the impact of Central schemes and programmes in primary education.

Table 4.10.1

School provide Mid-Day Meal

Responses	Counts	%
Yes	600	100%
No	-	-
Total	600	100%

It was evident from the table 4.10.1 that 100% of the teachers responded that the school provides Mid-day meal for the students.

Table 4.10.2

Students receive free text books, uniform etc

Responses	Counts	%
Yes	600	100%
No	-	-
Total	600	100%

Above table 4.10.2 indicates that 100% of the teachers said that the kids were given free textbooks, uniforms, and other supplies each year.

Table 4.10.3

School utilize central Schemes properly

Responses	Counts	%
Yes	600	100%
No	-	-
Total	600	100%

As per the above table 4.10.3 reveals that 100% of teachers stated that the schools made proper use of the central schemes.

Part C: Teachers

4.11. Objective VI: Suggestions for the improvement of Primary Education in Sikkim.

Following were the suggestions given by the Teachers regarding the improvement of Primary Education in Sikkim.

- i. Regularity and punctuality are essential characteristics for head teachers and anyone in a leadership capacity in an educational context. When head teachers constantly arrive on

time and maintain a regular presence, they set a good example for both staff and pupils. This dependability contributes to the school's seamless operation and the timely resolution of any concerns. It also promotes trust and respect within the school community, resulting in a good climate conducive to learning and development.

ii. Sufficient finances and infrastructure must be supplied. By providing these resources, schools can improve educational outcomes and foster a more supportive environment for both students and staff.

iii. Appointing qualified instructors is critical to maintaining a high-quality education. Ensuring that teachers are well-trained and supported in their professional development is critical to achieving educational excellence and creating a healthy learning environment.

iv. Members of School Management Committee (SMC) must be sincere and dedicated to ensure effective school governance and development. Overall, the effectiveness of an SMC is heavily reliant on the devotion and integrity of its members. Their active and dedicated participation can result in significant advances and support for the school's mission and goals.

v. Providing adequate teaching aids and facilities is critical for generating a productive and efficient learning atmosphere. Investing in these resources promotes a more effective and supportive learning environment, which improves both teaching and learning results.

vi. Effective monitoring, inspection, and supervision are vital for maintaining high educational standards and ensuring that schools run smoothly. An organized approach to monitoring, inspection, and supervision is critical for continuously improving educational processes and a school's overall efficacy.

Part D: Parents

4.12. Analysis based on Interview Schedule from Parents

The investigator interviewed the parents of primary school students related to problems faced by them. Following were the points highlighted and discussed in relation to the present study in Sikkim.

Table 4.12.1

Child likes to be in School

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

According to Table 4.12.1, all parents indicated that their children enjoy attending school.

Table 4.12.2

Staffs treat child with fair and respect

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

As per table 4.12.2 indicates that 100% of the parents responded that the school's staffs treat their child with fair and respect.

Table 4.12.3

Feel child safe at the School

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

The above table 4.12.3 Observes that 100% of the parents feels their child were safe in the schools.

Table 4.12.4

Child making good progress at the school

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

As stated above table 4.12.4 reveals that 100% of the parents responded their children were making good progress at the school.

Table 4.12.5

Study hour maintained at home

Responses	Counts	%
Yes	76	76%
No	24	24%
Total	100	100%

It is evident from the table 4.12.5 that 76% of the parents maintained study hours at home. 24% of the parents responded that they don't maintained study hour at home.

Table 4.12.6

Supervise home work of your Child

Responses	Counts	%
Yes	41	41%
No	59	59%
Total	100	100%

It is observe from table 4.12.6 that 41% of the parents supervised their child to do home work at home. 59% of the parents don't supervise their child to do home work at home.

Table 4.12.7

Satisfied with the education provided by the school

Responses	Counts	%
Yes	63	63%
No	37	37%
Total	100	100%

Table 4.12.7 reveals that 63% of parents expressed satisfaction with the standard of education their children received from the schools. The quality of instruction offered by the schools did not satisfy 37% of the parents.

Table 4.12.8

Free text books, school uniforms, mid day meal etc

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

As per table 4.12.8 indicates 100% of parents claimed that their kids receive free textbooks, school supplies, midday meals, etc.

Table 4.12.9

Received regular feedback from school

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

The above table 4.12.9 observes that 100% of parents reported receiving regular input from their schools.

Table 4.12.10

Satisfied with Quality of Teaching

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

As stated above table 4.12.10 reveals that 100% of parents expressed satisfaction with the standard of instruction provided by the schools.

Table 4.12.11

Satisfied with the school

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

It is evident from the table 4.12.11 that 100% of the parents were satisfied with the schools.

Table 4.12.12

Fee Structure of school a burden for Parents

Responses	Counts	%
Yes	-	-
No	100	100%
Total	100	100%

As can be seen from table 4.12.12, all parents (100%) said they were not burdened by the pricing structure.

Table 4.12.13

Good Relation with Headmasters and Teachers

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

Table 4.12.13 shows that 100% of the parents have good relationship with headmasters and teachers.

Table 4.12.14

Organize awareness programme /meetings about new schemes

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

As per table 4.12.14 indicates 100% of the parents responded that schools organized awareness programmes and meetings about new schemes for them.

Table 4.12.15

Aware of new schemes and programmes

Responses	Counts	%
Yes	100	100%
No	-	-
Total	100	100%

The above table 4.12.15 observes that 100% of the parents were aware of new schemes and programmes

Table 4.12.16

Problem faced by Parents

Responses	Counts	%
Yes	63	63%
No	37	37%
Total	100	100%

As stated above table 4.12.16 reveals 37% of the parents didn't face any problems whereas 63% of the parents responded that some schools lack appropriate space or facilities for sports and extracurricular activities, which are essential for overall development. There is frequently a shortage of skilled teachers, especially in distant locations. Some parents may lack enough literacy abilities themselves, making it difficult for them to support their children's education at home. And it was also found that they

were not in a position to provide tuition for their children because of the poor background.

4.13. Suggestions from Parents

Following were the suggestions given by Parents for improvement of Primary Education in Sikkim.

- i. Teach digital literacy, critical thinking, and problem-solving skills to prepare students for the future.
- ii. Offer periodic workshops for instructors to keep them up to date on the newest teaching approaches and educational technology.
- iii. Ensure schools have sufficient textbooks, notebooks, stationery, and other learning materials.
- iv. Improve school infrastructure, including classrooms, toilets, and playgrounds, to create a safe and healthy environment for students.
- v. Conduct regular meetings to discuss students' progress and get feedback from parents on school activities.
- vi. Promote sports, arts, music, and other extracurricular activities to ensure the overall development of children.

Part E: Officials Samagra Shiksha

4.14. Analysis based on Interview Schedule from Samagra Shiksha Officials

Interview with director of primary education could not be conducted due to his busy schedule. He, instead, directed to conduct the interview with the Joint Director and other member of the Directorate of Primary Education, Sikkim. The investigator interview the Joint Director of Primary Education related to school Administration and Finance, Academic and Central Schemes and Programmes. Following were the points highlighted and discussed in relation to the present study in Sikkim.

4.14.1 Interview reports from Joint Director of Primary Education:

4.14.1-1. Administration

1. Based on the experiences shared by the concerned officer, that the Administrative Structure of Primary Education has separate Directorate in the State. The structure is as follows:

- i. Director Elementary Education at State Level
- ii. Chief Education Officers at District Level
- iii. Joint Directors at Sub Divisional Level
- iv. BRC at BAC Level
- v. CRC at Cluster Level

2. From the viewpoint expressed by the Joint Director. The policy for recruitment of teachers is framed by as per NCTE norms and as per Primary Teacher Recruitment Board, SSTRB. This requires Diploma in Elementary Education with STET.

3. Based on the viewpoint expressed by the administrator. The State Government does set up the State Council of Primary Education. It was set up in 20.09.2013 vide notification No. 168/HRDD (HQ).

4. As per his Viewpoint Education Department is satisfied with the present procedure adopted by the state government towards development of Primary Education in Sikkim.

4.14.1-2. Finance

Table 4.14.1-1

Grants embarked for primary schools in the last 5 years

Years	Total amount of fund	Amount allotted to each Districts
2019-2020	Rs. 2,506,198	East: 582247
		West: 889571
		South: 678145
		North: 335135
2020-2021	Rs. 4,119,597	East: 1496330
		West: 886940
		South: 1183477
		North: 520386
2021-2022	Rs. 3,817,048	East: 1181076
		West: 968938
		South: 1249803
		North: 377231
2022-2023	Rs. 4,178,470	East: 1516735
		West: 959653
		South: 1189067
		North: 463015

As per data provided by the Joint Director in the above table 4.14.3-1 indicates that total Rs. 2,506,198 was sanctioned during 2019-2020, in which each districts East, West, South and North received the amount (582247, 889571, 678145 and 335135) respectively. During 2020-2021 total amount of fund granted was Rs. 4,119,597 and each districts East, West, South and North received the amount (1496330, 886940, 1183477, and 520386) respectively. In the same way in 2021-2022 total amount of fund granted was Rs. 3,817,048 and each district East, West, South and North received

(1181076, 968938, 1249803, 377231) respectively. During 2020-2023 total amount of fund granted was Rs. 4,178,470 in which each districts East, West, South and North received the amount (1516735, 959653, 1189067 and 463015) respectively.

4.14.1-3 Academic

- i. According to the Joint Director and other members, the state's primary education goals are to raise learning standards, provide excellent education, and ensure 100% enrollment in primary schools.
- ii. As shared by the Officers, the Directorate of Primary Education under Education Department set up to address the concern of Primary Education in the State.
- iii. As per the Officers, the inspection reports are submitted to the District Education Office.
- iv. As per the Administrator, there were no complaints so far with regard to the Primary School in State.
- v. As per the Officers, Low Enrolment of the students in the schools was detected during the course of inspection in the Primary Schools.

4.14.1-4. Central Schemes and Programmes

- i. As per the administrator, after the implementation of central schemes and programmes they saw increase in Enrolment and Attendance due to PM Poshan scheme. There were improvements in Health condition due to various health programmes in the schools and saw the improvement in infrastructure and quality of learning as well.
- ii. As per the administrator, schools were utilizing the Central Schemes Properly.
- iii. As per the Officers, the areas, schools has significantly improved as a result of the implementation of Samagra Shiksha were, increase in Enrolment, improvement in Quality Education and Improvement in learning facilities by providing properly equipped labs, smart classroom, solar electricity etc.

4.14.1-5. Suggestions from Officials

Following were the suggestions given by Samagra Shiksha Official for improvement of Primary Education in Sikkim.

- i. Training teachers at all levels in conformity with the National Education Policy (NEP) 2020 is critical for successfully implementing the policy's revolutionary goal for the educational system. By providing comprehensive NEP-2020 training to all teachers, schools may ensure that educators are well-prepared to apply the policy's requirements and promote a more effective, inclusive, and future-ready education system.
- ii. Prioritizing activity-based learning in primary school is crucial to developing a well-rounded, engaging, and successful education system that meets the diverse needs of young kids while laying a firm platform for their subsequent academic and personal growth.
- iii. All teachers should receive short-term courses or training in administrative skills such as office procedures, bookkeeping, and human resource management. Providing all instructors with short-term courses or training in administrative skills such as office processes, accounting, and human resource management can significantly improve school operations and management.
- iv. To guarantee the general development of primary schools, a well-thought-out departmental strategy needs to be in place. The entire growth of primary schools depends on a carefully thought-out departmental strategy. This method ensures that every aspect of education and school administration is properly handled and coordinated.

CHAPTER V

FINDINGS, DISCUSSIONS, SUGGESTIONS

5. Introduction

A questionnaire was used to gather information from the headmasters and teachers of Sikkim's government primary schools. Interview schedule were conducted for the parents and Joint Director of Samagra Shiksha, Education Department, Government of Sikkim, to fulfill the present research objectives. This chapter contains a summary of the researcher's results, debates based on the study questions, educational implications, and suggestions for the advancement and state of primary education in Sikkim. Suggestions and conclusion were also presented in this chapter. The investigator has projected the findings in Part-wise based on objectives:

Part A- Findings based on Secondary Data

Part B- Findings from the headmasters

Part- C- Findings from the Teachers

Part D- Findings from the Interview schedule

5.1. Major findings of the study

The following are the major findings of the study based on objectives wise.

5.1.1. Objective I: Development of Primary education in Sikkim from historical prospective till merger with India

1. Prior to the extension of British rule, Sikkim had its own customary lamaistic educational system. Monastic education was the norm in Sikkim. The lama Lhatsun Chhembo brought Buddhism, a religious doctrine brought to Tibet in the 7th or 8th century A.D. by the Great Guru Rimppoché, Padma Sambhava, to Sikkim in the mid-17th century. Regarding the Buddhists, Bhutias, and Lepchas of Sikkim in the past, it is difficult to dispute the potential and contributions the monasteries made to their education and culture. In Sikkim, the home of Buddhist culture has always been a monastery. The creation of Shedas, or monastic institutions for Higher Studies in

Buddhist Literature, at Pangthang and Rumtek was a sign of the monks' continued willingness to play an active part in education. Monks continued to serve an active non-formal purpose.

2. In addition to the lamaistic education offered in monasteries, three different kinds of schools were established during the British administration. They were rural schools administered by Thikadars and locals, government schools, and missionary schools. The adjacent state of West Bengal's course curriculum was the same in government and missionary institutions. Beginning in 1924, Nepali was taught in village schools run by private companies under the supervision of landlords.

3. Up to 1947, just five schools received direct government funding. The state's best government school was Sir Tashi Namgyal High School. The school taught in English, whereas other schools taught in vernacular languages.

4. The first weaving school was established at Lachung by Mathilda Johanson, the Finnish delegate. The Finnish Mission eventually established a second weaving school in Lachen. The Lachen and Lachung Weaving Schools placed a greater emphasis on extracurricular activities. The craft of carpet weaving was imparted to the pupils.

5. Two schools at Song and Rinzing were later established by Scandinavian Mission. With Gombu Lepcha's assistance, this mission school opened its doors in Phambong in 1881, and he was later hired as a teacher there.

6. The Palzor Namgyal Girls School, the first girls' school, was founded in 1924. Then, Kazi Dawa Samdup served as the headmaster of the Bhutia Boarding School, which was the first government school to be founded in Sikkim. Nepali Boarding institution, the second government institution, opened its doors in 1907.

7. The state has 84 primary schools when the Department of Education was originally established in 1954. In Sikkim, there were 47 Upper Primary Schools and 117 Lower Primary Schools by 1960.

