A STUDY OF HIGHER EDUCATION IN THE STATE OF SIKKIM

BY
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DEPARTMENT OF EDUCATION

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DECLARATION

I, **Yodida Bhutia,** hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/Institute.

This is being submitted to the North Eastern Hill University for the degree of Doctor of Philosophy in Education

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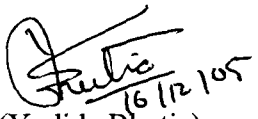
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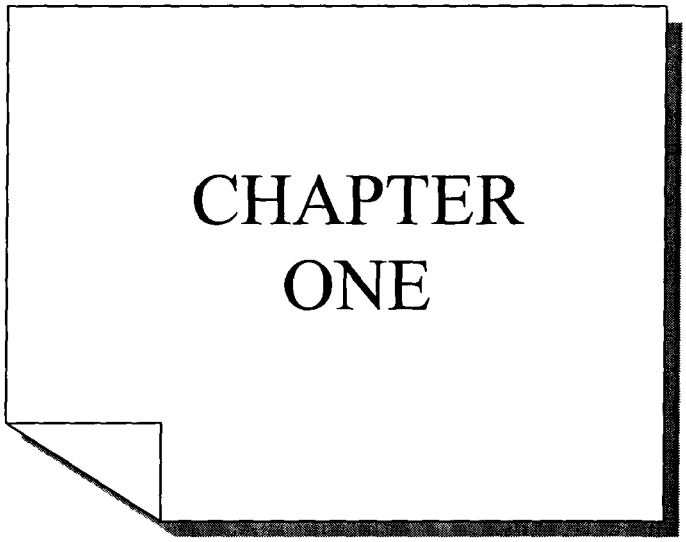
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CHAPTER
ONE

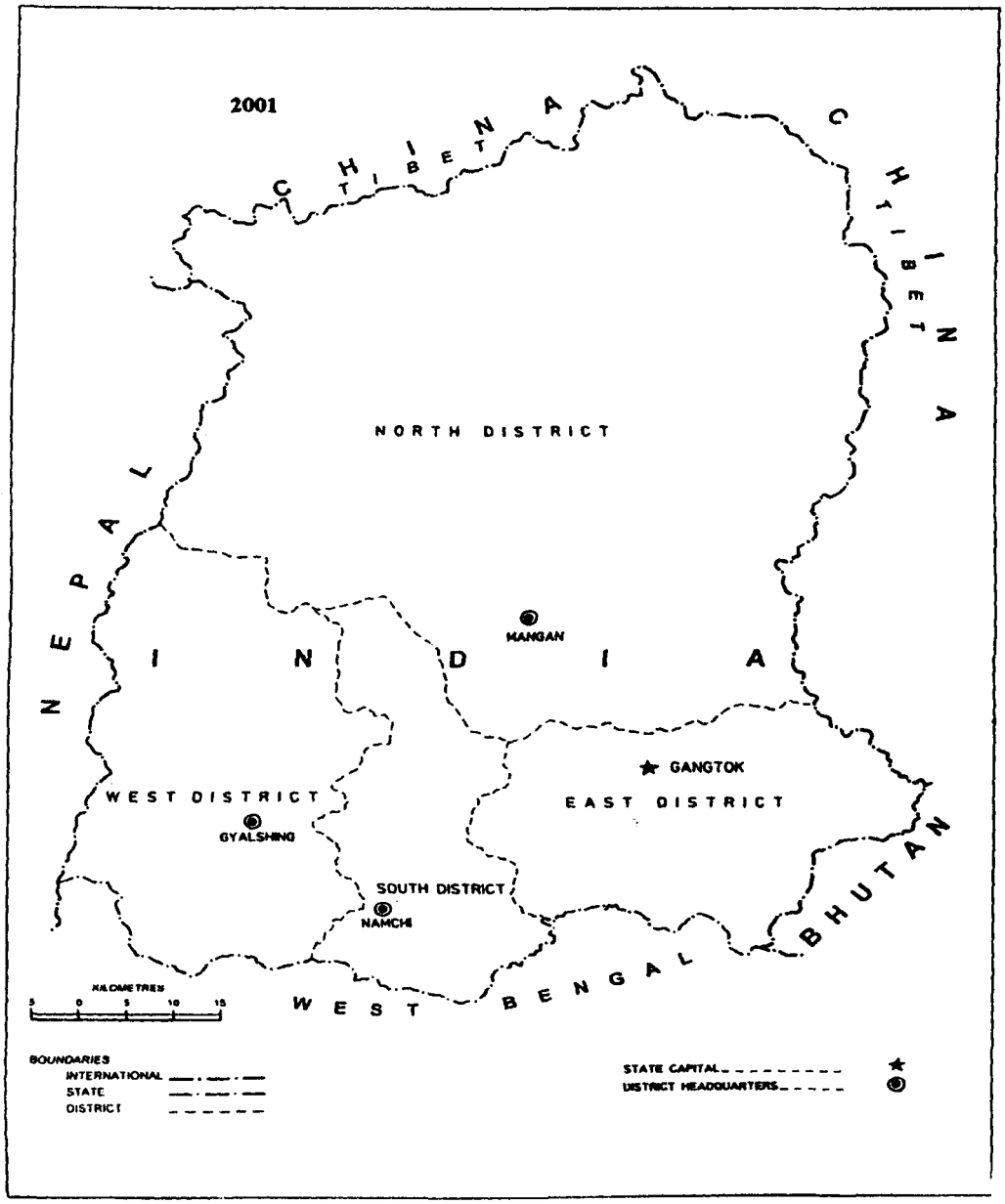
MAP 1. POSITION OF SIKKIM IN INDIA



MAP. 2. POSITION OF SIKKIM IN NORTH EAST INDIA



MAP 3. ADMINISTRATIVE UNIT OF SIKKIM



CHAPTER I
INTRODUCTION

1.0 INTRODUCTION

Higher education plays an important role in the development of a country. Higher Education embraces all types of institutions that require their entrants to have completed their senior secondary school studies. It comprises all types of institutions such as general and professional institutes of higher learning centers. It is rightly said that higher education holds the key to the destiny of the nation. Higher education provides people with an opportunity to react on the critical, socio- economic, cultural, moral and spiritual issues facing humanity. Development of higher education institutions are important as it produces well informed and deeply motivated citizens, who can think critically, analyse problems of society, look for solutions to the problems of society, apply them and accept social responsibilities. Higher education provides ideas and men to give shape to the future and also sustain all the other levels of education. The quality of life and pace of development of any nations depends on the ideological climate, the widespread perceptions of history, culture, tradition and values; and the feeling of confidence in human capability to overcome material, social and spiritual problems of living. Higher Education and the intelligentsia nurtured by it, have a special role in determining the quality of the overall environment. Higher education also supplies a wide range of increasingly sophisticated and ever changing variety of manpower needed in industry, agriculture, administration and services. The self reliant and indigenous character of an economy can only be maintained when competent people are available to foresee, plan and execute research and development activity. It is also to provide the right kind of leadership in all walks of life and identify gifted youth and help them to develop their potential to the full by cultivating physical fitness, developing the powers of mind, right interests, attitudes and values. It has rightly been regarded as the backbone of an economy and a powerful instrument for the fulfillment of national aspirations. Hence, expenditure on higher education has been regarded as an important investment. Economic studies are available to show that in the longer run, every rupee spent on education brings greater returns than a rupee invested elsewhere. In fact, it is sine qua non for development

of modern society. The World Bank document states "Higher Education is a paramount importance for economic and social development". UNESCO (1995) in its policy paper on "Change and development of Higher Education emphasizes that state and society must perceive Higher Education, not as a burden but as a long time investment, in order to increase economic competitiveness, cultural development and social cohesion". UNESCO (1998) stressed that the far reaching changes now taking place in the world, and the entry of human values into society based on knowledge and information, revealed how overwhelming important education and Higher education are.

1.1 HIGHER EDUCATION

Higher education refers to education in post higher secondary institutions, colleges and universities. It is higher education, firstly because it constitutes the topmost stage of formal education and more importantly, because it is concerned with processes in more advanced phases of human learning. The entrants are about eighteen years of age and therefore they are mentally mature and capable of performing at the abstract level. They can analyse, systhesise and grasp concepts and ideas of all kinds. Their creative faculty is also developed adequately. Consequently the content, methods of interaction and organization of work have to be very different from what they are at the school.

Three aspects of higher education are of relatively recent origin. One of them is that social, economic and industrial development has created a pressure towards greater specialization. Because of specialization today's student in higher education knows more and more about less and less and sometimes special efforts are necessary to create a broader understanding of subjects and disciplines. The second aspect is that as societies grew more complex, more selective and efficient means of cultural transmission evolved. The result is the formal, institutionalized system of education. The curriculum, due to specialization and paucity of time has crystallized into clear-cut 'papers' or courses. Formalism both in structure and content have crept in. The need of producing students of comparable base of knowledge and standard of achievement by a large number of institutions, has led to formalism in evaluating or examining of students. Thirdly, research has emerged as one of the most significant dimensions of higher education today. Creation of knowledge is a tangible output of the educational system because of

which the Universities have acquired a new social status, particularly, in the developed countries. In fact, there exists a symbiotic relation between research and specialization of knowledge and skills. Much research is a team effort of collaborative nature in which the combined intelligence of large numbers is brought to bear on the solution of a problem. Higher education offers a unique blend of two resources essential for economic and social development; knowledge and status. At the apex of the educational hierarchy, higher education makes the decision on how knowledge should be organized and what status should be attached to different knowledge areas. Further within higher education, universities act as the custodians of the selection process through their control of the examination system. Higher education is not merely at the apex of the education system, it is also the level which prepares personnel for all other levels of education and expertise for a great variety of jobs that have to be manned in the social, economic and cultural sectors. In addition to being at the frontier of knowledge, it plays a crucial role in the generation of new knowledge. Therefore, the relation between higher education and development is a crucial one.

1.2 OBJECTIVES OF HIGHER EDUCATION

The country paper (Government of India's) in UNESCO World Conference on Higher Education in the Twenty-First Century, Paris, 5-9 October 1998, articulating the vision of India on higher education in 1998 reflected the following views: [1]

- Education aims at liberation- liberation from bondage and ignorance, backwardness and gravitational pulls of the lower human nature;
- Education, being an evolutionary force that enables both the individual and the collectively to evolve various faculties and to integrate them by the superior intellectual, ethical, aesthetic and spiritual powers, should aim at developing a new type of humanity highly humane, cultured and integrated;
- Education should be so designed as to become a powerful carrier of the best of the heritage and it should, therefore, aim at transmitting to the new generations the lessons of the accumulated experiences of the past for further progress in the present and the future.