After Merging with India on the development of Education in Sikkim

1. Following Sikkim's entry into the mainstream, the state saw a sharp increase in educational growth, which led to the progressive emergence of a wide range of educational standards and policies. There were 228 primary schools in the state in 1975, and by 1980 there were 320 primary schools. The number of schools in the state increased steadily over this time. The Sixth All India Educational Survey data indicates that as of 30.09.93, there were 524 primary schools in the country (gazatteer of Sikkim, 2013).
2. Sikkim's educational system was the same as West Bengal's up until 1977. Dr. N.K. Jangira, the former director of education for Sikkim, made multiple attempts to introduce the Indian educational pattern to the state. As a result of his efforts, students from Sikkim State began to appear in the CBSE examinations in 1977. Furthermore, Sikkim duly began implementing the policy measures that the Kothari Commission had suggested. Although there were numerous challenges at first, Sikkim was able to benefit from the national education program.
3. The urge for quick and rapid expansion of education presented a challenge to the state government. As a result, in order to fulfill the demand, schools around the state hired inexperienced instructors. The Director, Dr. N.K. Jangira, arranged for inexperienced teachers to receive crash-programme training so that education may be accessible to all. In December 1975 and January 1976, the Director organized training programs throughout the extended winter and summer breaks. Teacher educators were brought in from Delhi and Bhubaneswar for these programs. Around 700 primary teachers had received training in teaching techniques by 1978.
4. Prior to its merger with Indian Union, Sikkim had a very low literacy rate: 6.59% in 1951, 14.15% in 1961, and 17.74% in 1971. However, shortly after the merger, Sikkim doubled its literacy rate to 34.05% in 1981 with India's assistance, and after 1991, Sikkim's literacy rate exceeded the national literacy rate. According to the 2011 census, Sikkim's literacy rate is 82.20%; for men, it is 87.30%, and for women, it is 76.43%.

5. There were 978 pre-primary schools in India as of the 2001 census, of which 739 were run by the government and 239 by the private sector.

6. Sikkim had 503 primary schools in 2006; however, as of right now, the state has just 390 primary schools. For a variety of reasons, including lower enrollment, the government closed certain schools. Other factors were level upgrades, which caused fluctuations in the number of primary schools.

7. The Sikkim government has given the education sector more than 20% of the state budget, demonstrating its high priority. The primary objective of the State Government's education strategy is to guarantee that every kid over four has access to educational facilities. Government policies have been primarily focused on ensuring high-quality education. The Directorate of elementary Education was established on September 20, 2013, in accordance with notification no. 168/HRDD (HQ), with the aim of addressing the concerns brought out by the elementary sections and placing a strong emphasis on giving children a firm foundation.

8. The state administration made a big decision to start the kindergarten system in all government schools for the 2016–17 academic years. As per the flash numbers released on June 18, 2014 by Smt. Smriti Irani, Hon'ble Union HRD Minister, Sikkim ranked third nationally in basic education for the 2013–14 school year. The four criteria of accessibility, infrastructure, teacher, and outcome are used to determine the ranking (Sikkim e-education Infosys, 2019).

5.1.2. Objective II: Present status of primary education in relation to Student's Achievement, Enrolment, Infrastructure, Administration, Community Participation, and School Management Committee is given below:

Part B-Headmasters

1. In the primary schools male headmasters were more than female headmasters with the percentage of (67% and 33%) respectively.

2. The present study found that 7% headmasters have an educational qualification of class ten. 36% headmasters have an educational qualification of HSSLC (class twelve). 42% of

the headmasters have an educational qualification of B.A., and 15% of the headmasters have qualification of M.A.

3. According to the responses 32% of the headmasters have the teaching experience of 31-40 years. 31% of headmasters have an experience of 21-30 years. 29% of the headmasters with 11-20 years and 8% of headmasters have an experience 1-10 years.

4. The study found that 77% of the headmasters were satisfied with the academic achievement of the students but 22% of the headmasters were not satisfied with the students' academic achievement and only 1% of the headmaster was not sure about it.

5. In the present study 57% of the headmasters responded that they conducted class test on weekly basis, 41% of the headmasters responded, once a month and 2% of the headmasters responded, they conducted class test rarely in the school.

6. As per the responses, it was found that 9% of the headmasters responded that they have total students of 40 to 49 in the school. 6% of the headmasters responded they have 30 to 39 total students in the school. 28% of the headmasters responded that they have a total student of 20 to 29 in the school. 53% of the headmasters responded that they have 20 to 29 students in the school and only 4% of the headmasters responded they have 1 to 9 students in the school.

7. Study revealed that 41% of the headmasters were satisfied with the enrolment of students in the school. Whereas 59% of the headmasters were not satisfied with the enrolment of students in the school despite lots of facilities provided by the government to the schools. Study also found that, decreasing birth rate and wrong conception of parents towards government schools, comparing it with private schools to have better quality education were the reason that government schools were having lesser enrolment.

8. The study found that 98% of the headmasters responded that there were no dropouts in the schools, whereas 2% of the headmasters responded that there were dropouts in the school due to over aged, and some of their parents were migrant laborer due to which schools had to faced dropouts.

9. Based on the responses that 79% of the headmasters responded that schools have pucca (RCC) school buildings. 15% of the headmasters responded of having partly pucca schools building. 5% of the headmasters responded that they have kaccha schools building and 1% of the headmaster responded of having a school in kaccha rented house.

10. The study revealed that 54% of the headmasters were satisfied of the availability of infrastructures in the schools. On the other hand, 46% of headmasters expressed dissatisfaction with the infrastructure that is available in the schools.

11. In the present study 63% of the headmasters responded that they have adequate office staffs to assist the schools' work. Whereas 37% of the headmasters responded that there were no adequate office staffs in the schools.

12. The study revealed that 100% of the headmasters responded that they maintain Stock Register, Admission Register, Supervision Book, Leave Register, Cash Book, Receipt Register, Account Book, Salary register, Personal file of Teachers, MDM Register, Records of Co-Curricular Activities, Annual and Terminal plan for both curricular and non-curricular activities, Progress Report Card, Pupil Attendance Register, Parents Meeting Register, Parents Meeting Register, Health Register etc in the schools.

13. With regard to important changes in schools in last five years, the study found that there were constructions of new school building in some schools, ramps for CWSN were constructed, school's protection wall, and play grounds were constructed in some schools, and in some schools, it was found in terms of growth in enrolment and academic performance of children in schools.

14. The present study found that 100% of the headmasters have actively involved themselves in the school's academic and administration by planning various activities and events and executed them successfully.

15. As per the opinion 100% of the headmasters seek help from teachers, SMC members, parents, stakeholders (Panchayats, education department, NGOs) etc. to improve schools.

16. Based on the responses, 100% of the headmasters were not satisfied as government provides insufficient funds. Every year, the fund allocation from the government was not sufficient to meet all the requirements of the schools.

17. Study also shows, 100% of the headmasters responded that under the direction of NCERT, SCERT frames the curriculum of primary education in Sikkim.

18. With regard to curriculum revision, the study found that 100% of the headmasters responded that curriculum do revised but there were no fixed years for the formulation of curriculum.

19. According to the current study, all headmasters (100%) said that their schools had morning assemblies, library activities, and cultural competitions. 38% of headmasters indicated that there were no club activities arranged in their schools, compared to 62% who stated that they were. 74% of headmasters stated that they don't take their kids on excursions because there aren't enough funds in the schools, compared to 26% who said they did. 10% of headmasters said they don't organize games and sports because their schools don't have enough playground space or enough kids. 90% of headmasters said they organize games and sports in their schools. 58% of headmasters stated that kids don't play as there are no puzzle slides in their schools, in response to 42% of headmasters who said children play with them in class. Among the headmasters surveyed, 67% said they had organized an eco club at their schools, while 33% said they had not. In contrast, every headmaster who was surveyed stated that the school did not have any structured Scouts, Guides, or the Red Cross.

20. It was discovered that all headmasters (100%) acknowledged the existence of S.U.P.W. activities in their institutions, and that these activities were put to good use in a variety of ways, such as teaching aids, school beautification, school compound decoration and cleaning, etc.

21. In the present study 100% of the headmasters responded school observe Teacher's day, Children's Day, Independence Day, World Environment day, literacy day every year in the schools. But they were not observing Republic day as it falls during winter vacation.

22. Study revealed that 100% of the headmasters responded of having both annual and semester examination system in the school. And as per semester examination formative assessment were done on a regular interval basis.

23. The present study found that 92% of the headmasters revealed that there were community participation in various activities organized by schools, such as participation in celebration of special days like annual function, cultural competition, cleaning school surroundings and developmental work of the schools etc. Whereas only 8% of the headmasters responded, there were no community collaboration and participation in various activities in the schools.

24. As per the study 73% of the headmasters revealed that community launch campaign for enrolment of children in locality or in village. Whereas 27% of headmasters responded that no campaign were launched by the community for enrolment of children in the locality or in village.

25. Study revealed that 64% of the headmasters responded that there were contributions of community in terms of manpower and materials for the schools. They help in fencing work for the playground and wall. They also help in installing all the items in the schools. They provides books, stationeries, plastic chairs etc. to the schools.

26. 69% of the headmasters responded that community mobilizes resources for school development. They contributed financial aid if required. They provide books for library. Panchayats and philanthropists provide financial or materials support to schools, rewards were given to students for 100% attendance, cleanliness and provide funds for activities organized by the schools. Whereas 31% of the headmasters responded that community does not mobilized resources for schools development.

27. It was found that 57% of the headmasters responded that community contributes resources for student's improvement in academic performance. They provide pencils, copies for each student, books were also donated to the schools at regular basis and some purchased equipments for the schools. Whereas 43% of the headmasters responded that community doesn't contribute resources for students' improvement in academic performance in the schools.

28. Study revealed that 100% of the headmasters responded that involvement of community in schools promoted the pupil's achievement. It helps community in understanding problems and issues in school education and motivated students in studies. Their participation creates good relationship with students, teachers and guardians, which creates healthy environment in the schools and in the locality, which were helpful to the students for their improvement in every aspect.

29. As per the opinion 74% of the headmasters responded there were close participation and involvement of community in the administration and management. They helped in making school development plan, carried out enrolment drive in the locality; they helped during accountability of the budget. All important decisions were taken during meeting with them.

39. Based on the responses 32% of the headmasters responded that they get help from the philanthropist. They provided plastic chairs, desk benches, water tank, stationeries, dustbins, wooden table etc. to schools. Whereas 68% of the headmasters responded that they do not get help from the philanthropist.

40. 64% of the headmasters responded that community was willing to help and provide useful resources for the schools. It was found that they helped in fencing wall and play grounds, helped in making park for the children, and provided necessary materials to the schools.

41. The study found that community mobilization can be enhanced or improved by making all of them a part of decision making in the schools. It was discovered that community mobilization in the schools could be enhanced by planning awareness programs with them, informing them of their significance for the school's growth, and helping them feel like a component of the institution. It also found that community can demand infrastructure and sufficient trained teachers from the government. They can provide financial and material resources to the schools if required.

42. According to the responses that 82% of the schools holds meeting every three months with the school's staffs and 18% of the schools holds meeting once in every six months with the school's staffs.

43. It was found that 92% of the SMC help in supervising and supporting in implementation of school development plan, whereas 8% of the SMC do not help in supervising and supporting in implementation of school development plan.

44. Study revealed that 88% of the SMC ensures enrolment and attendance of the children in the schools whereas 12% of the SMC does not ensure enrolment and attendance in the schools.

45. Based on the responses, 78% of the SMC monitored, that teachers were not burdened with non-academic duties in the schools whereas 22% of the SMC does not monitored whether teachers were burdened with non-academic duties in the schools.

46. The present study found that 88% of the SMC helped in monitoring finance, management and academic progress of the schools whereas 12% of the SMC does not helped in monitoring finance, management and academic progress of the schools.

47. 86% of the SMC ensured regular attendance and punctuality of teachers in the schools, whereas 14% of the SMC does not ensure the regular attendance and punctuality of the teachers in the schools.

Part C-Teachers

1. In primary schools, it was discovered that there were more female instructors than male teachers, with percentages of 67.7% and 32.3%, respectively.

2. In the primary schools it was found that, 14.3% teachers have the educational qualification of HSLC (Matric). 40.2% of the teachers have the educational qualification of HSSLC. 33% of the teachers have the qualification of B.A., and 12% have the educational qualification of M.A.

3. Study found that 85.5% of the teachers were trained whereas 14.5% of the teachers were untrained in the schools.

4. It was found that 28% of the teachers have a teaching experience of 1 to 9 years, 27.2% of the teachers have 10 to 19 years of teaching experiences, 26% of the teachers

have a teaching experience of 30 to 39 years and 18.8% of the teachers have a teaching experience of 20 to 29 years in the schools.

5. It was found that 67.3% of teachers in the schools were regular teachers whereas 32.7% of them were probationary teachers. Probationary teachers will be regularized after eight years of their service. There was no ad hoc system as it was removed by the government.

6. Study found that 67.3% of the regular teachers received HRA, Travelling allowance and winter allowance. It was discovered that there were no medical allowances, but if medical expenses were submitted, they would be reimbursed. Regular teachers received Dearness Allowances every six months and teachers who joined before 2007 were the only ones who get the pension. Whereas 32.7% of teachers were not availing those facilities as they on probationary period.

7. Study found that 64.5% of the teachers responded that they have large teachers' common room to accommodate all the teachers in the school. Whereas 35.5% of the teachers do not have teacher's common room it was attached with the heads room.

8. Study found that 100% of the teachers were provided a reading room and writing tables, 64.5% of teachers have individual locker in the staff's room. Whereas 35.5% of the teachers don't have individual locker room as there was no common room for the staffs in the schools. There were no magazine and newspaper provided for the teachers.

9. While 32.2% of teachers were dissatisfied due to inadequate infrastructure supplied for them in the schools, 67.8% teachers were happy with the current infrastructure provided for them in the schools.

10. Study found that 100% of the teachers responded that there were medical leave, half day leave, study leave, maternity leave casual leave, extra ordinary leave, preparatory to retirement leave etc. these facilities were available in the schools.

11. With regard to leave permitted in one working year, it was found that 100% of the teachers avail casual leave upto ten days, maternity leave for one year, earned leave for

fifty days, exam leave till the exam get over, additionally, extra ordinary leave were granted by the heads if needed by the teacher for a period of two-three days.

12. Study found that based on pay scale and work experience of individual's, eligibility for advancement in rank and increased in salary were determined.

13. Study found that 69.5% of the teachers were not happy with the enrolment of the students in the school and 30.5% of the teachers were happy with the enrolment of the students in the school.