The paper further suggested that considering the contemporary problems of environment, of conflicts and of symmetrical relationships need to be resolved as early as possible, the Indian system of Education aims at the promotion of the goals of universal peace, harmony and unity, based on the principals of liberty, equality and fraternity. Within the broad canvas of these objectives, the specific objectives of higher education that are evolving especially within the Indian context are;

- To seek and cultivate new knowledge, to engage vigorously and fearlessly in the pursuit of truth, and to interpret all knowledge and beliefs in the light of new things and discoveries;
- To provide the right kind of work ethos, professional expertise and leadership in all walks of life;
- To strive and promote quality and social justice;
- To foster among teachers and students and through them in society generally, integral development of all values inherent in physical, emotional, rational, aesthetic, ethical and spiritual education; and
- To promote synthesis of knowledge, with special emphasis on unity of scientific and spiritual pursuits that would revitalize our country's heritage and promote the ideal of the whole world as one united family.

1.3 PROFILE OF SIKKIM

Sikkim is the 22nd State of the Indian Union. It is crowned with snowcapped mountains, covered with tropical jungles and its foot rest on the alpine valleys. Sikkim constitutes the western most part of the eastern Himalayan realm within the Great and the Inner Himalayan regions. Forty miles wide, it is 80- 90 miles long enclosed between the Singhalila ridges and the Donkhya range. It is bounded on the west by Nepal, on the north by Tibet, on the east by Bhutan and on the south by West Bengal. Sikkim is located 28degrees 07′ 48″ and 27 degrees 04′ 46″ north latitude and 88 degrees 00′ 58″ and 88 degrees 55′ 25″ east longitude. It has an area of 7,300 square kilometers.

Sikkim is a land of varied elevations, ranging from 244 meters above mean sea level at the southern foothills to over 6,096 meters along its northern and northern – western Boundaries. In the north, the State stretches unto the great Himalayan range

which is the watershed between Tibet and Sikkim, with four main passes – Sesela or Dachila about 5,255 meters, Kongrala about 4,877 meters, Nathula about 5,270 meters and Chorten Nyimala about 5,791 meters. In the east, the Dongkya range separates Sikkim and the Chumbi Valley of Tibet. This range has a number of passes, the most notable of which are Nathula and Jelepla, just about 4,367 meters high. In the west, the Singalila range is the boundary between Sikkim and Nepal. The Mount Khangchendzonga (Kanchanjunga) of over 8,534 meters, the third highest peak in the world, is to be found in this range. In the south, there is no natural feature that marks the frontier between Sikkim and West Bengal, except a part of the border along which runs the Teesta and Rangit rivers.

However, it appears that during the reign of some of the early rulers, the territorial limits of Sikkim extended beyond the present boundaries on all sides. 'The Kingdom was then many times its size today. In the North it extended to Thang La (near Phari, Tibet), in the East to Tagong La (near Paro, Bhutan), in the South to Titalia (near the borders of Bihar and Bengal, India) and in the west to Timar Chorten (Tamar river, Nepal).[2] Towards the close of the 18th century, the Gorkhas of Nepal advanced as far east as the Tista and beyond. Following the Treaty of Segaulee (1816) which marked the close of the Indo-Nepal War of 1814-1815, the English handed over to the Chogyal of Sikkim 'the hilly or mountainous country situated to the Eastward of the Mechee River and to westward of the Teesta River which was formerly possessed and occupied by the king of Nepal.[3] Next, by deed of Grant on February, 1835 the king of Sikkim made over Darjeeling to the East India Company.[4] The boundaries of Sikkim towards the west and South are also said to have undergone changes from time to time till 1835. The northern boundary, whatever it was previously, was ultimately fixed by an Agreement between the British Government in India and China in 1890.

The north-western part of the state is highly elevated and therefore remains under snow cover almost throughout the year. There are numerous glacial lakes which freeze during winter. Quite an extensive area of Sikkim remains snow bound round the year especially, eastern and western part. The snow peaks of Sikkim are visible from the plains of North Bengal even during the hottest summer months. The snow fields of Sikkim give rise to several medium and small sized glaciers which are the origination of

main rivers of Sikkim. The Tista is the principal river of Sikkim which originates from a glacial lake Chho Lhamo. The tributaries of the Tista are Lachen, Lachung, Rangit, and Rangpo. These rivers pass through mountainous terrains and are not navigable, but they are used for generating hydroelectricity. There are few mineral hot springs where warm water oozes out from beneath the surface with a strong sulphorous odour. The rainfall varies from 127cm to 600 cm annually in some areas. Sikkim receives most of its rainfall between the months of May and September. The temperature varies from 0 to 30 degree Celsius. The land is of great climatic contrasts within very short distances. Latitudinally the basin is located within subtropical climate region but due to the presence of high mountains, here one can experience climates as varied as temperate, alpine, and even artic type.

The northern portion of the Sikkim like the Lachen and Lachung valleys are used as grazing pastures by Sikkimese herdsman whereas cultivation is the mainstay of the people of the southern half. The majority of people seem to have continued shifting cultivation until the late 19th century. At, present wet terraced rice cultivation is practiced. Sikkim displays an extraordinary variety of biological diversity. There are more than 5,000 species of angiosperms, 4,000 species of flowering plants, 450/500 species of orchids and 300 species of ferns and allies. The State also has a rich variety of birds and animals with over 140 species of mammals, 400 species of butterflies and moths and 500/600 species of birds. A rich variety of forests – both deciduous and coniferous – cover 82 percent of the land in Sikkim. Deciduous and evergreen forests are spread over the eastern and western parts of Sikkim while the north is dominated by coniferous forests. These forests are central to people's livelihoods and serve as the major source of food, fuel and medicinal herbs and plants. Forests are also a major source of revenue for the government.[5]

1.4 THE PEOPLE OF SIKKIM

With their typical population, idiosyncratic settlement patterns and unique economic system the Sikkimese have been able to preserve their cultural individuality to a great extent. According to 1991 census, Sikkim had a population of over 4 lakh as on

March 31 whereas it reached 540493 (288,217 Males and 252,276 Females) and the density of population is 76 persons per sq.km according to 2001 Census.

The main stream comprises three ethnic groups, namely, the Lepchas, the Bhutias, and the Nepalese. "There is a sprinkling of plains folk, who had settled in Sikkim generations ago. They form part of the business community who live in perfect harmony and mutual understanding with the rest of the people in the state."[6] According to the Government of Sikkim Act, 1974, various sections of the population were divided into two principal groups: "Sikkimese of Lepcha-Bhutia origin" and "Sikkimese of Nepali origin." [7]

1.4.1 LEPCHAS

The Rong-Pas who are known as Lepchas, are original inhabitants of Sikkim. According to general tradition existent among Rongs, they claim to have been originally a race of hunters. In the very early times, before the Tibetans or the Bhutanese or the Nepalese infiltrated into their country, they lived as the free rulers of the immense forest which was their home.[8] Their physical characteristics showed them to be a member of the Mongolian rade.[9] But later it was supposed that they had come from the east, from the direction of Assam and Burma. The Lepchas are markedly Mongolian in features and differ from Tibetans. It is also said that the Lepchas have similarity with tribes of Hangrang in the North West Frontier Province and with the mountain tribe of the Laree area in Ladakh. Others contend that the Lepchas and the Khasis of Khasi-Jyantia area are two different branches of the same ethnic group;[10] "what or what-so-ever might have been their original source, they here appeared in the most simple primitive state, living in the midst vast, wild magnificent forests, old as the hills themselves." The Lepchas are primarily animists. They acknowledge the existence of good and bad spirits and do a lot of appease the bad one. They have priest doctor who is in fact exorcist. The male priest doctor is called bon and female is generally called monn. The Lepchas have their own language which according to Mainwaring, is the oldest of all the hill dialects.[11] It is contended that the language they speak is of the Tibeto-Burmese family. However Chie Nakane in her article "A plural Society in Sikkim" says that it is more akin to the Khasi language of Assam, which is considered Austro-Asiatic. The languages of the Bhutias,

Limbu, Murmi, Mangar, khamba and Newar also belong to it.[12] The Lepcha men wear Tego, Tomo (Gyado), Thokro, Tringip Nyiamarik, Thektuk.. They always carry knife popularly known as Ban. The women put on full sleeve blouse and a wrap a long piece of cloth called Gadha pinned at shoulder like Khasi tribe of Meghalaya. Women also wear dungdem, Tego, Thekuk, Nyiamarik, ornaments Chyap-Chyap Shambrang Bur, Kukip alyak, Nay-kong, Akager.[13] They are basically non vegetarian. The Lepcha tribe follows their own religion of worshiping nature, some follow Buddhism and also Christianity. The tribe has no caste distinction. In their marriage customs men pays bride in cash or material. The Lepchas are intelligent, amiable, innocent, and good humoured. They are modest and hospitable people.

1.4.2 BHUTIA

The Bhutias belong to an ethnic group resembling the Lepchas with whom they have had centuries-old contacts and brotherhood. The Bhutias are considered good traders and agriculturists and many of them were herdsman looking after the valuable herds of yaks and sheep. The Bhutias are mostly traders and herdsmen. But many of them are accustomed to cultivation now-a-days. They are good at weaving carpets, woolen carpets, craftsmanship, delicate Sikkimese carpentry, intricate paintings of Buddhist Thankas, carving statues etc. They are not so fond of isolation and prefer cold climate and high altitude. They are physically well built, tall, possessing good physique, fair in complexion with Mongoloid feature.[14] Bhutia men wear Hentachi Kho tied by Kera Gyaado Jaja, Thuri Shyambo, Tapsu (hair band) and Shampo. Women wear Hanju, Kho tied by Kera Ceiling Shyambo, Tapsu (hair band) and Shampo. The married women wear Pangden below the waist in the front. The social structure is patriarchal. In olden days the practice of polyandry was common very common among them but now this practice finds no favour. Polyandry served to prevent the family from being split up and the property from being divided. There is no caste distinction among the Bhutias. Bhutia women generally enjoy a great deal of independence and they are treated as equal to men. Marriage is normally arranged and settled by the parents. The Bhutias are mostly Buddhists, while there are a few who are Christians and Mohammedans.[15] They are non vegetarian and fond of taking special tea made with salt and butter.

1.4.3 NEPALI

The Nepali settlers today constitute almost three-fourths of Sikkim's population. The Nepali community is composed of different sub-cultural groups with considerable differences in physical characteristics and customs. Each tribe is sub- divided into many classes. The most important of these tribes and rests are: Limta, Gurung, Mangar, Rai, Tamang, Mewar etc. of the caste Hindus there are the Brahmins, Thakur, and Chettris etc. Among the low caste tradesman there are the Sarki, Kami, Damai etc.[16] The Nepalese are migrated from Nepal and spread throughout the east, south, and west of Sikkim. They are mostly Hindus, but some of them are Buddhists. They are good at trade. They are ahead in education, hardworking and have talent in different activities like in agriculture, carpentry etc. They are highly responsible for the fast promotion of agriculture in Sikkim. The Nepali men wear Daura and Suruwal (coat and pant), topi (cap), and tie Patuka around the waist carry Khukuri(dagger) and women wear Chowbandicholi (blouse), Gunew (saree) tied by patuka around the waist, Hembari and put majetro (shawl). The married women put sindur (vermillon) and Potey (bottle green beads). They are fond of wearing lots of ornaments made of gold and silver. The staple food of the Nepalese is rice. They are both vegetarian and non-vegetarian. The Brahmins are strict vegetarians. They follow the Hindu marriage but there is no dowry system.

Yet another community in Sikkim are Tibetans, they have same position as elsewhere in India. They feel at home in Sikkim owing too the fact that the Sikkimese follow Lamaist Buddhism and the prevalence of monastic culture in Sikkim. There is various community of plainsman who is from different state of India who serves in Central and State government offices and some carry out private jobs.[17]

In spite of existing complexities in Sikkim, peace, communal harmony exists. Unrest and strikes are unheard in Sikkim.

1.4.4 LANGUAGE

English is the official language of the State. On October 12, 1977 the Sikkim Assembly passed by voice vote an official Bill seeking to declare Lepcha, Bhutia, and Nepali, as State languages for official purpose and received support from all sections in

the House. Presently there are three language formulas in Sikkim, they are; English is the first language, Hindi is the second language and regional vernacular language is the third language. From the year 2002, Sanskrit is also taught in the government schools of Sikkim from primary to higher secondary classes.

1.5 OVER VIEW OF THE HISTORY OF SIKKIM

The history of Sikkim of its remote past has not come to light. Sikkim did not appear in the historical complex of the Himalayan border countries until the early 1640's. A 'country of contrast' this is Sikkim. A minute dot on the school child's map, yet unquestionably occupying one of the most vital spots in the world today. Enormous in importance though tiny in size, it is a microcosm of the problems facing small countries which lie in strategic places.[18] Sikkim, although settled as early as the thirteenth century by the Lepcha migrants from the Assam hills, came into being as a political entity in 1641.[19] And its early history is mainly a story of invasions from her eastern and western neighbors, Bhutan and Nepal. In the early years Sikkim was overrun by the Bhutanese, who were only expelled with the help of Tibetans and from that time on up to 1888, the latter power exercised great influence on her small neighbour. Towards the end of eighteenth century, Sikkim was again invaded, this time by the Gurkhas who stripped from her what is now the Nepalese province of Limbuana, besides certain other territory.[20] Tradition tells one how the three lamas of the *nyingma pa* or red hat sect of Buddhism eventually after many years of wandering met at the village of Yaksum in Sikkim under the shadow of Kanchendzonga. From here in AD 1642 they sent for the ancestor of the Rajas of Sikkim by the name of Phuntsog Namgyal for taking over as the Chogyal (king).[21] The first king reigned for twelve years and little is known of his successor, Chagdor Namgyal, the third king, came to the throne in 1700. The "All Victorious Thunderbolt Bearer", as his name translates, was a pious Buddhist. He augmented the annual autumn offering to Sikkim's mountain deities by the great masked dance of the lamas, which is still performed. During the reign of the fourth king of Sikkim, Chogyal Gyurme (1717-1734), the "All Victorious Inimitable King of Religion", hordes of warlike Bhutanese surged into Sikkim from east, plundering the settlement and carrying off their inhabitants as slaves to Bhutan, the "land of dragons". After his death,

Gyurme was succeeded by his minor son. During his minority Sikkim was governed by a regent from Tibet. The regent reorganized the kingdom's administration, levied annual taxes, and drafted a code of law establishing the rights and duties of the citizens of Sikkim. In 1780 Tensing Namgyal (the "All Victorious Preserver of Religious Doctrine"), the sixth king of Sikkim, succeeded to the throne. His reign was ill-started; the territorial integrity of Sikkim was threatened by the frequent attacks of the Bhutanese and Gurkhas on the Kingdom's eastern and western frontiers, respectively. The fight from the east and west forced Sikkim to fight a desperate two-front was against the invaders. In those early years Sikkim was much larger in area. It included the eastern section (Illam district of Nepal), the Chumbi valley of present day Tibet, and the Ha valley of Bhutan. Its southern frontiers reached the plains of India and included Kalimpong and Darjeeling districts. But strategically placed as it has always been and sandwiched between warring nations, Sikkim lost much of its territory to invading Bhutanese and Nepalese in 1788 and 1789. In 1793, the seventh king Tsugphu Namgyal was reigned. Sikkim came in contact with the British. In 1814 a powerful British force came to the aid of Sikkim; the Gurkhas were defeated, and the subsequent peace treaty (1817) established the Nepal-Sikkim boundary.[22] By this treaty Sikkim surrenders all her rights to deal with any foreign power and conceded unhindered right of free access to the British to Tibetan borders. In 1835 the king of Sikkim "presented" the hills of Darjeeling "out of friendship" for the Governor General of India, Lord William Bentick, to the East India Company. Thus all the land south of the Great Rangit River was ceded unconditionally to India, but the British government granted the king an allowance of 3000 rupees per annum as compensation, and this was raised in 1846 to 6000 rupees.[23]

Despite territorial losses to Nepal, Bhutan and British India, Sikkim survived as a distinct political entity. By the Treaty of 1861, Sikkim's political integrity as British India's protectorate was confirmed by the British. The period of active and effective British influence on Sikkim commenced with the establishment of the British residency in Gangtok under John Claude White, the political officer, in the year 1889. John Claude White, the first British political officer, has described this period as " Chaos reigned everywhere, there was no revenue system, the Maharaja taking what he required as he wanted it from the people, the nearest the capital having to contribute the larger share,

while those more remote had to be taken from them by the local officials in the name of Raja, though little found its way to him; no courts of justice; no police, no public works, no education for the younger generation. The task before me was a difficult one, but very fascinating; the country was a new one and every thing was in my hands"[24] Later in 1892 as a protest against the high handedness of the British Resident, the ninth king of Sikkim fled to Tibet. The quarrel between the king and the Resident Political Officer was eventually settled. Since the little Himalayan kingdom, forming bridge between India and Tibet, was of considerable commercial and military importance to the British, visitors from Europe and America were allowed into Sikkim only by special permission. In May, 1946, the Viceroy of India, Lord Wavell, declared on behalf of the British Government that under the new Indian constitution Britain would cease to exercise the powers of paramount in relation to the Indian States. From 1947 to 1950 Sikkim existed as an independent kingdom without being a protectorate of any big nations. On 5 December, 1950 an India- Sikkim peace treaty was signed in Gangtok which clarified Sikkim's political relation with free India. Confirming that Sikkim was a "protectorate' of India, "enjoying autonomy in regard to its internal affairs", the treaty restated that the Government of India shall be responsible for her defence and territorial integrity toward which end it shall have the right to take such measures as it considers necessary."[25]

The first general election was held in Sikkim in 1953 on the basis of parity formula. Of the twelve seats of the State Council, six were reserved for the Nepalese and the other six for Bhutia- Lepchas. The Maharaja was to nominate five members and the Dewan was the President of State Council. The next election of the State Council was due in 1956, but the term of the existing Council was extended.[26] In March 1958, the composition of State Council was changed through a Royal proclamation. The number of counselor was raised to twenty but the six Bhutia-Lepcha and the six Nepali seats remained unaltered. Two new elective seats, one general and the other was reserved for the Sangha (monastery), were included and the number of nominated members was raised from five to six. This proclamation also laid down a very complicated mode of election.[27] The third general election in Sikkim took place in 1967. The proclamation of 1966 added four more seats to the State Council. The seats reserved for the Bhutia-

Lepcha and the Nepali people were raised from six to seven while two new seats, one for Tsongs and one for the scheduled castes were created.[28]

Sikkim, the microcosm of the Himalayan borderland, went to polls for the fourth time in April, 1970. The political activity was accelerated by the proclamation of the Chogyal Palden Thondup Namgyal on December 31, 1969 when he promulgated the Representation of Sikkim subjects Act, 1969.

The 1973 elections to the State council have proved to be a turning point in the political and constitutional development of Sikkim. The Sikkim National Congress and Janata Congress joined together and formed a Joint Action Council. Their agitation rocked the State and completely transformed the direction of the political life in the State. An agreement between the Chogyal, leaders of political parties in the kingdom and the government of India was signed on May 8, 1973 at Gangtok about the administrative and political setup of the State. The Chogyal has been made a constitutional ruler. The agreement calls for the establishment of a fully responsible Government in Sikkim, with a more democratic constitution, the guarantee of fundamental rights, the rule of law, an independent judiciary, and greater legislative and executive powers for the elected representative of the people. It meant the ushering of a representative and responsible form of Government in place of the paternalistic "guided democracy". In sum, the political reforms are the beginning of a new phase in Sikkim.[29]

The first general election for a 32 member Assembly was held in April, 1974. Fifteen seats were declared reserved for each of the Bhutia- Lepcha and the Nepali communities, of the other two seats one was reserved for Sangha and one for the Scheduled castes. The Sikkim National Congress and Sikkim Janata Congress, in the meantime, merged into a single party, the Sikkim Congress, which swept the poll by securing 31 seats while the National party could secure only one seat. Five member ministry was formed on July 23, 1974 under the Chief Ministership of Kazi Lendup Dorji. Whereas the mutual distrust and antagonism reached such intensity that on the 10th April, 1975 the Sikkim Assembly unanimously passed a resolution seeking the abolition of the institution of Chogyal and demanding merger of Sikkim with India. The Sikkim Congress once again started mobilizing the opinion of the people by organizing meetings in favour of the resolutions adopted by the assembly. The opinion poll overwhelmingly

supported the resolution seeking the abolition of the rule of the Chogyal and making Sikkim a constituent unit of the Indian Union.[30] The political leaders, along with the ministers visited Delhi and requested the Government of India to give immediate effect to the unanimous decision of the assembly through necessary parliamentary process.[31] The Government of India accordingly proposed a Constituent Amendment Bill seeking to make Sikkim 22nd State of the Indian Union. The Bill was passed by the parliament on 26th April, 1975. On the 16th May, 1975 B.B.Lal, was appointed the first Governor of Sikkim.[32]

Thus Sikkim had a chequered history encompassing a kingdom ruled by generations of Chogyal, existed as a British protectorate, and then as an Indian protectorate from (1950-1974) that culminated in its merge as the 22nd State of the Republic of India in 1975. Now Sikkim is one of the smallest state of India, gradually absorbing Indian influence and values. As a part and parcel of the Indian Union, its people have become the citizens of the biggest democracy in the world.