14. With regard to infrastructure, 100% of the teachers responded that there were sufficient tables, chairs, benches, desks and drinking water facilities in the school. 79% of the teachers responded that the schools have Pucca building (RCC). 16% of the teachers responded of having partly pucca build and 5% of the teachers responded that the schools have Kaccha building. 69% of the teachers responded of having book rack in the schools. 59% of the teachers responded of having library in the schools. 64% of the teachers responded there were computer in the schools. 96.3% of the teachers responded of having playground in the schools. 97% of the teachers responded there were separate toilets in the schools. 80.5% of the teachers responded of having teacher's common room in the schools.

15. 68.8% of the teachers responded that community collaborates/participate in various activities of the school whereas 31.2% of the teachers responded that community does not collaborates/participates in various activities of the school.

16. It was found that 68.8% of the teachers responded that community launched campaign for enrolment of children in the locality whereas 31.2%` of the teachers responded that community doesn't launched campaign for enrolment of children in the locality.

17. Study found that 68.8% of the teachers responded that, community help in contributing of manpower and materials for schools building, repairing of school, fencing playground, general maintenance etc in the school whereas 31.2% of the teachers

responded that the community help in contributing man power and materials to the school.

5.1.3. Objective III: To study the role of Teachers and their Teaching Methods are given below:

Part B-Headmasters

1. It was revealed that 100% of the headmasters responded that teachers take initiative in helping students to work efficiently in the schools.
2. Based on the present study, 100% of the headmasters responded that teachers provided notes to the students in the schools.
3. According to responses from headmasters, 100% of the teachers conducted test at least once a month in the schools.
4. In the present study, 100% of the headmasters responded that teachers consult with parents for improvement of their children in the schools.
5. All headmasters who replied indicated that teachers take part in school decision-making.
6. It was found that 100% of the headmasters responded that teachers were involved in school's administration and its functioning.
7. Study found that 100% of the teachers performed well in the schools.
8. Study revealed that 100% of the headmasters responded that English is medium of instruction in the classroom. It was also discovered that the majority of the instructors instructed students in both English and Nepali.
9. As per the opinion of the headmasters that 56% of the teachers used participatory method while engaging class. 26% used teacher talk method, and 18% used the discussion method while teaching in the class.

10. Study found that 100% of the headmasters were satisfied with the teaching methods used by the teachers in the classroom. It was found that teachers used maps, globe, charts, placards, mobile phone, locally available resources etc.

Part C-Teachers

1. 100% of the teachers responded of providing notes to the students in the schools.

2. 100% of the teachers responded of conducting class test at least once in a month in the schools.

3. 100% of the teachers give individual attention to the students in the class.

4. It was found that 100% of the teachers consult with the parents for improvement of their children during parents meeting in the schools.

5. Study found that 100% of the teachers participate in the decision making process in the schools. They often placed their views and took parts during staff's meeting that takes place in the school from time to time.

6. 100% of the teachers responded that they should be given more power and authority as they know the ground reality of the schools.

7. Study found that 100% of the teachers actively involved in school administration and its functioning, by planning, contributing and executing various activities and events.

8. It was found that 100% of the teachers ensured student's active participation in the classes by involving them in the studies, by conducting group activities. They encouraged students to ask questions in the class. Teachers asked them to express their ideas and imaginations in the class.

9. Study found that 100% of the teachers have freedom to teach in their own style in the schools.

10. It was found that 60.8% of the teachers used teacher's talk method to teach in the class, 79.7% used participatory method of teaching in the classroom while teaching,

64.7% of teachers used demonstration method while teaching in the class and 48.2% of teachers used discussion method while teaching in the classroom.

11. With regard to different kind of teaching-aid used in teaching, study found that teachers used chart paper, pointers, white board, marker, models, locally available items, audio visual devices, picture cards, crafts etc.

12. Study found that 100% of teachers agreed that modern teaching aids were very effective in teaching-learning process.

5.1.4. Objective IV: To examine the problem faced in primary school by headmasters are given below:

Part B-Headmasters

1. 58% of the headmasters found problems with regard to academic achievement of students in the schools. It was found that parents were not helping their children to study at home. Most of the parents were illiterate and poor and cannot afford to send their children for tuition, as they depend upon schools only, due to which schools were having problems related to academic achievement of the students in the schools. Whereas 42% of the heads were satisfied with the academic achievement of the students in the schools.

2. It was found that due to less population and low birth rate in rural areas schools were facing problems in enrolment in the rural schools.

3. Based on the responses that maximum number of the schools were having sufficient infrastructure but only in some schools they do not have proper play grounds, school buildings, separate toilets and well fencing of school's walls and borders.

4. The present Study found that 23% of the heads responded that there was problem with regard to community participation in the schools, whereas 77% of the heads responded there was no problem with regard to community participation as they always actively participated in various schools activities.

5. Study revealed that 8% of the heads responded, there was problem with regard to SMCs whereas 92% of heads responded of not having any problem with regard to SMC as they were very active for the schools.
6. According to the responses that 56% of the heads responded, that there were problems with regard to insufficient language teachers in the schools; in some schools they do not have Pre-Primary Teachers (PPT). Additionally, it was discovered that there weren't enough teachers in rural schools.
7. According to a study, the majority of schools have enough instructional resources. Only in few schools they were having problem due to unavailability of study materials, due to which teachers were unable to make TLMs for every lesson.
8. It was found that 36% of the heads responded, there were problems with regard to conducting co-curricular activities in the schools due to less students and unavailability of play ground whereas 64% of the heads had no problems with regard to conducting co-curricular activities in the schools.
9. Study revealed that there was no problem with regard to conducting parents-teachers meeting in the schools. In all the school's meetings, parents actively attended meetings.
10. The present found that 48% of the heads responded that limited and insufficient funds were the only problem they were facing in the schools. Whereas 52% of the heads were not having any problem with the funds provided by the government.
11. It was found that, there was no problem with regard to teachers' absenteeism in urban schools, but in rural schools due to few numbers of teachers, when some teachers remain absent no extra teachers to cover for that particular class.
12. It was found that 36% of heads have problems while managing institutions as there were shortage of staffs in the schools. 64% of the headmasters don't have any problem in managing institution.
13. As per the opinion, during pandemic schools started online mode of teaching but due to unavailability of android mobile phone with parents and guardians it created a problem

for teachers to reach out to the students. Study also found that teachers started home schooling for the students during pandemic.

Part C-Teachers

1. It was found that 100% of the teachers does not have any problem in adjusting in the schools as working environment were very friendly and all the colleagues were very cordial and supportive.
2. With regard to problem faced by teachers in the classroom, It was discovered that in certain schools, each class lacked a distinct classroom. Different classes were combined together in a single room. Furthermore, it was discovered that certain kids learned slowly and that teachers were unable to keep up with the overall rate of learning.
3. 100% of the teachers responded that there were no problems in relation to their work load but sometimes due to shortage of staffs especially in rural areas they have to take extra classes without a break. It was also found that too many training conducted by the department sometimes gets difficult to run the classes smoothly.
4. 100% of the teachers responded that there were no problems with regard to availability of teaching-aids provided by the school authority for teachers.
5. With regard to organizing co-curricular activities in the school, it was found that due to less students and unavailability of playground in the school, such schools were facing difficulties in organizing co-curricular activities in the schools.
6. With regard to common teaching-learning problem it was observed amongst the students that they don't concentrate in the study, they don't easily catch up what was taught to them. Students were very weak in reading and writing, they cannot speak in proper English and some students remain absent most of the time. Study also found that teachers came up with remedial measures by talking to them; they tried to know their weakness and explained them to write what they had understood and learnt. And they told them to do correction and encouraged them to learn at home as well.

7. 100% of the teachers responded that they haven't faced any problems in connection with examination and evaluation.

8. With regard to main problem faced in the schools by teachers, there were insufficient rooms for every class, there were no electricity, there were no proper play ground in the school, shortage of teachers in the rural areas etc.

5.1.5. Objective V: To study the impact of central schemes for primary education in Sikkim are given below:

Part B-Headmasters

1. Study revealed that all the primary schools received mid-day meal every day.
2. According to the responses from headmasters that all primary schools receive free text books and uniform.
4. It was found that all the primary schools were utilizing central scheme properly. Children were getting proper and nutritious MDM at schools on daily basis. Central funds were properly utilized by the schools for the development of the schools and children.
5. With the help of central scheme and programmes, all the headmasters responded that there was growth in enrolment in the schools; they were able to maintained infrastructure or able to repair their schools in a minor way. It was also found that schools were able to purchased stationeries items required in the schools.
6. Regarding the implementation of Samagra Shiksha, the research discovered that there were improvements in school infrastructure, sanitation, and upkeep; separate restrooms for boys and girls were constructed; ramps were built for CWSN students; academic and extracurricular activities improved; schools began offering high-quality instruction; the number of qualified teachers increased; and students attended regularly.

Part C-Teachers

1. Study found that 100% of the teachers responded that the school provides Mid-day meal for the students.

2. All teachers who answered stated the kids were given free textbooks, free uniforms, etc., each year.
3. 100% of the teachers responded that the schools utilized the central schemes properly.

5.1.6. Objective VI: Suggestions for improvement of Primary Schools in Sikkim.

Part B-Headmasters

i. Ensuring basic facilities in schools is crucial for creating a conducive learning environment for students. These facilities include: A well-constructed, safe, and durable building is essential to protect students and staff from the elements and provide a comfortable learning space. Access to clean drinking water is vital for maintaining students' health and well-being. Schools should have safe and hygienic water sources readily available. Having separate toilets for boys and girls ensures privacy and promotes hygiene, which is especially important for adolescent girls. A reliable electricity supply is necessary for lighting, fans, and using electronic devices that enhance the learning experience. A playground provides a space for physical activities, which are important for students' physical development and overall health. A well-stocked library encourages reading habits, supports learning, and provides access to a variety of resources and information. Adequate infrastructure, including desks, chairs, blackboards, and teaching materials, is necessary to support effective teaching and learning. These facilities are fundamental to creating an environment where students can thrive academically and develop holistically.

ii. Providing sufficient funds is essential to ensure that schools can maintain and improve these basic facilities. Adequate funding allows schools to do regular maintenance and repairs of buildings, toilets, playgrounds, and other facilities are crucial to ensure a safe and comfortable environment for students and staff. Funds are necessary for upgrading and modernizing facilities, such as installing new technology, expanding libraries, or improving sports equipment. Adequate funding allows schools to purchase quality teaching materials, books, and supplies that enhance the learning experience. Funds can be allocated to support extracurricular activities like sports, arts, and clubs, which are vital for the all-round development of students.

iii. Timely supply of textbooks and notebooks is critical to ensure that all students have access to the necessary learning materials right from the start of the academic year.

iv. By appointing language teachers in primary schools, education systems can provide a more comprehensive, inclusive, and effective learning experience that supports the diverse needs of all students.

v. By fostering more cooperation and contribution from parents and the community, schools can build a more dynamic, resource-rich, and supportive environment conducive to student success and holistic development.

vi. Appointing non-teaching staff to assist teachers in the management of the school is crucial for creating an efficient and effective educational environment. Non-teaching staff members play a significant role in supporting both administrative and classroom functions. By appointing non-teaching staff, schools can improve operational efficiency, enhance educational quality, and provide a supportive environment for both teachers and students.

Part C-Teachers

i. Regularity and punctuality are essential characteristics for head teachers and anyone in a leadership capacity in an educational context. When head teachers constantly arrive on time and maintain a regular presence, they set a good example for both staff and pupils. This dependability contributes to the school's seamless operation and the timely resolution of any concerns. It also promotes trust and respect within the school community, resulting in a good climate conducive to learning and development.

ii. Sufficient finances and infrastructure must be supplied. By providing these resources, schools can improve educational outcomes and foster a more supportive environment for both students and staff.

iii. Appointing qualified instructors is critical to maintaining a high-quality education. Ensuring that teachers are well-trained and supported in their professional development is critical to achieving educational excellence and creating a healthy learning environment.

iv. Members of School Management Committee (SMC) must be sincere and dedicated to ensure effective school governance and development. Overall, the effectiveness of an SMC is heavily reliant on the devotion and integrity of its members. Their active and dedicated participation can result in significant advances and support for the school's mission and goals.

v. Providing adequate teaching aids and facilities is critical for generating a productive and efficient learning atmosphere. Investing in these resources promotes a more effective and supportive learning environment, which improves both teaching and learning results.

vi. Effective monitoring, inspection, and supervision are vital for maintaining high educational standards and ensuring that schools run smoothly. An organized approach to monitoring, inspection, and supervision is critical for continuously improving educational processes and a school's overall efficacy.

Part D-Parents

i. Teach digital literacy, critical thinking, and problem-solving skills to prepare students for the future.

ii. Offer periodic workshop for teachers to keep them updated with the latest teaching methods and educational technologies.

iii. Ensure schools have sufficient textbooks, notebooks, stationery, and other learning materials.

iv. Improve school infrastructure, including classrooms, toilets, and playgrounds, to create a safe and healthy environment for students.

v. Conduct regular meetings to discuss students' progress and get feedback from parents on school activities.

vi. Promote sports, arts, music, and other extracurricular activities to ensure the overall development of children.

Part E- Samagra Shiksha Officials

- i. Training teachers at all levels in conformity with the National Education Policy (NEP) 2020 is critical for successfully implementing the policy's revolutionary goal for the educational system. By providing comprehensive NEP-2020 training to all teachers, schools may ensure that educators are well-prepared to apply the policy's requirements and promote a more effective, inclusive, and future-ready education system.
- ii. Prioritizing activity-based learning in primary school is critical to creating a well-rounded, engaging, and successful education system that fulfills the different needs of young students and builds a solid foundation for their future academic and personal development.
- iii. All teachers should receive short-term courses or training in administrative skills such as office procedures, bookkeeping, and human resource management. Providing all instructors with short-term courses or training in administrative skills such as office processes, accounting, and human resource management can significantly improve school operations and management.
- iv. A well-planned departmental strategy should be in place to ensure the overall development of primary schools. A well-planned departmental strategy is critical to the overall development of primary schools. This technique guarantees that all parts of school administration and education are adequately addressed and coordinated.

5.1.7. Findings from Parents based on interview schedule.

- i. Based on the opinions collected from the parents that 100% of the parents responded that their children likes going to schools because of the teachers friendly attitude towards their pupils.
- ii. Study shows that 100% of the parents stated that their children improved significantly in the area of writing and reading skills. It was also discovered that co-curricular activities such as dancing and singing had improved.
- iii. It was found that 63% of the parents were satisfied with the quality of education provided by the schools as teachers were fully trained and hardworking. It was also found

that some schools took extra classes to improve the students' learning for better outcomes.

iv. Study found that 100% of the parents responded that at the beginning of every year their children were getting free text books, school uniforms like shoes, bags, socks, frocks, sweaters, shirts etc. Apart from that they were also getting MDM facilities every day.

v. Based on the responses drawn 100% of the parents responded during parents-teachers meeting, teachers provide feedback to the parents about the study and overall progress of the children.

vi. As per their responses 100% of the parents felt especially after the joining of new trained teachers in the schools, there is a sharp increase in the quality of teaching which adds to the overall progress of the schools.

vii. It was found that 100% of the parents were satisfied as the schools provides quality education with good infrastructure facilities, trained teachers, digi lab and mini park in the schools.

viii. As per the study 100% of the parents responded that schools always organized awareness programmes and meetings with the parents for every new scheme.

ix. The study found that 100% of the parents were very much aware of the new schemes and programmes like, MDM, free uniforms and free text books etc. as schools usually conduct awareness meeting with the parents.

x. Study shows that 37% of the parents do not face any problems so far whereas 63% of the parents responded that some schools lack appropriate space or facilities for sports and extracurricular activities, which are essential for overall development. There is frequently a shortage of skilled teachers, especially in distant locations. Some parents may lack enough literacy abilities themselves, making it difficult for them to support their children's education at home. And it was also found that they were not in a position to provide tuition for their children because of the poor background.

5.1.8. Findings based on interview schedule from Samagra Shiksha Officials related to school Administration, Finance, Academic, Central Schemes and Programmes are given below:

1. Based on the experiences shared by the concerned officer, the Administrative Structure of Primary Education has separate Directorate in the State. The structures were as follows:

- i. Director Elementary Education at State Level
- ii. Chief Education Officers at District Level
- iii. Joint Directors at Sub Divisional Level
- iv. BRC at BAC Level
- v. CRC at Cluster Level

2. From the viewpoint expressed by the Joint Director. The policy for recruitment of teachers is framed as per NCTE norms and as per Primary Teacher Recruitment Board, SSTRB. This requires Diploma in Elementary Education with STET.

3. Based on the viewpoint expressed by the administrator. The State Government does set up the State Council of Primary Education. It was set up only on 20.09.2013 vide notification No. 168/HRDD (HQ).

4. As per the Viewpoint of the Joint Director, Education Department is satisfied with the present procedure adopted by the state government towards development of Primary Education in Sikkim.

5. As per the data provided by the Joint Director a total of Rs. 2,506,198 was sanctioned during 2019-2020, in which each districts East, West, South and North received the amount (582247, 889571, 678145 and 335135) respectively. During 2020-2021 total amount of fund granted was Rs. 4,119,597 and each districts East, West, South and North received the amount (1496330, 886940, 1183477, and 520386) respectively. In the same way in 2021-2022 total amount of fund granted was Rs. 3,817,048 and each district East,

West, South and North received (1181076, 968938, 1249803, 377231) respectively. During 2020-2023 total amount of fund granted was Rs. 4,178,470 in which each districts East, West, South and North received the amount (1516735, 959653, 1189067 and 463015) respectively.

6. As per the Administrator, there were no complaints so far with regard to the Primary School in State.

7. As per the Officers, Low Enrolment of the students in the schools was detected during the course of inspection in the Primary Schools.

8. As per the administrator, after the implementation of central schemes and programmes they saw increase in Enrolment and Attendance due to PM Poshan scheme. There were improvements in Health condition due to various health programmes in the schools and saw the improvement in infrastructure and quality of learning as well.

9. According to the officers, Samagra Shiksha's implementation has greatly enhanced the areas and schools. Enrollment increased, education quality improved, and learning facilities were improved with the addition of smart classrooms, solar electricity, well-equipped labs, and other amenities.

5.2. Discussion about Findings of the Study

The study has showed that the highest number of male teachers was appointed in the primary level as compared to the female teachers, but the Commission of Education has stressed on appointing female teachers especially for primary schools students due to their competency in dealing with younger children.

Students' academic success reveals the real strength of an educational institution. One of the main goals of a successful primary school is to assist students in their academic achievement and performance. The present study revealed that the majority of headmasters reported concerns about their pupils' academic performance in the schools. It was found that family of the school students were not assisting their kids in their studies at home because the majority of them were poor and illiterate as they are entirely dependent entirely on the school institutions.

It was found that from the present study, 59% of the headmasters were not satisfied with the enrolment of students in primary schools. It was also found that, decreasing birth rate and wrong conception of the parents towards government schools by comparing it with private schools to have better quality education were the reasons that government schools were having lower enrolment. A similar finding was also revealed by Nar Maya and Yodida (2016), that the enrolment of students in government schools at elementary level has been decreased. Kumari and Raj (2015), in their study also found that enrolment in government primary schools has consistently been declining.

With regard to Administration it was found that schools were keeping the administrative records properly and also the overall performance of students. The policy for recruitment of teachers was framed as per NCTE norms and Primary Teacher Recruitment Board, (SSTRB). This required Diploma in Elementary Education with STET. It shows from the present study that the Education Department, Government of Sikkim has fulfilled all the criteria for appointing the Primary level Teachers in the State.

A school's infrastructure plays a crucial role in both guaranteeing the quality of instruction it provides and its efficient operation. It was found from the present study that, there were problems with regard to infrastructure facilities like shortage of Computers, library, reading room, teachers' common room, shortage of playground, lack of drinking water facilities, lack of school fencing/ boundary wall etc. in some of the primary schools in the State. A similar finding also indicated by Ozukum (2023), that lack of infrastructural facilities like library, fan, hostel, science lab, reading room, poor electricity connection, shortage of computer etc. were not available in the state of Nagaland.

The community encompasses the school. It is a revered social institution where the community youth contribute and thus educate themselves too. As a result, the community and parents are crucial to the expansion and advancement of this social institution. It was found from the present study that majority (92%) of the headmasters revealed that there were community participation in various activities organized by schools, such as

participation in celebration of special days like annual function, cultural competition, cleaning school's surroundings and developmental work of the schools etc., Ismael, Mberia and Muturi (2016), in their findings revealed that all constructs of community participation (community resource mobilization, community involvement in decision making and community monitoring/resource supervision) had a significant positive effect on delivery of primary education services in Garowe Puntland Somalia.

It was found from the present study that teachers used participatory, teacher talk and discussion methods for teaching. A similar finding was forwarded by Solak and Erdem (2016), finding reveals that teachers prefer question and answer techniques and communicative methods in the classroom. It was also found in Martin (2024) that demonstration, exploratory, cooperative teaching methods were considered the most common and most efficient methods of elementary education.

An essential component of a successful teacher's repertoire is their understanding of and proficiency with a variety of teaching techniques applied in suitable contexts. Essential components of the teaching style include subject matter experts, readiness to deliver the lesson, and offering remedial instruction to students who were unable to keep up with regular class instruction. 100% of headmasters were satisfied with the Teaching methods used by the teachers in the classroom. It was found that they used participatory methods, teacher talk method discussion method etc. while teaching in the class. It was also found that teachers used maps, globe, charts, placards, locally available resources for teaching class. Solak and Erdem (2016), in their study reveals that teachers mostly used question and answer technique and communicative method in the classroom.

Numerous initiatives and activities have been started and carried out by the government to enhance the elementary education system. The present study found that all the primary schools received mid-day meal, free text books and uniform etc. with regard to the implementation of Samagra Shiksha, the study found that there were improvement in school's maintenance, sanitation, infrastructure, separate toilets for boys and girls in the schools, built ramps for CWSN students, saw improvement in academic and extra-curricular activities etc. 100% of the teachers responded that the schools provides mid-day meal, free text books and uniforms etc. every year.

Thus, it was found in the present study that, the majority of the schools have well equipped and well maintained school building and other facilities like, separate school compound, playground, separate classroom, drinking water facilities, separate toilets, and electricity connections. However, facilities like staff quarters, separate teacher's common room, and good number of teachers in the rural areas were not available in the Government Schools at Primary level.

5.3. Suggestions from the Present Study

A - Headmasters

As regard to the suggestions for the development of primary education in Sikkim, some important suggestions were given by the headmasters are given below.

- i. Basic facilities such as a proper school building (RCC), drinking water, separate bathrooms, power, a playground for children, a library, and enough infrastructure should be provided.
- ii. Headmasters offered the following recommendations to increase student enrollment in primary schools: bettering infrastructure; revamping the government's current educational program; motivating community members and parents; allowing teachers to enroll their own children in the government institutions where they teach; better academic performance will draw in more students; and SMCs should put in more effort.
- iii. Sufficient financial resources must to be allotted to guarantee that each child receives an excellent education that equips them for future achievement.
- iv. Providing textbooks and notebooks on schedule is essential to guaranteeing that pupils obtain a top-notch education. Students might find it difficult to keep up with their lectures without these necessary learning resources, which could have a detrimental effect on both their academic performance and general learning process.
- v. Most elementary schools must employ language teachers in order to ensure that their children have a solid foundation in their native tongue as well as any subsequent

languages they may be required to acquire. Primary language education is essential for the development of cognitive abilities, communication skills, and cultural awareness.

vi. Teachers must have a genuine commitment to their work. Teachers have a significant influence on students' futures, and the learning atmosphere and student achievement are greatly enhanced by their genuineness and commitment.

vii. Creating a good and productive school climate that improves student academic achievement and professional development requires cooperation and teamwork among the teaching faculty.

viii. The timely supervision and inspection by the education department is necessary to guarantee the caliber of instruction, the efficiency of school management, and the smooth operation of the educational system as a whole.

ix. Schools benefit greatly from the support of parents and the larger community because it creates a more stimulating learning environment, improves resources, and gives children access to a wider support system.

x. The hiring of non-teaching personnel to support teachers in running a school is essential to establishing a productive learning environment.

xi. Teachers must take a more active and accountable role in the teaching and learning process. They should also provide the weaker students more assistance, offer additional lessons, and motivate students to come more frequently.

B - Teachers

As regard to the suggestions for the development of primary education in Sikkim, some important suggestions were given by the Teachers are given below.

i. A school needs a regular and punctual headmaster or person in charge to run smoothly and effectively.

ii. Teachers ought to be devoted and on time. Maintaining an efficient and fruitful learning environment requires teachers to be dedicated and punctual.

iii. Adequate money and facilities for infrastructure should be supplied. It supports the growth and efficient operation of educational establishments. Sufficient financial means and thoughtfully designed infrastructure facilitates a variety of activities and help to create the best possible learning environment.

iv. Appointing qualified teachers is a good idea. The appointment of qualified educators is essential to guaranteeing excellent instruction and creating a supportive learning environment.

v. SMC members ought to be real and committed to carrying out their given responsibilities. SMCs are essential in monitoring many facets of school administration and making sure the establishment achieves its learning objectives.

vi. Enough educational resources, including computers, a large classroom, a separate staff room, and other amenities, to fit all teachers and students.

vii. Friendly and cordial relationships with the community, teachers, and parents. The effectiveness of the school as a whole and the academic achievement of the pupils are greatly enhanced by these constructive partnerships.

viii. The community must be actively involved. Active community involvement in schools has many positive effects that improve kids' overall educational experiences.

viii. Good supervision, inspection, and monitoring are essential elements of good school administration. They guarantee that students' needs are satisfied, resources are employed effectively, and educational standards are upheld.

C – Parents

Following were the suggestions given by Parents for improvement of Primary Education in Sikkim.

i. To equip students for the future, impart digital skills, innovative thinking, and problem-solving techniques.

- ii. To keep teachers up to date on the latest developments in instructional practices and educational technologies, hold frequent training sessions.
- iii. Make sure there are enough textbooks, notebooks, school supplies, and other learning resources in the classrooms. Sufficient resources facilitate efficient instruction and learning, foster a constructive learning atmosphere, and assist learners in realizing their full academic potential.
- iv. Investing in bettering classrooms, restrooms, and playgrounds is crucial to establishing a secure, hygienic, and productive learning environment for pupils. A well-designed infrastructure guarantees students' safety, facilitates efficient teaching and learning, and improves the educational experience as a whole.
- v. A key element of efficient school management is holding frequent meetings to go over kids' progress and get parent input. These gatherings strengthen the bonds with the institution and the family, offer insightful information about the growth of the students, and promote a cooperative learning environment.
- vi. Encouraging extracurricular activities such as music, art, and sports is essential to a child's entire growth. In addition to academic learning, these activities help children grow in all areas of their lives—physically, emotionally, socially, and cognitively. They also help them get ready for a diverse future.

D - Samagra Shiksha Officials

Following were the suggestions given by Samagra Shiksha Officials for improvement of Primary Education in Sikkim.

- i. To successfully achieve the National Education Policy (NEP) 2020's revolutionary objective for the educational system, training teachers at all levels in compliance with the policy is essential.
- ii. Making activity-based learning a top priority in primary school is essential to developing a successful, well-rounded educational system that meets the diverse requirements of young students and lays a strong basis for later academic and personal growth.

iii. Teachers' efficacy and efficiency in handling the classroom and school obligations can be considerably increased by offering them short-term programs or training in administrative skills including office operations, administration, and handling human resources.

iv. A well-thought-out departmental strategy is essential to primary schools' overall growth. This method ensures that every aspect of school management and instruction is properly attended to and coordinated.

CHAPTER-VI

SUMMARY, EDUCATIONAL IMPLICATIONS, SUGGESTIONS FOR FURTHER RESEARCH AND CONCLUSION

6.1. Introduction

In this chapter, the investigator has attempted to present a summary of the present study and its educational implications. Additionally, this chapter also incorporates the suggestions for further research and conclusion.

6.2. Summary

6.2.1. Need and Significance of the Study

Education, in addition to being a fundamental human need, has a critical role in improving living standards, generating income, eliminating regional inequality, and promoting the general progress and well-being of a nation. The cornerstone of every child's development and the development of the country is primary education. Development in life is fundamentally dependent on primary education; without it, life will inevitably be degraded. Every child has a birthright in which the state government is required to protect and uplift the lives of each individual. It is the bare minimum education which could drive out the ignorance and illiteracy. It can enable one to read, write and count and to understand their surroundings and environment better. It makes possible for an individual to develop positively and progress with the society. Through education, an individual's innate potential for growth can be achieved and realized. It thus enables a nation's human resources to be used to their full potential. Therefore, it is the welfare of the state's, its obligation and responsibilities that every child has access to primary education.

A child's home is where he/she is given guidance on family life and general social interactions as early as age four or five. It is the cornerstone of an individual's educational journey that cannot be overlooked. It aids in providing a solid basis for a child's intellectual, moral, physical, social, emotional, and spiritual growth. An individual cannot move on to the secondary and high schools without first completing the primary level of education.

The goal of primary education is to equip students with the fundamental basic, knowledge and skills necessary for success in the workplace and in life at large. These include fluency in reading and writing, numeracy, comprehension, analysis, reasoning, and social skills.