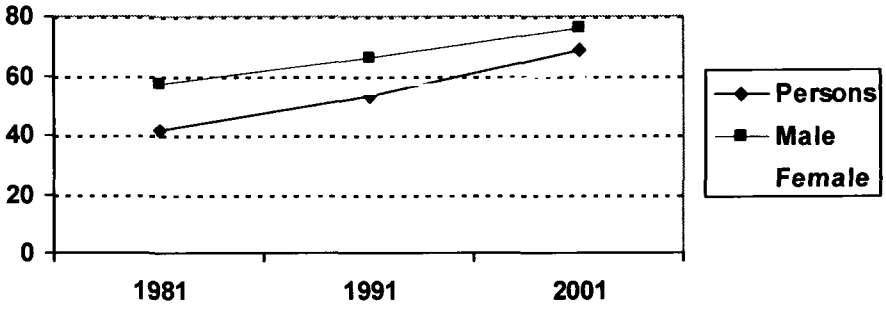
1.6 LITERACY RATE IN THE STATE

According to census 2001, Sikkim has total population 540,851 of which 480,981 persons are from rural area and 59,870 persons are from urban area. Of the total population of Sikkim 318,335 are literates therefore the total literacy rate of Sikkim is 68.8 percent. The literacy rate of male and female is 76 and 60.4 percent respectively. A comparative picture of the literacy rates in the state from 1981- 2001 is shown in the table below.

Table No.1 Literacy rate by 1981 - 2001[33]

Year	Persons	Male	Female
1981	41.6	53.0	27.4
1991	54.39	63.44	44.06
2001	68.8	76	60.4

Graph 1. Literacy Rate by year 1981-2001

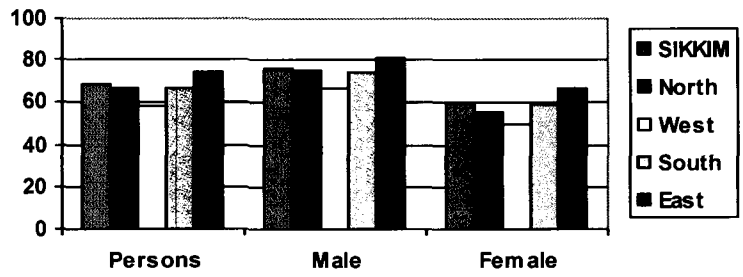


Compared to the national level literacy rates, those at the state level are higher. In 2001 the literacy rate of males is 76 percent and the literacy rate of females is 60.4 percent. The rising graph showed that literacy rate is gradually improving in the state, in 1981 it was 41.6 percent and in 2001 it reached 68.8 percent. Literacy rate of female has increased 2.2 times in 2001 than in 1981. A detailed picture of the literacy rates in the four districts of the State is shown in table below.

Table No.2 District wise literacy rate in 2001[34]

State/Districts	Persons	Male	Female
	2001	2001	2001
Sikkim	68.8	76	60.4
North District	67.2	75.7	55.4
West District	58.8	66.8	50.1
South District	67.3	74.3	59.7
East District	74.7	81.2	66.8

Graph 2. Districtwise Literacy Rates in 2001

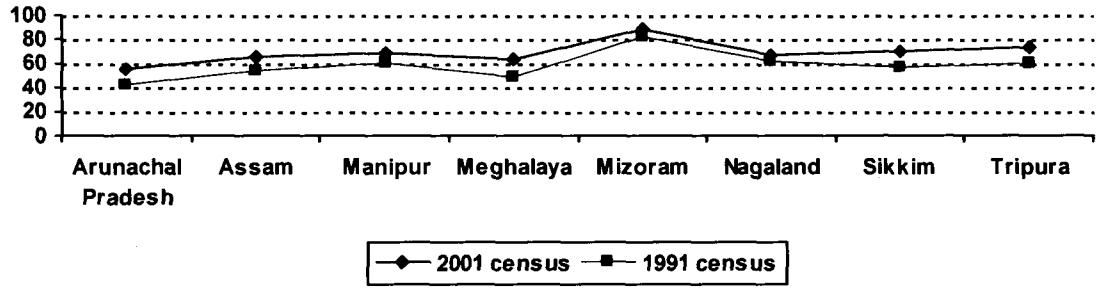


Ranking the districts in terms of literacy percentage shows that as in 2001, the East district has the highest percentage of literacy 74.7 percent and the west district, the lowest percentage of literacy i.e. 58.8 percent. Compared to the total literacy rate at the all- India level that the state level is higher by about 3.42 percent. The female literacy has also improved and it is higher than the national average.

Table No.3: Literacy rate in North East India[35]

States of North East India	1991 census	2001 census	% of growth of literacy
1. Arunachal Pradesh	41.6	54.71	13.11
2. Assam	52.6	64.28	11.68
3. Manipur	59.9	68.87	8.97
4. Meghalaya	49.1	63.31	14.21
5. Mizoram	82.3	88.49	6.19
6. Nagaland	61.6	67.11	5.51
7. Sikkim	56.9	69.68	12.78
8. Tripura	60.4	73.66	13.26
India	52.2	65.38	13.18

Graph 3. Literacy percentage in NorthEast India



According to census 2001, Mizoram has the highest literacy rate as it holds second position in the highest literate state in the country. Sikkim stands at the third place among North East states in the literacy rate and its literacy rate is above the national average literacy rate of 65.38.

1.7 DEPARTMENT OF EDUCATION

Till the major part of 19th century, education in Sikkim was monastic in nature and only in the later part of the century modern education was introduced in the kingdom by the Christian missionaries. Then the royal durbar started taking interest in education and took it as a social service so one of the councilors of the royal dubar generally looked after it. In 1920, the Chogyal (King) of Sikkim reorganized the Education Department and placed it under the administration of a full-fledged Director of Education who was assisted by a 'board' under the headship of a president. In 1922, the Education Department was placed under the Judicial Secretary.[36]

In 1945 the first Inspectors of Schools was appointed in Sikkim. In 1950, an officer was given the charge of the Education Department, and in 1953 the first Executive Councillor of the department was appointed. In 1954, the first Director from outside the Kingdom was appointed and he was assisted by three Inspectors of Schools. One such inspector was posted at the headquarters and the others in the districts. In the same year, with the assistance of the Government of India, the First Seven- Year Plan was launched in Sikkim to set the stage for an all- round development of the state and under this development plan, an educational administrative set-up was created. In 1960-61 when the Second Five Year Development Plan (1960-65) was launched, two more Inspectors for primary schools were appointed so that each inspector could look after one of the four districts. In the early sixties, at the directorate level the administration set up comprised the Director of Education, an Inspector of Schools in charge of planning and administration, an Office Superintendent and about a dozen clerical staff. In 1975 when Sikkim became the twenty-second state of the Indian Union, efforts were made to further strengthen the educational administrative set-up and certain new post which include the posts of Joint Director (Planning), Joint Director (Administration), Joint Director (Academic) and four Joint Directors one for each district were created. In 1975-76, a Sports Cell was also created in the department with an Assistant Director of Sports appointed on deputation from the National Institute of Sports, Patiala. In 1987-88 an Engineering Cell was established with the creation of five posts of Junior Engineers. It was further strengthened in 1989-90 with the addition of one post of Divisional Engineer and four posts of assistant Engineers, one for each district.[37]

According to notification passed by Government of Sikkim, dated 24th May 2004, the Education Department was renamed as **Human Resource Development Department.**[38]

1.8 ADMINISTRATIVE STRUCTURE OF EDUCATION IN THE STATE

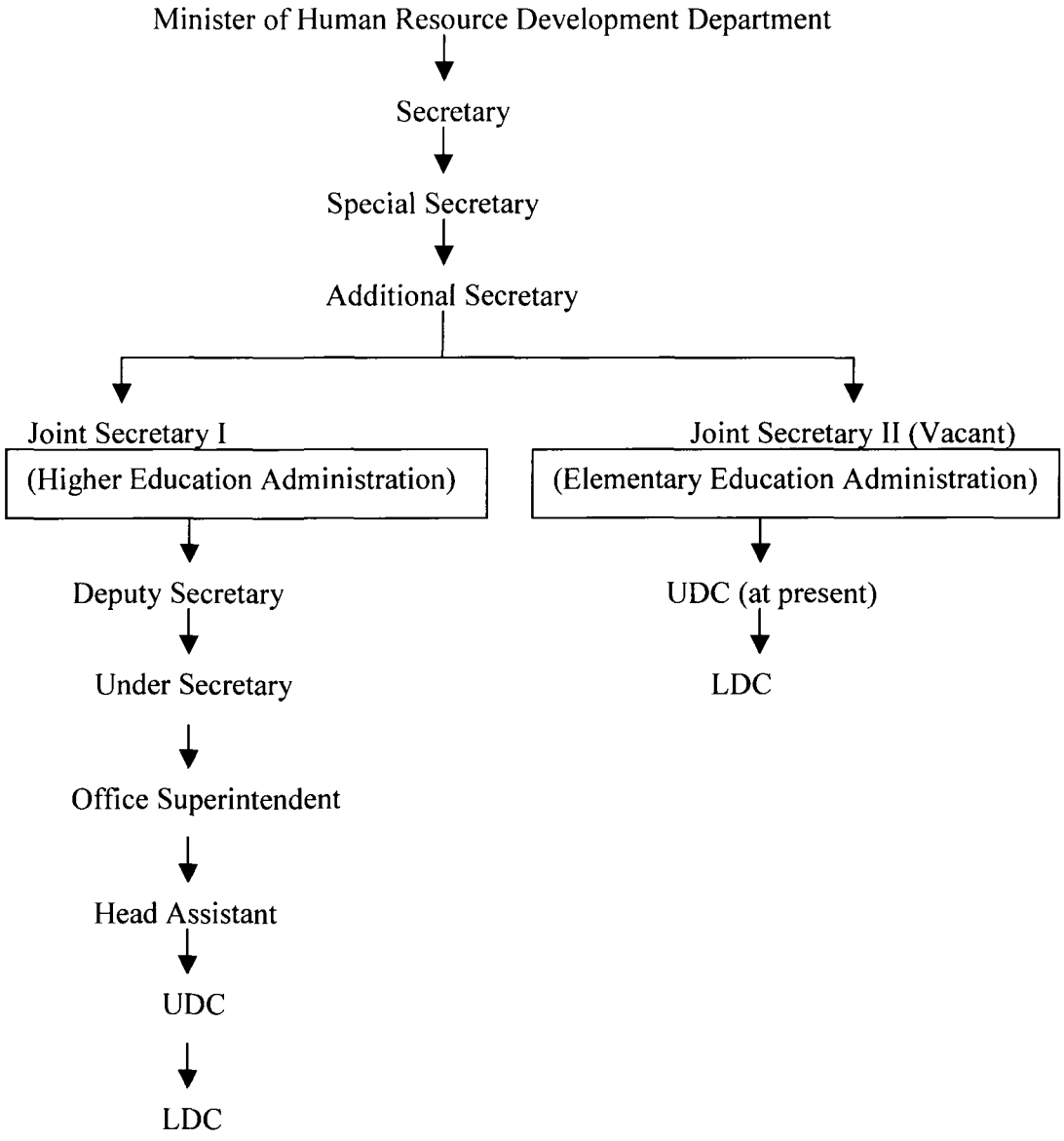
The department of education of state was renamed as the Human Resource Development Department in 2003. The educational administrative machinery is at two level Secretariat level and Directorate level.