6.2.2. Statement of the Problem

A difficult but crucial component of the entire educational system is primary schooling. Entering a formal school is the first step in a child's primary education. For convenience, the first one to five years of schooling are equated with the term "primary," which denotes fundamental or basic. The current study aimed to provide insight into the evolution and current state of primary education in Sikkim. The study's conclusions have the potential to raise awareness, increase knowledge, and deepen comprehension of the many issues surrounding primary education in Sikkim.

The study's recommendations for different corrective actions may also contribute to the improvement of primary education's issues. In this context, the investigator makes an earnest effort to study the Development and Status of Primary Education in Sikkim.

Hence, the problem is stated as **“A Study on the Development and Status of Primary Education in Sikkim”**.

6.2.3. Research Questions

Research questions of the study are given below:

- i). What are the Historical Perspectives in the development of Primary Education in Sikkim?
- ii). What is the Present Status of Primary Education in Sikkim?
- iii). What is the Role of Teachers at Primary Level?
- iv). What are the Teaching Methods used by Teachers at Primary Level?
- v). What are the Problems faced by Headmasters, Teachers and Parents in Primary Schools?

vi). What is the Impact of Central Schemes for Primary Education in Sikkim?

6.2.4. Objectives of the Study

Following are the objectives of the study:

- i). To study the Development of Primary Education in Sikkim from the Historical Perspective.
- ii). To study the Present Status of Primary Education in relation to:
 - a). Students Achievement
 - b). Enrolment
 - c). Infrastructure
 - d). Administration
 - e). Community Participation
 - f). School Management Committee
- iii). To study the role of Teachers and their Teaching Methods.
- iv). To examine the problem faced in Primary Schools by Headmasters, and Teachers.
- v). To study the Impact of Central Schemes for Primary Education in Sikkim.
- vi). To bring out Suggestions for the Improvement of Primary Education in Sikkim.

6.2.5. Operational Definition of the Term Used Development

Development: In this study, development refers to the overall growth in the field of education till date with regard to increase in number of schools, number of faculties, infrastructures etc.

Status: In this study, status refers to current position of the primary education in the state.

Primary Education: Primary education in Sikkim begins from class I to class V.

6.2.6. Delimitations of the Study

- i. The present study is delimited to 100 Primary Schools from all the six districts of Sikkim.
- ii. The study covered Stand alone Government primary schools only (Classes I to V). Headmasters, Teachers, Parents and Officials of Samagra Shiksha were included for the sample of the study.
- iii. Students were not included for the study because the study was on the development and status primary education in Sikkim, and it entailed gathering data and information on the historical growth and administrative aspects of schools, which involves evaluation in terms of time/years and other details that students in primary school level may not be able to provide accurately.
- iv. For present study objective I was based on Secondary Sources. So for this purpose the investigator has collected data from books and official documents and by interviewing prominent government officials.
- v. Findings from the parents based on interview schedule are given in objective VI, page 174.

6.3. Methodology/ Design of the Study

The present study envisaged to find out the “Development and Status of Primary Education in Sikkim”. The study was based on Descriptive type of research and is qualitative in nature. The study was also concerned with the development of Primary education from historical perspective; the present status of primary education in Sikkim; teaching methods and role of teachers; the study also provides information on the problems faced by head of institutions and teachers and study also provides information on impact of central scheme for primary education in Sikkim.

6.4. Population of the Study

A population is defined as any group of individuals that has one or more characteristics in common and that are of interest to the researchers (Best, J. W., and Kahn, J. V. (2009)). The population in this study includes headmasters, teachers. The population also includes parents and officials from Samagra Shiksha, Education Department, Government of Sikkim.

6.5. Sample and Sampling used in the Study

A sample is a small proportion of the population that is selected for observation and analysis (Koul). The sample of the study was comprise of 100 headmasters, 600 teachers, 5 government representatives from Education Department and 100 parents were involved in the study. Stratified random sampling was followed for the study. Proportionate representation of the sample was taken care.

6.6. Research Tools Used for the Study

To collect data as per the objectives of the study, the following tools were self-constructed for different categories of respondents-

1. Questionnaire: For the current investigation, a questionnaire was distributed to headmasters and teachers. They had both closed-ended and open-ended items.
2. Interview Schedule: Interview schedule was constructed for parents and officials from Samagra Shiksha and items contained open-ended questions.

6.7. Collection of Data for the Study

6.7.1. Administering Questionnaire

For collection of data, the investigator obtained the required permission from the competent authorities of the education department of Government of Sikkim and 100 primary schools. On visiting each school, the investigator met the respondents and briefed them about the purpose of the research and urged them to respond positively. The investigator established rapport with the respondents by giving them a brief introduction

about the research work, how it will contribute in the development of primary education in Sikkim and assuring them confidentially. In the questionnaire, the respondents were asked to answer all the questions by selecting the most appropriate answer from the given options/items and provide additional information, opinion, explanation, reason or suggestion in the space provided.

The questionnaire was administered to 100 heads of the institutions and 600 teachers.

6.7.2. Administering Semi-Structured Interview Schedule

A semi-structured interview schedule was used to gather information from five Samagra Shiksha staff and 100 hundred parents. As per the procedure, the researcher established rapport with the interviewee(s) by giving them a brief introduction about the research work, how it will contribute and assuring them confidentially. 100% of the interview was conducted in face to face mode at the chose place/office.

6.8. Analysis of Data

The collected data were analyzed and interpreted by employing appropriate statistical techniques which can yield useful and reliable results. Responses to the questionnaire, interview schedule were classified, tabulated and counted into percentage. Analysis and interpretation of data were made basing on the responses. The percentage were calculated and used for interpretation.

6.9. Statistical Techniques used

Statistical techniques such as finding percentage were used in the present study. After the calculation, data were then placed in tables and analyzed by using different types of charts and tables, suitable to the kind of data for illustrative presentation and clarity of understanding.

6.10. Scoring of Questionnaires

Scoring of questionnaire was done by counting the number of responses ‘yes’, ‘no’ and ‘sometimes’ type of questions. For open type of questions, all the responses were recorded on separate sheets of paper. The common responses were sorted out. Similarly, suggestions given by the teachers and headmasters were analyzed by noting the responses on separate sheets of paper.

6.11. Scoring of Interview Schedules

Scoring of interview schedule was done by counting the number of responses and converting them into ‘yes’, ‘no’ and ‘sometimes’ type of responses with the help of tally to marks. Responses to open ended questions were recorded on a separate sheet of paper and common responses were sorted out. Further, suggestions given by the parents and government officials were also recorded on separate sheets of paper and common responses were sorted out and presented.

6.12. Major Findings of the Present Study

The presented below are the major findings of the study based on objectives wise.

1. Objective I: Development of Primary education in Sikkim from historical prospective till merger with India

1. Prior to the extension of British rule, Sikkim had its own customary lamaistic educational system. Monastic education was the norm in Sikkim. The lama Lhatsun Chhembbo brought Buddhism, a religious doctrine brought to Tibet in the 7th or 8th century A.D. by the Great Guru Rimppoche, Padma Sambhava, to Sikkim in the mid-17th century. Regarding the Buddhists, Bhutias, and Lepchas of Sikkim in the past, it is difficult to dispute the potential and contributions the monasteries made to their education and culture. In Sikkim, the home of Buddhist culture has always been a monastery. The creation of Shedas, or monastic institutions for Higher Studies in Buddhist Literature, at Pangthang and Rumtek was a sign of the monks' continued willingness to play an active part in education. Monks continued to serve an active non-formal purpose.

2. In addition to the lamaistic education offered in monasteries, three different kinds of schools were established during the British administration. They were rural schools administered by Thikadars and locals, government schools, and missionary schools. The adjacent state of West Bengal's course curriculum was the same in government and missionary institutions. Beginning in 1924, Nepali was taught in village schools run by private companies under the supervision of landlords.

2. Objective II: Present status of primary education in relation to Student's Achievement, Enrolment, Infrastructure, Administration, Community Participation, and School Management Committee is given below:

Part B-Headmasters

1. In the primary schools male headmasters were more than female headmasters with the percentage of (67% and 33%) respectively.
2. The present study found that 7% headmasters have an educational qualification of class ten. 36% headmasters have an educational qualification of HSSLC (class twelve). 42% of the headmasters have an educational qualification of B.A., and 15% of the headmasters have qualification of M.A.
3. According to the responses 32% of the headmasters have the teaching experience of 31-40 years. 31% of headmasters have an experience of 21-30 years. 29% of the headmasters with 11-20 years and 8% of headmasters have an experience 1-10 years.
4. The study found that 77% of the headmasters were satisfied with the academic achievement of the students but 22% of the headmasters were not satisfied with the students' academic achievement and only 1% of the headmaster was not sure about it.
5. In the present study 57% of the headmasters responded that they conducted class test on weekly basis, 41% of the headmasters responded, once a month and 2% of the headmasters responded, they conducted class test rarely in the school.
6. As per the responses, it was found that 9% of the headmasters responded that they have total students of 40 to 49 in the school. 6% of the headmasters responded they have 30 to

39 total students in the school. 28% of the headmasters responded that they have a total student of 20 to 29 in the school. 53% of the headmasters responded that they have 20 to 29 students in the school and only 4% of the headmasters responded they have 1 to 9 students in the school.

7. Study revealed that 41% of the headmasters were satisfied with the enrolment of students in the school. Whereas 59% of the headmasters were not satisfied with the enrolment of students in the school despite lots of facilities provided by the government to the schools. Study also found that, decreasing birth rate and wrong conception of parents towards government schools, comparing it with private schools to have better quality education were the reason that government schools were having lesser enrolment.

8. The study found that 98% of the headmasters responded that there were no dropouts in the schools, whereas 2% of the headmasters responded that there were dropouts in the school due to over aged, and some of their parents were migrant laborer due to which schools had to faced dropouts.

9. Based on the responses that 79% of the headmasters responded that schools have pucca (RCC) school buildings. 15% of the headmasters responded of having partly pucca schools building. 5% of the headmasters responded that they have kaccha schools building and 1% of the headmaster responded of having a school in kaccha rented house.

10. The study revealed that 54% of the headmasters were satisfied of the availability of infrastructures in the schools. Whereas 46% of headmasters were dissatisfied with the availability of infrastructure in their schools.

11. 63% of the headmasters responded that they have adequate office staffs to assist the schools' work. Whereas 37% of the headmasters responded that there were no adequate office staffs in the schools.

Part C-Teachers

1. Female teachers outnumbered male teachers in primary schools by 67.7% and 32.3%, respectively.

2. In the primary schools it was found that, 14.3% teachers have the educational qualification of HSLC (Matric). 40.2% of the teachers have the educational qualification of HSSLC. 33% of the teachers have the qualification of B.A., and 12% have the educational qualification of M.A.
3. Study found that 85.5% of the teachers were trained whereas 14.5% of the teachers were untrained in the schools.
4. It was found that 28% of the teachers have a teaching experience of 1 to 9 years, 27.2% of the teachers have 10 to 19 years of teaching experiences, 26% of the teachers have a teaching experience of 30 to 39 years and 18.8% of the teachers have a teaching experience of 20 to 29 years in the schools.
5. It was found that 67.3% of teachers in the schools were regular teachers whereas 32.7% of them were probationary teachers. Probationary teachers will be regularized after eight years of their service. There was no ad hoc system as it was removed by the government.
6. Study found that 67.3% of the regular teachers received HRA, Travelling allowance and winter allowance. It was discovered that no medical allowances existed, but if medical expenses were submitted, the amount would be refunded. Regular teachers received Dearness Allowances every six months and teachers who joined before 2007 were the only ones who get the pension. Whereas 32.7% of teachers were not availing those facilities as they on probationary period.
7. Study found that 64.5% teachers responded that they have large teachers' common room to accommodate all the teachers in the school. Whereas 35.5% of the teachers do not have teacher's common room it was attached with the heads room.
8. Study found that 100% of the teachers were provided a reading room and writing tables, 64.5% of teachers have individual locker in the staff's room. Whereas 35.5% of the teachers don't have individual locker room as there was no common room for the staffs in the schools. There were no magazine and newspaper provided for the teachers.

9. 67.8% of the teachers were satisfied with the existing infrastructure provision for the teachers in the schools whereas 32.2% of the teachers were not satisfied as there were insufficient infrastructure provision for the teachers in the schools.

10. Study found that 100% of the teachers responded that there were medical leave, half day leave, study leave, maternity leave casual leave, extra ordinary leave, preparatory to retirement leave etc. these facilities were available in the schools.

3. Objective III: To study the role of Teachers and their Teaching Methods are given below:

Part B-Headmasters

1. It was revealed that 100% of the headmasters responded that teachers take initiative in helping students to work efficiently in the schools.

2. Based on the present study, 100% of the headmasters responded that teachers provided notes to the students in the schools.

3. According to responses from headmasters, 100% of the teachers conducted test at least once a month in the schools.

4. In the present study, 100% of the headmasters responded that teachers consult with parents for improvement of their children in the schools.

5. 100% of headmasters reported that teachers engage in school decision-making.

6. It was found that 100% of the headmasters responded that teachers were involved in school's administration and its functioning.

Part C-Teachers

1. 100% of the teachers responded of providing notes to the students in the schools.

2. 100% of the teachers responded of conducting class test at least once in a month in the schools.

3. 100% of the teachers give individual attention to the students in the class.

4. It was found that 100% of the teachers consult with the parents for improvement of their children during parents meeting in the schools.
5. Study found that 100% of the teachers participate in the decision making process in the schools. They often placed their views and took parts during staff's meeting that takes place in the school from time to time.
6. 100% of the teachers responded that they should be given more power and authority as they know the ground reality of the schools.
7. Study found that 100% of the teachers actively involved in school administration and its functioning, by planning, contributing and executing various activities and events.
8. It was found that 100% of the teachers ensured student's active participation in the classes by involving them in the studies, by conducting group activities. They encouraged students to ask questions in the class. Teachers asked them to express their ideas and imaginations in the class.
9. Study found that 100% of the teachers have freedom to teach in their own style in the schools.
10. It was found that 60.8% of the teachers used teacher's talk method to teach in the class, 79.7% used participatory method of teaching in the classroom while teaching, 64.7% of teachers used demonstration method while teaching in the class and 48.2% of teachers used discussion method while teaching in the classroom.

4. Objective IV: To examine the problem faced in primary school by headmasters are given below:

Part B-Headmasters

1. 58% of the headmasters found problems with regard to academic achievement of students in the schools. It was found that parents were not helping their children to study at home. Most of the parents were illiterate and poor and cannot afford to send their children for tuition, as they depend upon schools only, due to which schools were having

problems related to academic achievement of the students in the schools. Whereas 42% of the heads were satisfied with the academic achievement of the students in the schools.

2. It was found that due to less population and low birth rate in rural areas schools were facing problems in enrolment in the rural schools.

3. Based on the responses that maximum number of the schools were having sufficient infrastructure but only in some schools they do not have proper play grounds, school buildings, separate toilets and well fencing of school's walls and borders.

4. The present Study found that 23% of the heads responded that there was problem with regard to community participation in the schools, whereas 77% of the heads responded there was no problem with regard to community participation as they always actively participated in various schools activities.

5. Study revealed that 8% of the heads responded, there was problem with regard to SMCs whereas 92% of heads responded of not having any problem with regard to SMC as they were very active for the schools.

6. According to the responses that 56% of the heads responded, that there were problems with regard to insufficient language teachers in the schools; in some schools they do not have Pre-Primary Teachers (PPT). It was also found that there were lacks of sufficient teachers in rural schools.

7. Study found that most of the schools have sufficient teaching aids. Only in few schools they were having problem due to unavailability of study materials, due to which teachers were unable to make TLMs for every lesson.

Part C-Teachers

1. It was found that 100% of the teachers does not have any problem in adjusting in the schools as working environment were very friendly and all the colleagues were very cordial and supportive.

2. With regard to problem faced by teachers in the classroom, it was found that there were no separate classrooms available for each class in some schools. Different classes

were combined together in a single room. It was also found that some students were slow learner and teachers cannot keep up with the general pace of learning.

3. 100% of the teachers responded that there were no problems in relation to their work load but sometimes due to shortage of staffs especially in rural areas they have to take extra classes without a break. It was also found that too many training conducted by the department sometimes gets difficult to run the classes smoothly.

4. 100% of the teachers responded that there were no problems with regard to availability of teaching-aids provided by the school authority for teachers.

5. With regard to organizing co-curricular activities in the school, it was found that due to less students and unavailability of playground in the school, such schools were facing difficulties in organizing co-curricular activities in the schools.

6. With regard to common teaching-learning problem it was observed amongst the students that they don't concentrate in the study, they don't easily catch up what was taught to them. Students were very weak in reading and writing, they cannot speak in proper English and some students remain absent most of the time. Study also found that teachers came up with remedial measures by talking to them; they tried to know their weakness and explained them to write what they had understood and learnt. And they told them to do correction and encouraged them to learn at home as well.

5. Objective V: To study the impact of central schemes for primary education in Sikkim are given below:

Part B-Headmasters

1. Study revealed that all the primary schools received mid-day meal every day.

2. According to the responses from headmasters that all primary schools receive free text books and uniform.

4. It was found that all the primary schools were utilizing central scheme properly. Children were getting proper and nutritious MDM at schools on daily basis. Central funds were properly utilized by the schools for the development of the schools and children.

5. With the help of central scheme and programmes, all the headmasters responded that there was growth in enrolment in the schools; they were able to maintain infrastructure or able to repair their schools in a minor way. It was also found that schools were able to purchase stationery items required in the schools.

6. With regard to implementation of Samagra Shiksha, the study found that there were improvement in schools' maintenance, sanitation, infrastructure, separate toilets for boys and girls in the schools, built ramps for CWSN students, saw improvement in academic and extra-curricular activities, schools started providing quality education, increased in number of trained teachers, students were regular in the schools.

Part C-Teachers

1. Study found that 100% of the teachers responded that the school provides Mid-day meal for the students.

2. 100% of the teachers responded that the students received free text books and uniforms etc every year.

3. 100% of the teachers responded that the schools utilized the central schemes properly.

6. Objective VI: To bring out Suggestions for the Improvement of Primary Education in Sikkim.

Part B - Headmasters

As regard to the suggestions for the development of primary education in Sikkim, some important suggestions were given by the headmasters are given below.

i. Basic facilities such as a proper school building (RCC), drinking water, separate bathrooms, power, a playground for children, a library, and enough infrastructure should be provided.

ii. Headmasters offered the following recommendations to increase student enrollment in primary schools: bettering infrastructure; revamping the government's current educational program; motivating community members and parents; allowing teachers to enroll their

own children in the government institutions where they teach; better academic performance will draw in more students; and SMCs should put in more effort.

iii. Enough funding should be allocated to ensure that every child obtains a high-quality education that prepares them for future success.

Part C – Teachers

As regard to the suggestions for the development of primary education in Sikkim, some important suggestions were given by the Teachers are given below.

i. A school needs a regular and punctual headmaster or person in charge to run smoothly and effectively.

ii. Teachers ought to be devoted and on time. Maintaining an efficient and fruitful learning environment requires teachers to be dedicated and punctual.

iii. Adequate money and facilities for infrastructure should be supplied. It supports the growth and efficient operation of educational establishments. Sufficient financial means and thoughtfully designed infrastructure facilitates a variety of activities and help to create the best possible learning environment.

Part D – Parents

Following were the suggestions given by Parents for improvement of Primary Education in Sikkim.

i. To equip students for the future, impart digital skills, innovative thinking, and problem-solving techniques.

ii. Hold frequent training sessions for educators to keep them abreast of the most recent advancements in instructional strategies and educational technology.

iii. Ensure that there are enough textbooks, notebooks, school supplies, and other learning resources in the classrooms. Sufficient resources facilitate efficient instruction and

learning, foster a constructive learning atmosphere, and assist learners in realizing their full academic potential.

Part E - Samagra Shiksha Officials

Following were the suggestions given by Samagra Shiksha Officials for improvement of Primary Education in Sikkim.

- i. To successfully achieve the National Education Policy (NEP) 2020's revolutionary objective for the educational system, training teachers at all levels in compliance with the policy is essential.
- ii. Making activity-based learning a top priority in primary school is essential to developing a successful, well-rounded educational system that meets the diverse requirements of young students and lays a strong basis for later academic and personal growth.
- iii. Teachers' efficacy and efficiency in handling the classroom and school obligations can be considerably increased by offering them short-term programs or training in administrative skills including office operations, administration, and handling human resources.

6.13. Educational Implications of the Present Study

1. It was found from the study that there were multiple factors which were responsible for students' performance in the primary schools such as; good infrastructure, teacher's effectiveness in the classroom, parents guidance at home, study habit at home and motivation from the community.
2. Study also revealed that many parents prefer private schools over government schools for better education because of which most of the government schools were having problems of low enrolment in the schools. In order to avoid this department have to come up with proper norms so that there won't be any such problems in the future with regard to enrolment in the primary schools.

3. The present study revealed that the TLMs were not available sufficiently in some of the primary school of Sikkim. It is essential to provide adequate instructional materials/TLMs for teachers for effective teaching-learning in the school. Use of ICT during classroom delivery should be encouraged in order to support effective teaching-learning process.

4. Study also found that the staffing pattern is not ideal in primary schools. It was found that inadequate numbers of teaching staff in rural primary schools of Sikkim as compared to urban primary schools. Proper recruitment and criteria should be in place for teachers as they play an important role in academic performance of the students.

5. Co-curricular activities and life skills courses should be given more importance particularly at the primary level. Because every activity and skills learn in the school life plays a significant role in the development of students. Therefore, co-curricular activities, life Skill, critical thinking should be part of the school curriculum in order to develop social skills, moral values, character building in students. All these skill will help students to be productive in their day to day life.

6. Problem faced by the students in the primary schools should be realized and take immediate measures.

7. Active participation of the parents and community in the functioning of the school is important for growth and development of Primary Schools. The current analysis demonstrates a lack of parental and community involvement in the majority of primary schools. The government primary schools of Sikkim need the contribution of parents and the community for their proper functioning. The contribution may not be only in terms of monetary support or participation in the school activities but there are so many other effective means of contribution like caring for their children, providing their children with a good family environment, encouraging their children to cultivate healthy habits, etc.

8. The impact of programs and schemes launched and implemented by the government has been positive in many areas as per the present study; there are lots of rooms for improvement in this regard. Tackling with this situation requires sincerity, dedication,

selflessness, good coordination and wise utilization of resources and implementation of the programs.

6.14. Suggestions for further research

Following are the suggestions provided by the investigator for further research:

1. An analysis of Sikkim's elementary education system's management.
2. A critical research on inspection and supervision techniques of government primary schools in Sikkim.
3. Research on community engagement in Sikkim's elementary school system: Both advantages and disadvantages.
4. An investigation on the roles and capacities of SMC and VEC in basic education in Sikkim.
5. An analysis of the availability and application of instructional tools in classrooms.
6. A Study on the percentage of dropouts that results in waste and stagnation to determine the reason behind Sikkim's primary education being universal.
7. Role of Samagra Shiksha (SS) in quality primary education in Sikkim.
8. A research on the funds used by the government to enhance primary education.
9. A study of the state and issues confronting urban and rural government primary school teachers in Sikkim.

6.15. Conclusion

Sikkim government has made an effort to improve the quality of education in its primary schools by offering a number of incentives, including free uniforms, textbooks, exercise copies, shoes, backpacks, and raincoats. Additionally, the government offers other scholarships, such as the Perna Scholarship and the Chief Minister Merit Scholarship, to class V pupils who are chosen after a difficult state-level examination. The Sikkim government implemented three years of pre-schooling (3-6 years) for

children by introducing LKG and UKG in all government schools starting in 2016. Additional pre-primary teacher training and orientation around NEP 2020 is now underway. Under the auspices of Samagra Shiksha, teaching materials emphasizing the fundamentals of literacy and numeracy for preschoolers were dispersed.

It is reasonable to view primary education as the cornerstone of a person's and a country's optimal growth. Even though our nation has recognized this fact since gaining independence and has implemented a number of programs and initiatives aimed at enhancing the primary education sector, the sector still requires significant attention and reform. Despite years of efforts by our nation to eliminate illnesses through various measures such as Universalization of Elementary Education and the recently passed Right to Education Act of 2009, primary education still faces common problems such as low enrollment and inadequate infrastructure.

By closely adhering to its stated aims and objectives, the current study, "A Study on the Development and Status of Primary Education in Sikkim," tried to paint a picture of the situation with regard to the challenges status, and development of government primary schools in Sikkim. The majority of headmasters reported concerns about their pupils' academic performance in the schools, according to the study's findings. It was found that parents were not assisting their kids in their studies at home because the majority of them were poor and illiterate and were unable to send their kids for tuition as they were dependent entirely on the schools. It was also found that enrollment issues, particularly in remote schools, were occurring as a result of the low birth rate and low population in these areas. The majority of schools have adequate infrastructure, according to the respondents, but only a small segment lack decent play areas, school buildings, separate restrooms, and well-fenced school walls and boundaries. The lack of qualified teachers in rural schools was found unfavourable.

The present findings also found that Sikkim stand-alone primary school population had declined as a result of fewer pupils attending the institutions. It would be encouraging if Sikkim Government Education Department give careful consideration towards the issues in order to raise the enrollment rate of children in government primary schools. Thus, government need to provide sufficient TLMs, computers, internet access, a

separate teacher's common area, book shelves, a playground, desks and benches, separate restrooms, and trained teachers, particularly in rural areas where it has been noted that the majority of teachers were concentrated in urban schools, leaving those areas with an inadequate teacher population.

The time has come for us to be hopeful, look forward to the future with optimism, and work tirelessly, continuously restructure the primary education system at the state and district levels. In order to progress and achieve quality primary education, all interested and accountable members of the community need to be more committed, diligent and cooperative between the government and community.

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Appendix-I

QUESTIONNAIRE FOR HEADMASTER OF THE PRIMARY SCHOOL

Name:_____

Designation:_____

Qualification:_____

Name of the School:_____

Objective 1: To study the development of primary education from historical perspective (secondary sources).

Objective II: To study the present status of primary education in relation to section A i.e. Students achievement.

I. Are you satisfied with your student's academic achievement? Yes/No__If No, please give the reason_____

II. Do you think students perform better if the teachers are effective in the class?

a. Yes ()

b. No ()

c. Not Sure ()

III. How often do you conduct class test?

1. Weekly ()

2. Month ()

3. Rarely ()

III. Do you allow your students to do activities in the school? Yes/No__

Enrolment/admission

I. What is the total of students in the school? Please tick.

- a. 1-9 ()
- b. 10-19 ()
- c. 20-29 ()
- d. 30-39 ()
- e. 40-49 ()

II. Do you think that students' enrolment is satisfactory? Yes/No__ If No, Please state the reason_____

III. Is there any drop out in the school? Yes/No__ If Yes, what is the reason? Please mention_____

Infrastructure

I. What is the status of the building in your institution?

- a. Pucca ()
- b. Kaccha ()
- c. Partly Pucca ()
- d. Any other

II. Kindly tick the following infrastructure available in your school, specify where ever necessary in any items.

Infrastructure	Yes/No	Specify wherever required
Table		
Chair		
Benches		

Desk		
Book Rack		
Library		
Reading corner in library		
Computer		
Projector		
Photo Copy Machine		
Playground		
Drinking Water		
Separate Toilet		
Teachers' Common Room		
Facilities for Children with Special Needs		

III. Are you satisfied with the infrastructural facilities available in your school?

a. Yes ()

b. No ()

if, No, please state in brief_____

Administration

I. Do you have adequate office staff to assist your office work? Yes/No_____If
No, how do you cope with this problem, please mention

II. Do you prepare self study report of your school? Yes/No___If Yes, mentions the
number _____ of
times_____

III. Does the school maintain the following: Yes/No___(please tick)

- | | |
|---|----------|
| a. Stock register | () |
| b. Admission register | () |
| c. Supervision book | () |
| d. Leave register | () |
| e. Cash book | () |
| f. Receipt register | () |
| g. Account book | () |
| h. Salary register | () |
| i. Personal file of teachers | () |
| j. MDM Register | () |
| k. Records of co curricular activities | () |
| l. Annual and Terminal plan for both curricular and non curricular activities | () |
| m. Progress Report Card | () |
| n. Pupil Attendance Register | () |
| o. Parents Meeting Register | () |
| p. Eco-Club Register | () |
| q. Health Register | () |

IV. What were the most important desirable changes at your school in last five years?
State in brief_____

V. Do you get teacher's support in academic and administrative work? Please tick Yes()
No() Sometimes()

VI. Whose help do you seek if you want to improve the school in any area? Tick
whichever applicable

a. Teacher ()

b. Students ()

c. SMC members ()

d. VEC ()

e. Parents ()

f. Any other_____

Finance

I. Do Government provides sufficient funds to school? Please state in
brief_____

II. Funds allotted by the Government authority sufficient to meet the requirement of the
school? Kindly specify in brief._____

III. Do you prepare annual budget? Please state in brief._____

IV. Are the account audited annually? Please state in brief_____

V. Do you maintain proper record of receipts and expenditure? Please state in
brief._____

Curriculum

I. Who frames the curriculum of the primary education? Please tick.

a. SCERT ()

b. State Board of Primary Education ()

c. Department of Education, Government of Sikkim ()

d. Managing Committee of Primary Education ()

e. Any other_____

II. Is the existing curriculum satisfactory? Yes/ No. If No, please elaborate on the areas of concern_____

III. Is curriculum revised? Yes/No, if yes, how frequent the revision is carried out

a. every 1-2 years ()

b. every 3-4 years ()

c. every 5-6 years ()

iv. Does the teachers complete prescribed curriculum on time? Yes/No. if no, what are the reason? Please mention_____

Co-curricular activities

i. What are the co-curricular activities organized in your school? Please tick.