1.8.1 Secretariat Level

At the secretariat level, Minister of Human Resource Development is at the top. Below him is the Secretary of Human Resource Development Department who is in charge of the whole department. He is the administrative head of all the educational establishments in state.

The Secretariat is responsible for policy formation, making policy decisions and for the provision of guidelines and decisions in all matters pertaining to education from pre- primary to college level, including higher and technical education. It is also responsible for the recruitment, posting, transfer, promotion, conduct, grant of leave, pensions etc, and of all gazetted officers of the Human Resource Development Department. It is also responsible for coordination with other departments and planning, implementation of projects and other matters related to establishment. The other functions include matters pertaining to framing of rules, ordinances related education and sanction on items of expenditure for which the administrative departments are empowered under the Delegation of Financial Power Rules of the state government. The Secretary is assisted by a Special Secretary, an Additional Secretary, two Joint Secretary and the Directors. The secretariat also looks after functioning from senior secondary level to college level. The Joint Secretary I is given responsibility to look after higher education in particular since the State do not have any board or committees for higher education.

Figure1 Educational Administrative setup at the Secretariat Level [39]



1.8.2 Directorate Level

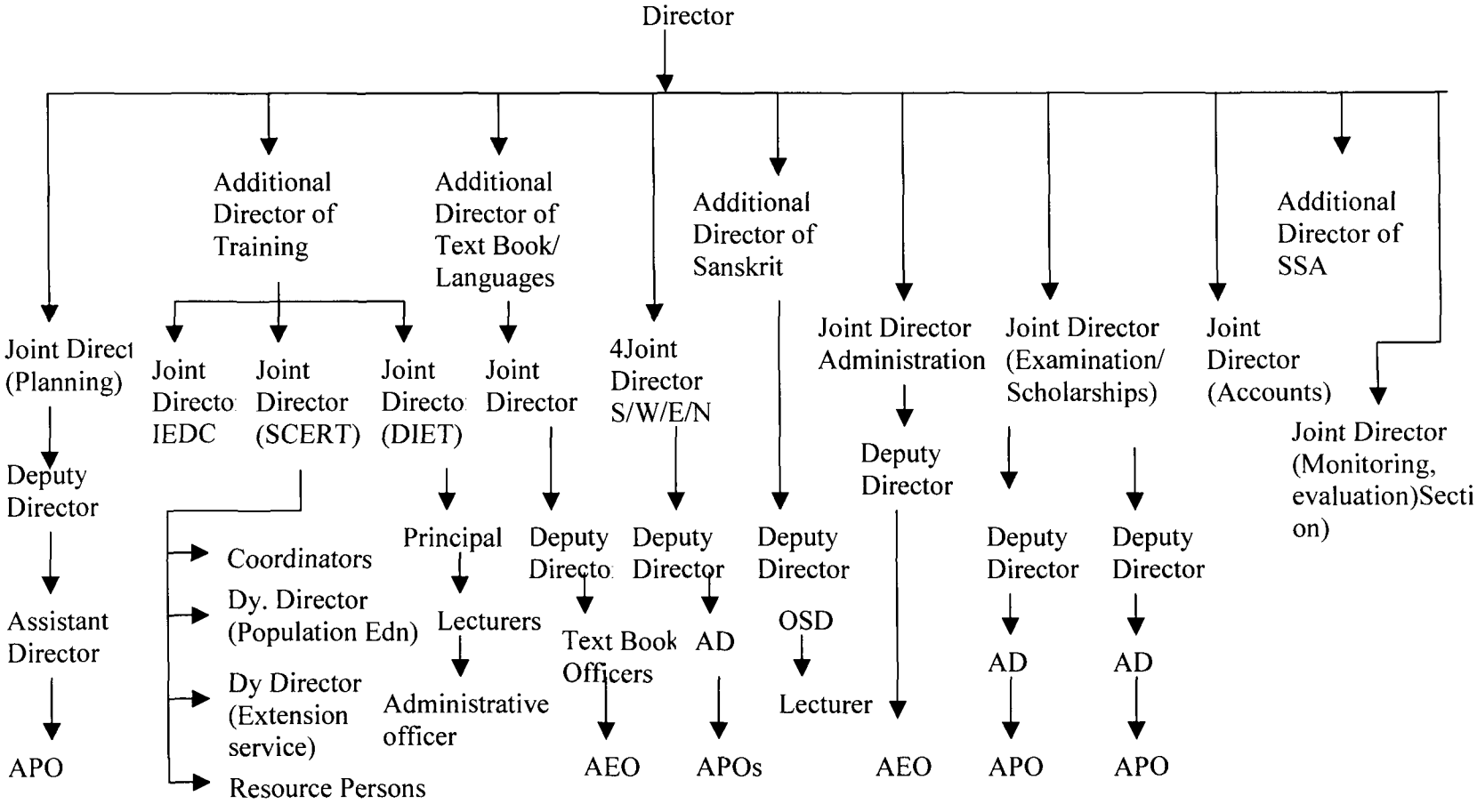
Earlier Human Resource Development Department of Sikkim had only one Directorate which dealt with general school education up to secondary level. The State Government, in 1998 established one more Directorate of Technical Education. The two Directorates are:

a) Directorate of Education: This level takes care of school education from pre primary to secondary level. Director is the administrative head of the school educational establishments in state. The Director of education is assisted by four Additional Directors who look after Training, Text Books/Language, Sanskrit, Sarva Siskha Abhiyan respectively, six Joint Directors of planning, administration, examination/scholarships, accounts and monitoring evaluation section respectively. The Additional Directors are assisted by Joint Directors of four districts, Deputy Directors, then Assistant Directors (AD) and then Assistant Education Officers (AEO)or Assistant project Officers (APOs).

The engineering cell of Human Resource Development Department is under the overall charge of Divisional Engineer. Two Divisional Engineers looks after one district in the State. Engineering cell of Human Resource Development Department takes charge of construction and repair of school infrastructure such as buildings, hostels, playground etc.[40] (Fig 2)

b) Directorate of Technical Education: This directorate is administratively charged with dealing with matters relating to the two private colleges set up by the Sikkim Manipal University- Sikkim Manipal Institute of Technology (SMIT) at Majhitar and Sikkim Manipal Institute of Medical Sciences (SMIMS) at Tadong. The directorate also looks after the technical education in the State like polytechnics, computer course centers and advice technical colleges of State. Now the directorate is overseeing the implementation of the World Bank Project as Third Technician Education Project which has established two polytechnic institutes in the State. The Director is assisted by a Deputy Secretary, an Under Secretary and two Assistant Directors.

Figure 2: Educational Administrative set up at Directorate Level[41]



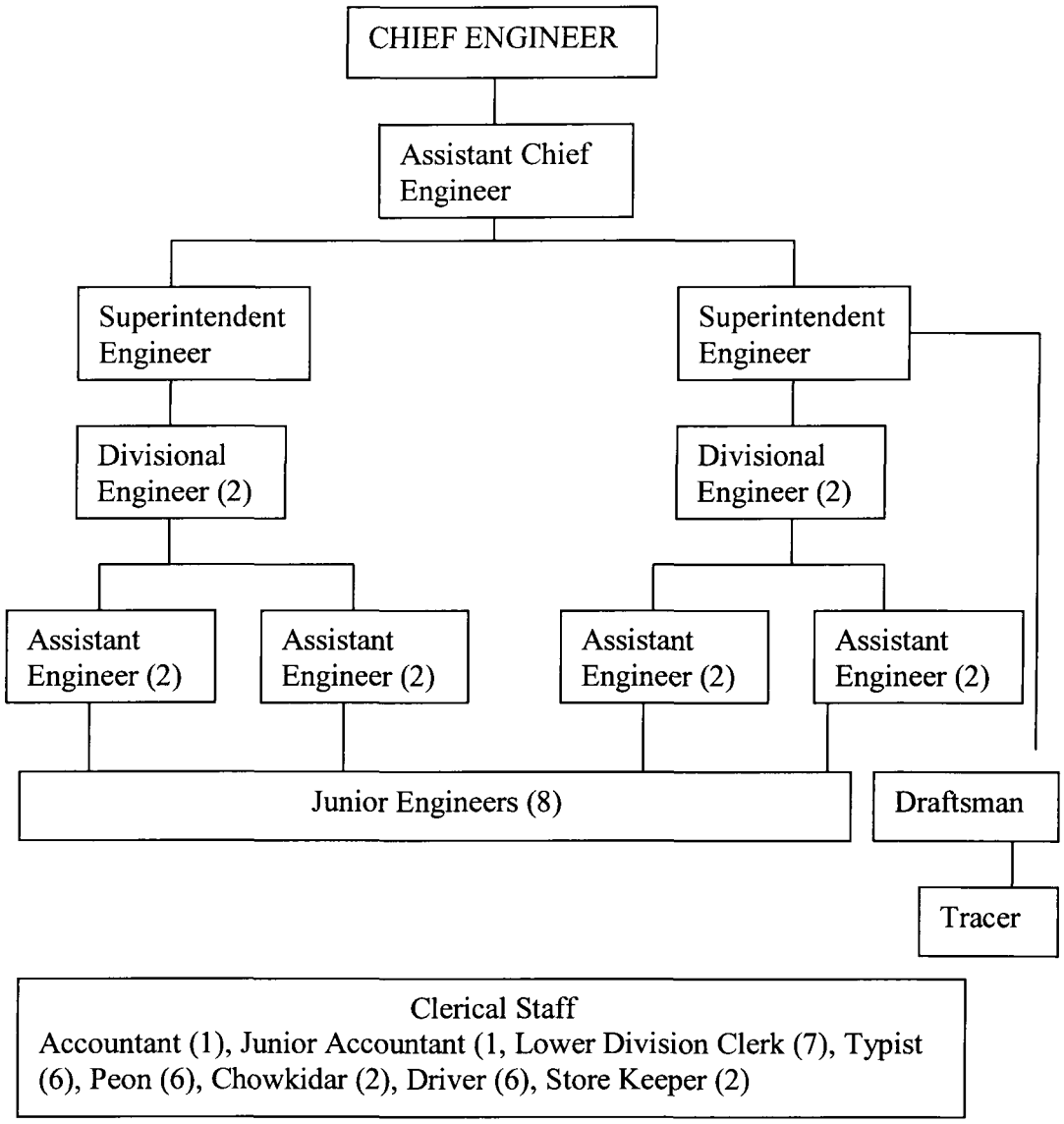


Figure. 3 Engineering Cell of Human Resource Development Department [42]

1.8.3 Organizational set up at the District Level

At the district level Joint Director is the head of the District Education Office, assisted by a Deputy Director, Assistant Directors and Assistant Education Officers.