Co-curricular activities	Yes	No
Club Activities		
Library Activities		
Excursion		
Games and Sport		
Puzzles Slides		
Cultural Competition		
Eco Club		
Scout and Guide		
Morning Assembly		
Red Cross		

NCC		
Any Other		

ii. Do you have S.U.P.W activities in your institution? Yes/No, if yes, how do you make use of the SUW product? Please mention_____

iii. Do you observe any of the important national days? Please tick.

a. Teachers day ()

b. Children's day ()

c. Independence day ()

d. Republic day ()

e. Any other_____

Examination and Evaluation

i. How do you assess your student's learning path? Please tick.

a. Class test ()

b. Weekly test ()

c. Monthly test ()

d Terminal test ()

ii. What types of examination system does your school have? Please Tick.

a. Annual ()

b. Semester ()

c. Any other_____

iii. How do you evaluate the performance of your students? Please tick.

a. By awarding marks ()

b. By grading marks ()

c. Percentage ()

d. Any other_____

Community Participation

I. Do the community collaborates/participate in various activities of the school? Yes/No_
if No please give the reason_____

II. Does the community launch the campaign for enrolment of children in the locality and villages? Yes()/No()

III. Does the community help in Contribution of manpower, and material for school building, repairing of school, playground, general maintenance etc.? Yes/No_ if Yes, please gives the detail information_____

IV. Do they encourage school for wearing of traditional shawls once a week?

Yes()/No()

V. Do they mobilize resources for school development and students improvement in academic performance? Yes/No_ if Yes please specify briefly_____

VI. Does the involvement of community in schools promote quality pupil's achievement? Please give your opinion in brief_____

VII. Is there any close participation and involvement of the communities in the administration and management of your school? Yes/No_ please specify briefly_____

VIII. Does the schools get free furniture from philanthropist? Yes/No_ if Yes, please specify briefly_____

IX. Does community willingly helps and provides useful resources for school? Yes/ No_
if Yes please state briefly_____

X. What are the ways by which the community mobilization process can be enhanced/improved. What are your expactations from the community. Please state in brief_____

School Management Committee

I. Does the school have SMC members from Parents, Teachers and local authority? Yes/No_If No, please give the reason_____

II. Does SMC helps in supervising and supporting in the implementation of school development plan? Yes/No_If No, please give the reason_____

III. Does the school usually hold meeting with parents, teachers and SMC member? Yes/No, if yes, kindly specify some issues that are brought up in the meeting.

IV. How often does the SMC hold meeting with the school staff? Please Tick.

a. Once a month

b. Once every three months

c. Once in every six months

d. Once a Year

V. Does SMC help in supervising and supporting in the implementation of school development plan? Yes()/No()

VI. Does SMC ensure the enrolment and attendance of all the children? Yes()/No()

VII. Does SMC monitor that teachers are not burdened with non-academic duties?

Yes()/No()

VIII. Does SMC helps in monitoring of finance, Management, Academic progress in the school? Yes/No_If No, please give the reason_____

IX. Does SMC ensures that all the incentives from the government reach to the students? Yes/No_If No, please give the reason_____

X. Is your school reserve 50% seat to women for SMC? Yes/No

If No, please give the reason_____

XI. Does SMC ensures the regular attendance and punctuality of teachers? Yes/No__if No please give the reason_____

Objective III: To study the role of teachers and their teaching methods.

I. Do the teachers in your school take the initiative in helping students to work efficiently? Yes/No/Sometimes

II. Do the teachers provide notes to the students? Please tick. Yes/No

III. Do the teachers conduct test atleast once in a month? Please tick. Yes/No

IV. Do you consult with the parents for improvement of their children? Please tick. Yes/No

V. Does teachers play active role by participating in the decision making process in the school? Please mention_____

VI. Does teachers involve in school administration and in its functioning? Please mention_____

VII. Are teachers performing well in the school? Please tick. Yes/No

VIII. What is the medium of instruction in the classroom? Please tick

a. English ()

b. Hindi ()

c. Nepali ()

d. Mixed ()

IX. Which method of teaching do you generally follow in your classes? Please tick

a. Teacher talk ()

b. Discussion method ()

c. Participatory ()

d. Dictating notes ()

e. Any other (Please specify) ()

X. Do your school provide sufficient teaching aids for teachers? Please tick. Yes/No

XI. What are the different kinds of teaching aids used by the teachers in the school?
Please specify_____

XII. Are you satisfied with the teaching method used by the teachers in the school?
Yes/No, if yes/no, please specify_____

Objective IV: To examine the problem faced in primary education by headmaster.

I. Do you find any problem relating to the academic achievement of the students?
Yes/No, if yes/no, please state the problem in brief_____

II. Specify some issues/problems faced by you with regard to
admission/enrolment?_____

III. What are the problems faced by you regarding infrastructure? Please
mention_____

IV. Do you face any problem with regard to community participation at the school?
Yes/No, if yes/no, please specify the problem_____

V. Do you face any problem with regard to school management committee in the school?
Yes/No. If yes/No please specify the problem_____

VI. Do you find problems relating to the numbers of primary teachers in your school?
Please state in brief_____

VII. Is there any problem with regard to insufficient of teaching aids? Please specify in
brief._____

VIII. Do you find a problem with regard to conducting of co-curricular activities for the
students in the school? Yes/No. If yes, specify the reason._____

IX. Do you find the problem with regard to conducting of parents-teachers meeting?
Yes/No

X. Is there any problem with regard to funds given by the government to your school?
Yes/No. If yes/no, kindly mention the problem_____

XI. Highlight some of the problems faced by you with regard to Teacher's
Absenteeism_____

XII. Do you have any problem in managing the institution? Yes/No. If yes what are the
problems that you find in the managing of your institution_____

XIII. What are the problems/challenges experienced by you in imparting education
during the pandemic? State in brief_____

**Objective V: To study the impact of central schemes for primary education in
Sikkim.**

I. Does your school receive mid-day meal? Yes/No. If yes, how often_____

II. Do students receive free text books, uniform etc? Yes/No, please specify if
yes/no._____

III. Do you get any grant-in-aid from the government (samagra Shiksha scheme)? Please
specify if yes/no_____

IV. Is the school utilizing the central schemes properly? Please state in brief_____

V. What is the impact of central schemes and programmes in the school? Please state in brief._____

VI. What are the areas where your school has significantly improved as a result of the implementation of samagra Shiksha?_____

Objective VI: To bring out suggestions for the improvement of primary education in Sikkim.

I. Please offer some suggestions for the improvement of Primary education in Sikkim.

Appendix-II

QUESTIONNAIRE FOR THE SCHOOL TEACHER

NAME: _____

GENDER: _____

ACADEMIC QUALIFICATION: _____

TRAINED/UNTRAINED: _____

TEACHING EXPERIENCE (in years): _____

REGULAR _____ PROBATIONARY _____

1. GENERAL INFORMATION

1. Do you have friendly and cordial relationship with the head of the institution? Yes/No.

If no, please specify the reason _____

2. How is your relationship with the students? Please tick.

a. Very Good ()

b. Good ()

c. Average ()

d. Poor ()

3. How are you appointed in the school? Please tick mark

a. through interview ()

b. through written test ()

c. combination of interview and written test ()

d. based on academic record ()

e. any other (please specify) ()

4. Are you satisfied with the nature of appointment? Yes/No

5. Do you receive your salary regularly? Yes/No

6. Are the following benefits provided to the teachers?

a. House rent allowance ()

b. Medical allowance ()

c. Travelling allowance ()

d. Pension ()

e. Winter allowance ()

f. House rent allowance ()

g. Any other allowance_____

7. Is the teachers' common room large enough to accommodate all teachers? Yes/No

8. Is the teachers' common room providing with the following facilities? Please tick.

a. Magazines

b. Newspaper

c. Lockers for each teacher

d. reading room/writing table

e. Any other_____

9. Are you satisfied with the existing infrastructure provision for the teachers? Yes/No.
please specify if yes/no_____

10. Do you enjoy leave facilities? Yes/No. If yes, please tick the type of leave facility available in the school.

- a. Medical leave
- b. Half day leave
- c. Study leave
- d. Maternity leave
- e. Casual leave
- f. Extra ordinary leave
- g. Preparatory to retirement leave
- h. Any other_____

11. How many days are you permitted the following leave in one working year?

- a. Casual leave_____
- b. Medical leave_____
- c. Earned leave_____
- d. Any other_____

Objective 2: To study the present status of Primary Education in relation to:

Student's Achievement

1. Are you satisfied with your student's academic achievement? Yes/No/No Sure. If yes/no/not sure, please give the reason_____

2. Do you think students can perform better if the teachers are effective in the class?
Yes/No/Not Sure

Enrolment

1. Are you satisfied with the student's enrolment in the school? Yes/No/Not Sure

Infrastructure

1. Does the school have sufficient furniture as state below? Please tick

Items	Yes/No
Pucca Building	
Kaccha Building	
Partly Pucca	
Tables	
Chairs	
Benches	
Desk	
Book Rack	
Library	
Computer	
Playground	
Drinking Water	
Separate toilets	
Teachers Common Room	

Administration

1. Do you support in academic and administrative work in the school?

Yes/No/Sometimes

Finance

1. Do government provide sufficient funds to school? Yes/No. If no, please state in brief_____

Curriculum

1. Is the existing curriculum satisfactory? Yes/No. If no, please elaborate on the areas of concern_____

Examination

1. What types of examination system does your school have? Please tick.

a. Annual

b. Semester

c. Both

Community Participation

I. Do the community collaborates/participate in various activities of the school? Yes/No_
if No please give the reason_____

II. Does the community launch the campaign for enrolment of children in the locality and villages? Yes/No

III. Does the community help in Contribution of manpower, and material for school building, repairing of school, playground, general maintenance etc.? Yes/No_ if Yes, please gives the detail information_____

SMC

I. Does the school have SMC members from Parents, Teachers and local authority? Yes/No_If No, please give the reason_____

III. Does the school usually hold meeting with parents, teachers and SMC member? Yes/No, if yes, kindly specify some issues that are brought up in the meeting.

Objective 3: To study the role of teachers and their teaching methods

I. Do you provide notes to the students? Yes/No

II. Do you conduct test atleast once in a month? Yes/No

III. Do you give individual attention to the students? Yes/No

IV. Do you check homework regularly? Yes/No

V. Do you consult with the parents for improvement of their children? Yes/No

VI. Do you play active role by participate in the decision making process in the school?

Please mention_____

VII. Do you think that teachers should be given more power in decision making in relation to teaching, administration and any other? Please

mention_____

VIII. Do you involve in school administration and its functioning? Please

mention_____

IX. Do you ensure student's active participation in the class? Yes/No

X. Do you have freedom to teach in your own style in class? Yes/No. If no please state the reason_____

XI. What methods of teaching you follow in the class? Please tick.

a. Teacher talk ()

b. Participatory ()

c. Demonstration ()

d. Discussion ()

e. Dictating notes ()

f. Any other_____

XII. What are the different kinds of teaching aids used while teaching? Please mention_____

XIII. Do you think modern teaching aids are effecting in teaching learning process?
Please explain in brief._____

Objective 4: To examine the problem faced by Teachers in Primary School

I. Do you face any problem in adjusting in the school? Yes/No. if yes, kindly give the reason_____

II. Do you face any problem in the classroom? Please state in the brief._____

III. Do you face any problems in relation to your work load? Yes/No. If yes, please state in brief._____

IV. Is there any problem with regard to insufficient of teaching aids? Please specify in brief._____

V. Do you find a problem with regard to conducting of co-curricular activities for the students in the school? Yes/No. If yes, specify the reason_____

VI. What are the common teaching-learning problems observed amongst the students? Please state in brief_____

VII. Are you facing any problem in connection to examination and evaluation? Yes/No. If yes, please state in brief_____

VIII. What are the main problems you faced in the school? Please state in brief_____

Objective 5: To study the impact of Central Schemes and Programmes in Primary Education.

I. Does your school provide Mid-Day Meal? Yes/No. If Yes, how often?_____

II. Does students receive free text books, uniform etc.?Yes/No. If No, please specify the reason_____

III. Is the school utilizing the central schemes properly? Please state in brief._____

Objective 6: Kindly provide some suggestion for the improvement of Primary education in Sikkim.

Appendix-III

INTERVIEW SCHEDULE FOR PARENTS

NAME:_____

QUALIFICATION:_____

OCCUPATION:_____

1. Does your child likes being at the school? Yes/No__if No, please give the reason

2. Does Staff treat your child fairly and with respect? Yes/No

3. Do you feel that your child is safe at the school? Yes/No__if No, please mention the reason._____

4. Does your child is making good progress at the school? Yes/No__if No, please give the reason._____

5. Do you receive help, regular feedback about your child in learning and developing from school? Yes/No__please state in brief._____

6. Does the information you receive about how your child is doing reaches to you at the right time? Yes/No__If No, Please specify the reason._____

7. Does school give you advice on how to support your child's learning at home? Yes/No...please state in brief._____

8. Does parent-teacher association/mother-teacher association exist in the school? Yes/No

9. Do you feel comfortable approaching the school with questions, suggestions and problems? Yes/No__please state in brief._____

10. Does school takes your views into account when making changes? Yes/No__please state in brief._____

11. Do you feel encouraged to be involved in the work of the Parents Council and Parent Association? Yes/No__ please state in brief._____

12. Are you satisfied with the quality of teaching in the school? Yes/No__please state in brief._____

13. Does school is well led and manage? Yes/No__please state in brief._____

14. Are you satisfied with the school? Yes/No__please state in brief._____

15. Does school organize any awareness programmes/ meeting for awareness of parents about new schemes? Yes/No__please state your opinion in brief._____

16. Are you aware about the new schemes and programmes? Yes/No__please state your opinion in brief._____

17. Kindly give some suggestions for the improvement of primary education in Sikkim.

Appendix-IV

INTERVIEW SCHEDULE FOR OFFICIALS OF EDUCATION DEPARTMENT, GOVERNMENT OF SIKKIM

Name: _____

Designation: _____

Office: _____

Years of Service completed: _____

I. AMINISTRATION

i. What is the Administrative Structure of Primary Education in the State? Please mention

ii. What criteria are used for recruitment of teachers in the Primary Schools in the State?
Please mention

iii. Does the state government set up the State council of Primary Education? Yes/No

If yes, when was it set up: _____

If No, please state reason: _____

iv. Are you satisfied with the procedure adopted by the state government towards
development of Primary Education in Sikkim? Please justify.

II. FINANCE

i. How much of grants were earmarked for primary school in the last 5 years

Year	Total amount of fund	Amount allotted to each Primary Schools
2015	Rs:	
2016	Rs:	
2017	Rs:	
2018	Rs:	
2019	Rs:	
2020	Rs:	

III. ACADEMIC

i. What are the aims and objectives of Primary Education in the State? Please give your views.

ii. Please state whether the department of education, State government carries out supervision towards Primary Education in the State? State briefly.

iii. Whether inspection reports are submitted to the authority concern like

a. MHRD

b. State Government (Government of Sikkim)

c. Any other (please specify)

iv. What types of complaints do you get with regards to the Primary School in general?

v. What are the academic problems of the Primary schools detected during the course of Inspection?

IV. CENTRAL SCHEMES AND PROGRAMMES

i. What is the impact of central schemes and programmes in the Primary school? Please state in brief.

ii. Does schools utilizing the central schemes properly? Please state in brief.

iii. What are the areas where your school has significantly improved as a result of the implementation of Samagra Shiksha? Please state in brief_____

V. KINDLY GIVE SUGGESTIONS FOR IMPROVEMENT OF PRIMARY EDUCATION IN SIKKIM

Appendix-V

Name-List of Districts Wise Primary Schools in Sikkim

Sl. No.	Gangtok	Pakyong	Gyalshing	Soreng	Namchi	Mangan
1	Nimthang Ps	Bashilika Ps	Malbasey Ps	Kharpaney Ps	Shyamdas Ps	Naday Ps
2	Daringlingzey Ps	Pachey Samsing Ps	Tikjek Ps	Jambudara Ps	Nangdang Ps	Meyong Ps
3	Middle Syari Ps	Kaputhang Ps	Toyang Ps	Karthok Ps	Chiyandara Ps	Malling Ps
4	Samdur Ps	Taksong Kaizley Ps	Singpheng Ps	Thongling Ps	Kitchudumra Ps	Nampatam Ps
5	Chongeytar Ps	Titribotey Ps	Reything Ps	Bharakheley Ps	Chamgoan Ps	U.Mangshi lla
6	Merung Ps	Taksang Ps	Lower Bhaluthang Ps	Gaynodaya Ps	Purano Namchi Ps	L. Mangshila
7	Yalli Ps	Lower Bering Ps	Yangtey Ps	Majuwa Ps	Lower Assangthang Ps	Chatten Ps
8	Thegu Ps	Kartok Ps	Salley Ps	Arobotey Ps	Lower Singtam Ps	Bitchu Ps
9	Sotak Ps	Lower Kadamtam Ps	Upper Bhaluthang	Phuchenbon g	Singtam Pallum	PegoanPs
10	Navey Ps	Upper Kadamtam Ps	Ramitey Ps	Upper Pakkigoan	Pallum Ps	Bop Ps
11	Selep Tanki Ps	Kaiyong Ps	Baydong Ps	Lower Timburbong	Bul Ps	Munshitha ng Ps
12	Beng Thang Sing Ps	Chujachen Lingchok Ps	Kabirthing Ps	Barbotey Ps	Pakchey Ps	Shipgyer Ps
13	Dipu Dara Ps	Lok Dara Ps	Khorong Ps	Ramidham	Jawbari Ps	Theng Ps
14	Lingdong Ps	Gangyap Ps	Middle Bhaluthang	L. Tadong	Bhanjyang Ps	Ramom Ps

Sl.No	Gangtok	Pakyong	Gyalshing	Soreng	Namchi	Mangan
15	Thangsing Ps	Chunnbhatti Ps	Tikjuk Ps	Bhanjyangdara Ps	Sorok Manpur Ps	Bakcha Ps
16	Subithang Ps	Sisney Ps	Sangkholo Ps	Namgoan Ps	Lower Goam Ps	Longboo
17	Dongey Thang Ps	Changeylakha Ps	Sindrang Ps	Nijgoan Ps	Lower Mickhola Ps	Tingda Ps
18	L. Kambal Ps	Lower Dalapchand Ps	Chongzong Ps	Tafel Ps	Boomtar Ps	Gairee Ps
19	Laxmi Niketan Ps	Deoling Ps	Singyang Ps	Dhankutay Ps	Kopchey Ps	Lingchom Ps
20	Tintek Marchak Ps	Chandaney Ps	Middle Begha Ps	Jaubari Ps	Compound Ps	Labi Rangdam
21	Samthar Ps	Pasting Ps	Srinagi Ps	Lower sangadorjee Ps	Lower Kitam Ps	Men Rongong Ps
22	Tintek Chuba Ps	Bouchen Ps	Lidung Ps	Boom Rinchenpong Ps	Sada Ps	Rarick Ps
23	Tintek	Lamten Ps	Sankhu Ps	Lower Kartok Ps	Borrang Ps	Shiphang Ps
24	Machalakha Ps	Dodachen Ps	Bullung Ps	Buksom Ps	Borong Suntalay Ps	Molom Ps
25	Central Patuk Ps	Nimachen Ps	Bhalukhop Ps	M. Takuthang Ps	Phamtam Makerjong Ps	Chawang Ps
26	Patuk Kokaley Ps	Agri Goan Ps	Sapong Ps	Lower Tikpur Ps	Lingding Ps	Ramthang Ps
27	Toribari Ps	Thungsung Ps	Jhakridhunga Ps	Beyong Ps	Ralong Lungsing	Tankey Ps
28	R/Kayathang Ps	U. Khandong Ps	Lower Radhu Ps	Sapreynagi	Barfung Ps	Noam Panang Ps

Sl.No	Gangtok	Pakyong	Gyalshing	Soreng	Namchi	Mangan
29	Chinzey Ps	Rungdung Lakha Ps	Konabar Ps	Moonewgoan Ps	Anithang Ps	Laven Ps
30	Mahabir Ps	L.Sudung Lakha Ps	Sepi Ps	Peuraytar Ps	Kewzing Tea Garden Ps	4 th Mile Ps
31	Doksing Ps	Okherbotey Ps	Simphok Ps	Lower Okhrey Ps	Legship Daragoan Ps	Lingkoo Ps
32	Lower Luing Ps	Budang Ps	Lower Shanku Ps	Tareybhair Ps	Bakkehim Ps	Tingbong Tarling
33	Katuk Vidhaya Sagar Ps	Kumrek Ps	L. Sapong Ps	Anden Ps	Lingzoo Ps	Pentong Ps
34	Phenzong Ps	Samsing Suntaley Ps	Hee Sapung Ps	Siktam Ps	Middle Rayoung Ps	Barfok Ps
35	Barbing Ps	Khani Goan Ps	Hee Tamabong Ps	Bhareng Ps	Lower Tarnim Ps	Manzing Ps
36	Ranka Raigoan Ps	Sakhu Ps	Lunzik Ps	Lower Rumbuk Ps	Tarnim Ps	Gnon Ps
37	Chuza Martam Ps	Sawney Ps	Labing Ps	Nasa Ps	Chittray Ps	Bringbonh Ps
38	Sang Khola Ps	Upper Lingchey	Boom Melli Ps	Ringyang Ps	Rankey Ps	Pheedang
39	Beyong Ps	Upper Pachak Ps	Lamathang Ps	Hoorgoan Ps	Gangla Ps	Lingtyang Ps
40	Tirkutam Ps	Rikyap Ps	Ting Ting goan Ps	Rupsang Ps	Upper Rayoung Ps	Lum Ps
41	Nazitam Ps	Pheri Ps	Singlitam Ps	Simkhuna Bhasmey Ps	Bermoik daring Ps	Taryang Ps
42	Martam Lingtam Ps	Latuk Ps	Simchen Ps	Khuttidara Ps	Bermoik Passi Ps	Gaikhana ps
43	Zingla Ps	Lossing Ps	Topung Ps	Sirbong Ps	Rekape Ps	Lingdem p
44	Saraswati Ps	Tokchi Ps	Mangsabong Ps	Upper Kamling Ps	Bermoik Delep Ps	NIL

Sl.N O	Gangtok	Pakyong	Gyalshing	Soreng	Namchi	Mangan
45	Rabdang Chotang ps	D. Manpur Ps	Mangtabong Ps	Okherbotey Ps	Lower Namphing Ps	NIL
46	Sazong Timpem ps	Ankuchen Ps	Thingling-II Ps	Sadhugoan Ps	Kamergoan Ps	NIL
47	NIL	Katarbotey Ps	Choja Ps	Suntaley Ps	L. tarku Gairigoan	NIL
48	NIL	Posakey ps	Tsong Ps	Singrep Ps	Lower Tanak Ps	NIL
49	NIL	Reshi ps	Meyyong Ps	L Suldong	Due deentam Ps	NIL
50	NIL	Teenkharka ps	Sagbari Ps	Ghumauney Ps	Aifaltar Ps	NIL
51	NIL	NIL	Pechreak Ps	Parengoan Ps	Upper Tanak Ps	NIL
52	NIL	NIL	Upper Martam Ps	L. Parengoan Ps	Genchung Ps	NIL
53	NIL	NIL	Chewribotey Ps	Lower hattidhunga	Ben Katuja Ps	NIL
54	NIL	NIL	Hee Majhgoan Ps	Ambotey ps	Ben Rolok Ps	NIL
55	NIL	NIL	Rungdu Ps	Kolbong ps	Simkharka Ps	NIL
56	NIL	NIL	Barasamsing Ps	NIL	Ben Namphrik Ps	NIL
57	NIL	NIL	Upper Mangnam Ps	NIL	Ben Peku Ps	NIL
58	NIL	NIL	Lower Mangnam	NIL	Harrabotey Ps	NIL
59	NIL	NIL	Middle Pokhari Ps	NIL	Timburay Ps	NIL
60	NIL	NIL	Nambu Tareng Ps	NIL	Nandugoan Suntalay Ps	NIL
61	NIL	NIL	Nessa Arithang Ps	NIL	Lower Nandugoan	NIL
62	NIL	NIL	Thangchung Ps	NIL	Borbotay Ps	NIL

Sl. No	Gangtok	Pakyong	Gyalshing	Soreng	Namchi	Mangan
63	NIL	NIL	Pewthang Ps	NIL	Gumpa Dara Ps	NIL
64	NIL	NIL	Chumang Ps	NIL	Lamaten Ps	NIL
65	NIL	NIL	Rangit Ps	NIL	Tingmoo Biring	NIL
66	NIL	NIL	Nambu Mangthang Ps	NIL	Mangbrue Ps	NIL
67	NIL	NIL	Naku Tadong ps	NIL	Subuk Ps	NIL
68	NIL	NIL	Changey ps	NIL	Bansbotey Ps	NIL
69	NIL	NIL	Lethang ps	NIL	Phong Ps	NIL
70	NIL	NIL	Nerdang ps	NIL	Tangzi Ps	NIL
71	NIL	NIL	NIL	NIL	Karek Jogidara Ps	NIL
72	NIL	NIL	NIL	NIL	Rubdi Toribari Ps	NIL
73	NIL	NIL	NIL	NIL	Tangey Barbotey ps	NIL
74	NIL	NIL	NIL	NIL	Tek Ps	NIL
75	NIL	NIL	NIL	NIL	Donak Ps	NIL
76	NIL	NIL	NIL	NIL	Subinkhore Ps	NIL
77	NIL	NIL	NIL	NIL	Jholungey Ps	NIL
78	NIL	NIL	NIL	NIL	Keteng Makerjong Ps	NIL
79	NIL	NIL	NIL	NIL	Bhalukhop Ps	NIL
80	NIL	NIL	NIL	NIL	Nizrameng Ps	NIL
81	NIL	NIL	NIL	NIL	Nagi Politam Ps	NIL
82	NIL	NIL	NIL	NIL	Ruchung Ps	NIL
83	NIL	NIL	NIL	NIL	Politam Ps	NIL
84	NIL	NIL	NIL	NIL	Perbingkhop Ps	NIL
85	NIL	NIL	NIL	NIL	Dong Tingley Ps	NIL
86	NIL	NIL	NIL	NIL	Rabikhola Ps	NIL
87	NIL	NIL	NIL	NIL	Khayarbotay Ps	NIL
88	NIL	NIL	NIL	NIL	Upper Satam Ps	NIL
89	NIL	NIL	NIL	NIL	Rangang Ps	NIL

Sl.No	Gangtok	Pakyong	Gyalshing	Soreng	Namchi	Mangan
90	NIL	NIL	NIL	NIL	Kateng Dhingtar Ps	NIL
91	NIL	NIL	NIL	NIL	Lingmoo Pepthang Ps	NIL
92	NIL	NIL	NIL	NIL	Lower Broom Ps	NIL
93	NIL	NIL	NIL	NIL	Upper Niya Ps	NIL
94	NIL	NIL	NIL	NIL	Kaw Ps	NIL
95	NIL	NIL	NIL	NIL	Darakharka Ps	NIL
96	NIL	NIL	NIL	NIL	Badamtam Ps	NIL
97	NIL	NIL	NIL	NIL	Sumsee Ps	NIL
98	NIL	NIL	NIL	NIL	Bandey Ps	NIL
99	NIL	NIL	NIL	NIL	Lower Manzing	NIL
100	NIL	NIL	NIL	NIL	Rogdara Ps	NIL
101	NIL	NIL	NIL	NIL	Sukrabarey Ps	NIL
102	NIL	NIL	NIL	NIL	Guptigoan Ps	NIL
103	NIL	NIL	NIL	NIL	Mungrang Ps	NIL
104	NIL	NIL	NIL	NIL	Ramabong Ps	NIL
105	NIL	NIL	NIL	NIL	Beeling Ps	NIL
106	NIL	NIL	NIL	NIL	Lower Ramabong Ps	NIL
107	NIL	NIL	NIL	NIL	Begani Ps	NIL
108	NIL	NIL	NIL	NIL	Kubinday Ps	NIL
109	NIL	NIL	NIL	NIL	Suntelay Makerjong Ps	NIL
110	NIL	NIL	NIL	NIL	Rolu Manpur Ps	NIL
111	NIL	NIL	NIL	NIL	Pakzar ps	NIL
112	NIL	NIL	NIL	NIL	Aap Gachi pipalbotey ps	NIL
113	NIL	NIL	NIL	NIL	Lower Jarrong ps	NIL
114	NIL	NIL	NIL	NIL	Dhargoan ps	NIL
115	NIL	NIL	NIL	NIL	Majuwa ps	NIL

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