In Sikkim there is no separate Inspectorate of education. The Assistant Director supervises school inspection up to the Junior high school level with the help of Assistant Education Officer (AEO) and also through Assistant Project Officer (APO). The District

Sports Officer (DSO) also works under him. The accounts officer takes care of routine accounts work, salary of teachers and other staff at the district office.[43]

Inspection and supervision of schools is conducted by the officers at different hierarchical levels of the administrative system, but there are no norms about number, frequency etc., of inspection to be conducted by each officer. There are no guidelines or specific proforma for preparing inspection reports or for their follow up actions. To inspect and supervise schools in a systematic manner, the officers should be enlightened about their duties and responsibilities.[44]

ORGANIZATIONAL SET UP AT DISTRICT LEVEL

(EAST/WEST/SOUTH/NORTH DISTRICT)

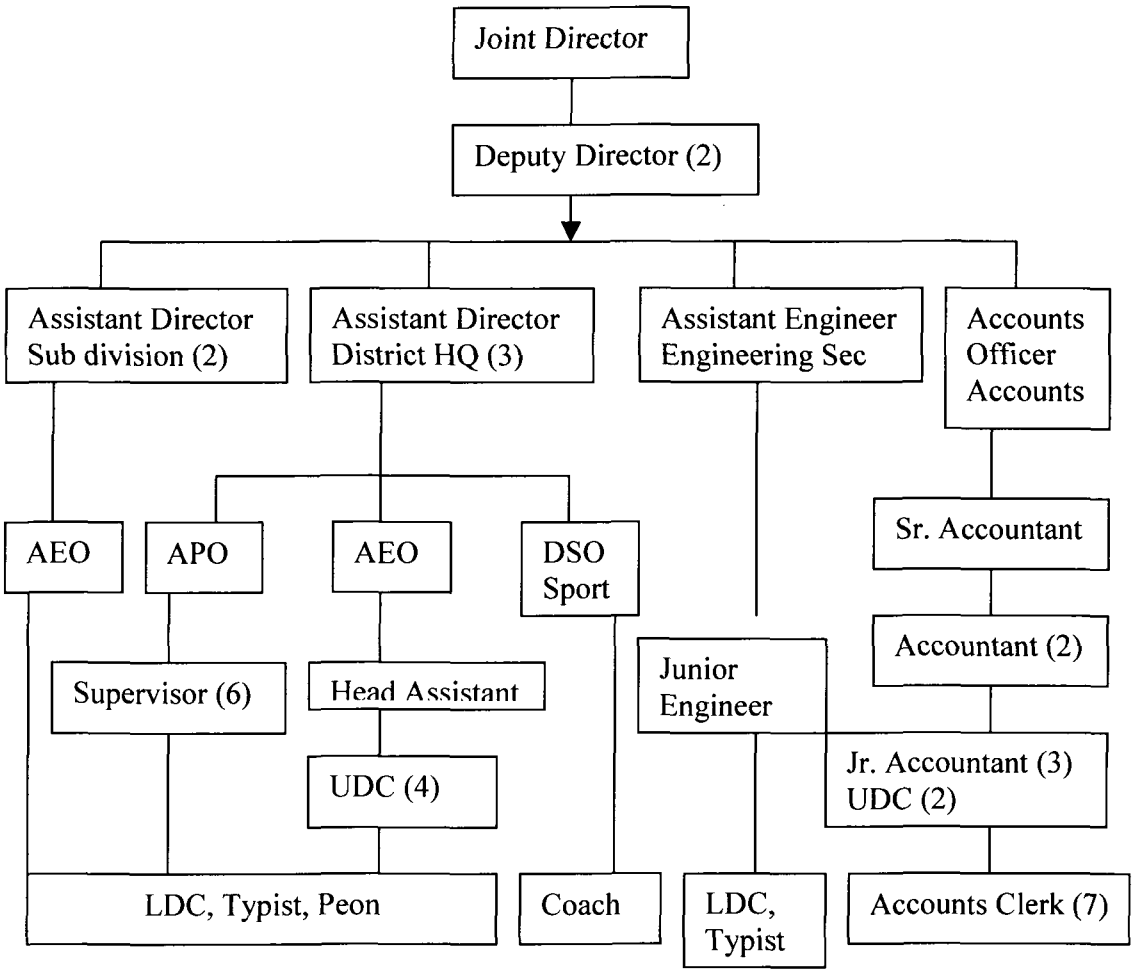


Figure 4. Organizational Setup at District Level[45]

1.9 NEED AND SIGNIFICANCE OF THE STUDY

In the beginning the development of modern education in Sikkim remained largely dependent on the initiative taken by the royal durbar and the encouragement provided by the enlightened people of the society. For the major part of the 19th century, education in Sikkim was monastic in nature. Education being religious in nature was taken care of by the monks. The number of Schools increased very slowly. After its integration with the Indian Union in 1975, the educational policy and programmes of the government of India were applied, adapted and implemented in the state. There was substantial growth in terms of the number of educational institutions at all levels and according to census 2001, literacy rate in the state is 69.68%.

However till now Sikkim has not yet established any high level education board, council or committee to advise and provide expert guidance in matters related to higher education. In Sikkim access to higher education is limited due to various reasons. People of Sikkim have no access to the general academic university education i.e. post graduate and research education (M.Phil and PhD) at their own place. Till date the colleges of Sikkim do not conduct postgraduate classes in the field of humanities, only the private constituent colleges of Sikkim Manipal University provide M.Sc in Physics, Chemistry. A large number of students from Sikkim go out to other parts of the country for degrees such as, M.A, M.Phil, and PhD in humanities and social sciences, sciences and professional courses respectively. These pose great difficulties and financial burden to students to pursue for higher education elsewhere. In fact it is seen that many of them stopped their post graduate and research education after college education due to various factors.

Till date Sikkim does not have regular general university of its own, however higher education from college level leading to Masters and research in arts subjects are obtainable through Open Universities and correspondence courses operated in Sikkim. Currently the following Open Universities and correspondence courses operating in Sikkim are:

(a) Study Centers under Indira Gandhi Open University, New Delhi.

(b) Study center for correspondence course under Madurai Kamraj University, Tamil Nadu.

(c) Study center for correspondence course under Annamalai University,Tamil Nadu.

(d) Distance Education by Sikkim Manipal University.

Higher education especially post graduate and research education in Sikkim is in a state of crisis. Higher education will have to play a great role for social and economic development of the state thereby to bring about social transformation as well. Higher education and research now act as essential components of the cultural, socio-economic and environmentally sustainable development of individuals, communities and nations. In this context there is an urgent need for establishment of general and professional university to cater to the growing demands of higher education in the state. It is found that colleges are mostly located in the east district and in the south district only hence there is need for establishment and growth of more colleges in other parts of the state too.

There is a lack of research on all fronts in education in the state. For development of Sikkim in its totality, researches in the entire fields are necessary but Sikkim is still found to be backward especially in the field of Higher Education. As a matter of fact, very less research in education has been carried out even after its integration with the Indian Union in 1975. When compared with the national level the picture of Sikkim is very discouraging. Till date practically there is no systematic research being conducted with reference to higher education in Sikkim. Today there is an urgent need of research to be conducted in higher education towards solutions associated to its various problems. To conduct a scientific survey of higher education enterprises of the state these items should at least be dealt with, although other items too need discussions in order to promote quality higher education in the State, they are

- Development of higher education in Sikkim
- problems of higher education in the context of Administration, Infrastructure, Finance and Academic
- the problem of teachers.
- the problem of students.

The report, Higher Education in Developing Countries: Peril and Promise, published in 2000, presents a powerful message: higher education is no longer a luxury; it is essential for survival.

1.10 STATEMENT OF PROBLEM

A study of Higher Education in the State of Sikkim

1.11 DEFINITION OF THE TERM

HIGHER EDUCATION: Higher Education is defined as all types of education provided in institutions such as universities, colleges, technological institutes and teachers' colleges for and in which the courses lead to the giving of a named award (degree, diploma or certificate of higher studies). The entrants are about eighteen years of age and have completed 12 years of schooling. The stage of higher education covers the following stages graduate, post- graduate and research.

1.12 OBJECTIVES OF THE STUDY

The objectives of the study are as follows:

I. To study the development of Higher Education in Sikkim such as general and professional.

II. To investigate the status of the following in Higher Education
(a) Infrastructure (b) Finance (c) Administration (d) Academic

III. To study the problems of college teachers.

IV. To find out the problems of students.

V. To assess the feedback from the former students.

VI. To suggest measures for improvement in the field of Higher Education in Sikkim.

1.13 SCOPE OF THE STUDY

The scope of the study is comprehensive. It covered the development of Higher Education in Sikkim from the time Sikkim became a part of India. It also includes the status of Administration, Infrastructure, Finance and Academic on Higher Education. It also deals with finding out the problems of teachers and students of the institutions of Higher Education and suggests some remedial measures.

1.14 DELIMITATION OF THE STUDY

The study was carried out in the government and private colleges which offer general and professional courses in Sikkim. Till date Sikkim is not having general University in its own State.

1.15 LIMITATION OF THE STUDY

Some of the limitations of the study are as follows:

1. One hundred forty Questionnaires which were given to the teachers of the different colleges and only one hundred thirty questionnaires were returned. Eight hundred and fifty two questionnaires which were given to the students of the different colleges and only eight hundred questionnaires were returned.
2. Only little statistical official records related to the development of Higher Education in Sikkim were available. Therefore the investigator had to meet the retired principals and retired officials of Department of Education for information.
3. Since most of the colleges in Sikkim are private, they didn't want to share their confidential statistical and other information with researchers.

1.16 CONCLUSION

In the introductory chapter, the objectives of Higher Education, Profile of Sikkim, The People of Sikkim, Overview of History of Sikkim, Administrative Structure of Education in the State, Need and Significance of the Study, Statement of the problem, Objectives of the Study and Limitation of the study was highlighted.

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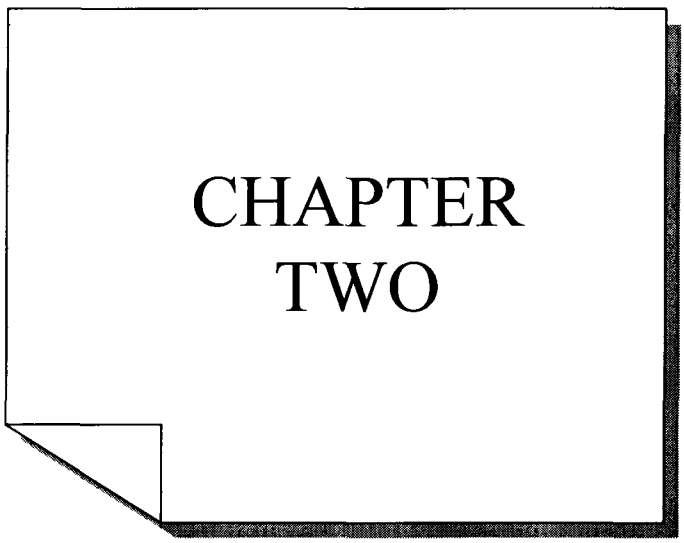
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CHAPTER
TWO

CHAPTER II
PROGRESS OF HIGHER EDUCATION IN SIKKIM

2.00 INTRODUCTION

Higher Education occupies a special position in the educational system of any nation because it is at the apex of the entire educational structure and thus influences all levels of education. In fact, by providing man power for many areas of production, planning, management, and technological development, it influences practically every important national activity.

The report to UNESCO of the International Commission on Education for the Twenty-first Century stated, "Higher Education is at one and the same time one of the driving forces of economic development and the focal point of learning in a society. It is both repository and creator of knowledge. Moreover, it is the principal instrument for passing on the accumulated experience, cultural and scientific, of humanity. In a world where resources of knowledge will increasingly predominate over material resources as factors in development, the importance of higher education and of higher education institutions can only grow. Moreover, the effect of innovation and technological progress means that economies will increasingly demand competencies that require high- level studies.[1]

2.1 HIGHER EDUCATION IN POST INDEPEDENCE

Higher education in India was faced with new challenges of great complexity on the achievement of independence in 1947. They had to respond to political changes in the wake of the nation's tryst with destiny on the one hand and to the poor condition of the inherited economy on the other. Contemporary society expected the institution of higher education to shoulder the responsibility of ushering in a new era and contribute to the attainment of, in as short time as possible, freedom from want, disease and ignorance by the development of scientific knowledge and its technological applications.

Yet Higher Education paced fast towards the development which can be seen in the increase in enrolment of students in Higher Education including secondary education

from 1,26,228 in 1937 to 2,15,000 in 1947. The number of affiliated colleges was 496 including 297 arts and science degree colleges and 199 intermediate colleges. There were also 140 colleges of professional and technical education. Towards the end of 1947 India had 20 universities. In the academic year1949-50 the number of students at the post graduate level was 13,700 and those engaged in research was 922.[2]

2.1.1 Growth in the number of Institutions of Higher Education in India

Since the democracy set in India there has been quantitative expansion in terms higher education institutions. At the time of independence, in 1947 there were only 21 universities and 500 colleges in the country[3] which shot up to 259 universities and 10750 colleges in 2000-2001.[4]

As on 31.3.02, the total number of colleges reached 13,150 constituting 40.4 percent (5313) were located in rural areas and 59.6 percent (7837) in urban areas.[5]

2.1.2 Increase in Enrolment

Enrolment in higher education has raised in India at a phenomenal rate from 1lakh in 1950-51, 40 lakh in 1988-89 to 80 lakh in 2001.

2.1.3 Expansion of Faculty size

The number of teachers currently engaged in Indian higher education approximates to a 3.95 lakh. In 1950-51 this number was a mere 21,264 and in 1985-86, 2.26 lakh. It is found that the number of teachers in affiliated colleges has grown at a faster rate than that of the faculty in university departments or colleges. The pyramidal structure of the faculty was more in keeping with international norms in case of the university departments and university colleges- the share of Professors fluctuating around 13 percent, of Readers around 25 percent, of Lecturers around 60 percent and of Tutors/Demonstrators around 4 percent.

2.1.4 Finance

In India, Education has been a very large scale programme of public service consuming a heavy amount of resources. The main sources of these resources are

Government grants, funds from the self government agencies, tuition fees, donations, scholarships, educational cess and so on. The government fund plan and non plan grants. The plan expenditure of government's funds for education is meant for expansion of physical facilities such as new construction and non plan expenditure is for maintaining the existing infrastructure, and latter is something like 80 percent of the total expenditure on education.

The share of higher education in total planned resources increased from 0.71% in the first Five-Year plan to 1.24 % in the fourth Five-Year plan. But ever since, it has declined continuously to 0.53% in the seventh Five-Year plan and further down to 0.35% in the eighth Five-Year plan (1992-97), though the actual expenditure has increased by more than 100 times from Rs.140 million in the first Five-Year plan to Rs. 15,000 million in the eighth Five-Year plan at current prices, and 6.5 times in terms of real prices. Thus Higher education in India is in deep financial strain, with escalating costs and increasing needs, on the one hand, and shrinking budgetary resources, on the other.[6]

Many of the problems involving higher education are rooted in a lack of resources. For example developing countries spend far less than developed countries for each country on each student. Although absolute spending per student is low, developing countries already face a huge expenditure on higher education, with a smaller income than the developed world and with public spending for education growing more quickly than the income. (World Bank 2000)[7]

2.2 EDUCATION – A CONCURRENT SUBJECT

The 42nd amendment of the Constitution in 1976 transferred education from the state list of responsibilities to the concurrent list. The role and responsibilities of the States in regard to education remains unaltered, the Union Government accepts a larger responsibility to reinforce the national and integrated character of education, to maintain quality and standards, to study and monitor the educational requirements of the country as a whole in regard to manpower for development, to cater to the needs of research and advanced study, to look after international aspects of education, culture and human resource development, and in general, to promote excellence at the tertiary level of the educational pyramid throughout the country.[8]

The coordination and cooperation between the Union and the States is brought about in the field of education through the Central Advisory Board of Education (CABE).

2.3 HIGHER EDUCATION COMMISSION AND COMMITTEES

After India became free and set about the task of reorienting its educational system to suit the needs and aspirations of an independent nation committed to Democracy, Secularism and Socialism. The first step taken by the Ministry of Education after Independence (1947) in higher education was to appoint a commission on university education under the chairmanship of Dr. S. Radhakrishnan to report on Indian University education. Dr. Radhakrishnan recognizes that "If India is to confront the confusion of our times; she must turn for guidance not to those who are lost to the exigencies of the passing hour but to her men of letters and men of science, to her poets and artists to her discoverers and inventors. These intellectual pioneers of civilization are to be found and trained in the universities, which are the sanctuaries of the minor life of the nation".[9]
The Radhakrishnan Commission gave guidelines for the structuring of higher education and recommended that the University Grants Committee should be reorganized and should have powers to allocate grants within total limits set by the Government.[10]

The higher education was re-examined by the Education Commision of 1964-66 popularly known as the Kothari Commission. The commission report emphasized that there had to be "a radical improvement in the quality and standard of higher education and research; an expansion of higher education to meet manpower requirements of the nation and the rising social ambitions and expectations of the people; an improvement of university organization and administration". The Kothari Commission recommended special inputs for major universities to ensure quality of research, development of other universities and affiliated colleges, improvement in teaching and evaluation by reorganization of courses and examinations, expansion of facilities, selective admissions, opportunities for part time education and special attention to women's education.[11]

Based upon the Kothari Commission report, the National Policy of Education, 1968 was adopted. Nearly twenty years later, in 1985, the Government of India document 'Challenge of Education' recognized that "the general condition of universities and colleges is a matter of great concern to the nation". Later in 1986 the new National Policy

on Education was adopted. The policy emphasized to provide appropriate funding to universities and colleges, review management patterns including the structure, roles and responsibilities of universities/bodies, to regulate admission on the basis of physical facilities, encourage autonomous colleges, recruitment of teachers based on common qualifying test. It was also stressed on research in universities, development of rural universities and institutes, delinking of degrees from jobs and manpower planning.[12]

The Ramamurthy Committee Report of 1990 (Towards an enlightened and Human Society) also highlighted the strategies for development of higher education as development of autonomous colleges; redesigning of courses and programmes; establishment of State Councils of Higher Education to develop and co-ordinate methods; transformation of teaching methods; enhanced support for research; creation of a National council for Higher Education to co-ordinate general, agricultural, medical, technical and other professional fields of education; use of open university system as a means of democratization of education; delinking degrees from jobs except in the case of occupation specific courses; and consolidation and development of rural universities for them to be instruments of transformation of rural areas. The Programme of Action, 1992, details the steps to be taken for implementing these ideas.[13]

The Indian National Commission for Cooperation with UNESCO in Conference on Higher Education in the Twenty-First Century at Paris, 5-9 October 1998 articulating the vision of India on higher education reflected the specific objectives of higher education that are evolving especially within the Indian context;[14]

- To seek and cultivate new knowledge, to engage vigorously and fearlessly in the pursuit of truth, and to interpret all knowledge and beliefs in the light of new things and discoveries;
- To provide the right kind of work ethos, professional expertise and leadership in all walks of life;
- To strive and promote quality and social justice;
- To foster among teachers and students and through them in society generally, integral development of all values inherent in physical, emotional, rational, aesthetic, ethical and spiritual education; and

- To promote synthesis of knowledge, with special emphasis on unity of scientific and spiritual pursuits that would revitalize our country's heritage and promote the ideal of the whole world as one united family.

2.4 STRUCTURE OF THE EDUCATION MINISTRY

In India it comprises of two broad departments under the MHRD; the Department of Elementary Education and Literacy, and the Department of Secondary and Higher Education. The minister for human resources development is assisted by a minister of state. Each department is headed by Secretary to the Government of India, Secretary, Department of Secondary and Higher Education, is assisted by a special secretary and an additional secretary. The departments are organized into bureaus, divisions, branches, desk, sections and units. Each bureau is under the charge of a Joint Secretary assisted by divisional heads at the level of Deputy Secretary/Director. In addition to establishment matters of the secretariat of both the Departments of Education, establishment matter of education wings in Indian embassies are handled in the administration division of the Department of Secondary and Higher Education. A scheme, namely, disbursement out of HRM's discretionary fund is also handled in the administration division of the Department of Secondary and Higher Education.

2.5 AGENCIES INVOLVED IN HIGHER EDUCATION

2.5.1 Central Government

Central Government is responsible for major policy relating to higher education in the country. It provides grants to the UGC and establishes central universities in the country. The Central Government is also responsible for declaration of Educational Institutions as 'Deemed to be University' on the recommendation of the UGC. Presently there are sixteen (16) Central Universities in the country. In pursuance of the Mizoram Accord, another Central University in the State of Mizoram is planned. There are 37 Institutions which have been declared as Deemed to be Universities by the Govt. of India as per Section of the UGC Act, 1956.

2.5.2 State Government

A state government is responsible for the establishment of State Universities and colleges, and provides plan grants for their development and non-plan grants for their maintenance.

2.5.3 Professional Councils

Professional councils are responsible for recognition of courses, promotion of professional institutions and providing grants to undergraduate programmes and various awards. The statutory Professional Councils are:

All India Council for Technical Education (AICTE),
Bar Council of India (BCI),
Central Council of Homeopathy (CCH)
Central Council of Indian Medicine (CCIM)
Council of Architecture (CA)
Distance Education Council (DEC)
Dentist Council of India (DCI)
Indian Council for Agriculture Research (ICAR),
Indian Nursing Council (INC)
Medical Council of India (MCI),
National Council for Teacher Education (NCTE)
Pharmacy Council of India (PCI)
Rehabilitation Council of India (RCI)
Veterinary Council of India (VCI)

2.5.4 University Grants Commission

The University Grants Commission (UGC) was established by an Act of Parliament in 1956. The UGC takes care of general higher education in Arts, Science, Commerce and professional education provided in the faculties of the universities. Its function in general is confined to promotion, coordination, determination and maintenance of the standards of higher education. It provides funds for improvement of physical facilities, recruitment of staff, purchase of books and equipment, development of libraries and

laboratories and for the varied programmes designed to raise academic standards on all India basis. More specifically, the functions of the Commission[15] can be stated as briefly as follows;

- To assess the financial needs of the universities;
- to allocate various forms of funds through grants;
- to advise any authority on the establishment of a new university or the expansion of existing one. However it may be noted in this context that there are instances where the Commission is not consulted while establishing the universities at the State level. A new Act has been framed in this regard. In such a case the UGC is prevented from providing to the university assistance for a specified period;
- to collect and disseminate information on all matters pertaining to university education in India;
- to decide on standard and recommend measures necessary to improve university education in India.

2.5.4.1 UGC's Tenth Plan Vision of Higher Education[16]

The UGC, as the apex institution for providing coordination and determination of standards in universities, colleges and research institutions, had formulated a vision of higher education for the Tenth Plan period up to 2007. It chalked out the following ground rules for achieving this agenda:

1. Create possibility of enhancing the quality of teaching and learning experience through use of information-pathway.
2. Create more open and flexible education structure with "cafeteria approach".
3. Invest in under-graduate education through provision of appropriate facilities
4. Establish electronic network for sharing academic resources.
5. Revamp curricula to reflect the need for national development with international benchmark.
6. Increase understanding for social change and enhance perception for human values through outreach activities.

7. Harness the creativity of teachers, research fellows, students and external experts to develop multimedia teaching material.
8. Focus on faculty development and rewards.
9. Enhance research capabilities by upgrading scientific infrastructure in universities and inter-university centre and give easy access to research funding.
10. Invest in basic research and promote interdisciplinary research in all the subjects and all the disciplines.
11. Twin with research and development institutions and industries for symbiotic research and development programmes.
12. Create opportunities for faculty for spending more time on research through "joint – employment" opportunities and research scientists' stream.
13. Promote cross-flow of teachers/ scientists through interchange between universities and diverse research laboratories at national / international level.
14. Promote "quality" consciousness and monitor performance of educational institutions.
15. Create and enable organizational and administrative structure for making it more user – friendly.
16. Expand links with international educational and research institutions for enriching the students and faculty.
17. Expand study abroad opportunities for foreign students.
18. Focus on "exploring the higher education".
19. Create independent financial support structure for venture capital and student education loans.
20. Enhance opportunities for mobilizing and optimizing financial resources base.
21. Development opportunities for enhanced financial support for innovative and creative institutions.

Thus UGC looked out for a forward-looking strategy of global standards but one that took care of India's internal demand for skilled human power. It asserted that Indians should be educated to be competent and successful in an interdependent world.

2.5.5 National Assessment and Accreditation Council (NAAC)[17]

The NAAC, an autonomous institution of the UGC is established under section 12 CCC of the UGC Act of 1956(3) on 16 September 1994. The NAAC was established purely for ensuring quality in higher education, a felt need for a long time, especially since the National Education Policy of 1986, the Programme of Action of which stated that "Excellence of institutions of higher education is a function of many aspects; self-evaluation and self –improvement are important among them. If a mechanism is set up which will encourage self-assessment in institutions and also assessment and accreditation by a Council of which these institutions are corporate members, the quality of process, participation, achievements, etc., will be constantly monitored and improved," The agenda of NAAC is to assess and accredit institutions of higher learning with an objective of helping them to work continuously to improve the quality of education. The process of assessment followed by NAAC is accordance with internationally accepted proactive criteria with certain modifications to suit the Indian context. The application of assessment and accreditation as a quality enhancing mechanism has yielded appreciable results world wide and has shown similar favourable indication in India also during the short period of the NAAC's functioning. The philosophy of NAAC is ameliorative and enabling rather than punitive or judgmental, so that all constituencies of institutions of higher learning are empowered to maximize their resources, opportunities and capabilities.

2.6 Higher Education in the Tenth Plan (2002-07)

General Objective: To achieve a profound transformation of higher education in order that it becomes an effective promoter of sustainable human development and, at the same time, to improve its relevance by way of closer links with the works of work and to achieve quality in its teaching, research and business and community extension functions, including life-long learning.[18]

Specific Objectives

1. The relevance of higher education
2. Quality, evaluation and accreditation
3. Research and development

4. Outreach activities in business and community and life-long learning
5. The knowledge and use of the new information and communication technologies
6. Management and financing
7. Export of higher education and reorientation of international cooperation[19]

Thrust Areas of Higher Education in the Tenth Plan are:[20]

1. Identification of universities and college with potential
2. Cafeteria approach education.
3. Clubbing of open and conventional system of education.
4. Open and flexible approach for pursuing degree and advance diploma and/or dual degrees simultaneously
5. Creation of information flow network in the higher education institutions
6. Modernization of teaching
7. Creating of higher institutions in science in collaboration with national research laboratories comparable to IITs.
8. Strengthening of research.
9. Identifying and supporting institutions for focused research in traditional subjects like Sanskrit and occult sciences and interdisciplinary subjects like biotechnology, genomic subjects, defense strategies, patenting and intellectual property rights.
10. Support outreach activities like value education, positive health and life skills and mind-consciousness studies.
11. Professional management of higher education institutions.
12. Promotion of internalization and export of higher education including study India Abroad Programme.
13. Encouraging resource mobilization.
14. Incentives for academic, administrative and financial reforms.

2.7 Open and Distance Education

With a view to bring higher education within the reach of the working population and of those living in far flung areas as well as smaller settlements, a comprehensive programme of distance education was launched in the beginning of the sixties. In 1961

the Central Advisory Board of education decided to introduce the system of correspondence courses and appointed a Committee under chairmanship of Prof. D.S. Kothari, the erstwhile Chairman of the UGC. The Committee submitted its report in 1961 and recommended the introduction of correspondence courses which came to be first introduced in the University of Delhi in 1962. The first Open University in the country was established by the state government of Andhra Pradesh in 1982.[21] The establishment of the Indira Gandhi National Open University (IGNOU) a central university in 1985 was a milestone in open and distance learning. There has been impressive growth since then in the number of universities offering correspondence courses. There are four state open universities and the Indira Gandhi National Open University has now come up as an apex body. The apex body role envisages the establishment and development of an Open University Network by sharing the intellectual and physical resources within the distance education system among different institutions and enriching the system by extending its outreach on the one hand and ensuring the quality standards of its programme of education and training, on the other. For the performance of this function, a Distance Education Council has been established as a statutory authority under the IGNOU Act. In discharging its responsibility, the Distance Education Council also provides development funding to open universities and distance education institutions from the funds placed at its disposal by the Central Government.

The development of Open and Distance Education system which cater for nearly one-fifth of the total students in higher education has been very significant in augmenting opportunities for learning, especially for the deprived groups like rural communities and women, and for those working population who wish to pursue higher studies. Table-4 , presents the enrolment with regard to open universities and centers of distance education established by conventional universities.[22]

Table No 4: Growth of open and distance learning system (2000-01)

Sl. No	Indicator	Open Universities	Correspondence Course Institutes	Total
1.	Enrolment	632214	1123344	1755558
2.	Teachers/academics	730	1120	1850
3.	Programmes on offer	325	702	1027

4.	Courses on offer	2102	3082	5184
5.	No. of study centers	3449	573	4022

(Source: Distance Education Council, 2002)

The distance education institutions offer all types and levels of programmes in general higher education and professional/technical and vocational disciplines. Today, 20 percent of the students in higher education are being catered to through the distance mode.(Powar et.al., 2000b)[23]

2.8 DEGREE STRUCTURE

There are three principle levels of qualifications within the higher education system in the country. These are:

1. Bachelor / Undergraduate level
2. Master's / Post-graduate level
3. Doctoral / Pre-doctoral level

Diploma courses are also available at the undergraduate and postgraduate level. At the undergraduate level, it varies between one to three years in length, postgraduate diplomas are normally awarded after one year's study.

Bachelor's degree in arts, commerce and sciences is three years of education (after 12 years of school education). In some places there are honours and special courses available. These are not necessarily longer in duration but indicate greater depth of study. Bachelor degree in professional field of study in agriculture, dentistry, engineering, pharmacy, technology and veterinary medicine generally takes four years, while architecture and medicine, it takes five and five and a half years respectively. There are other bachelor degrees in education, journalism and librarian-ship that are second degrees. Bachelor's degree in law can either be taken as an integrated degree lasting five years or three-year course as a second degree.

Master's degree is normally of two-year duration. It could be coursework based without thesis or research alone. Admission to postgraduate programmes in engineering and technology is done on the basis of Graduate Aptitude Test in Engineering or Combined Medical Test respectively.

A pre-doctoral programme - Master of Philosophy (M.Phil.) is taken after completion of

the Master's Degree. This can either be completely research based or can include course work as well. Ph.D. is awarded two years after the M.Phil. or three years after the Master's degree. Students are expected to write a substantial thesis based on original research that generally takes longer.

2.9 DEVELOPMENT OF EDUCATION IN SIKKIM

Earlier there were only monastic educations for the preparation of Monks to priesthood. Schools in Tashiding, Pemayangtse and Sangha Choling monasteries were famous as centre of Monastic Education in those days. In 1830s some missionaries established schools at Gangtok. During this period a primary school for girls was also started by a Scottish Missionary. Finnish Missionaries of the Scandinavian Mission Alliance established schools at Khamdong, Sang, Dentam, Lachen, Chakung and Mangan.[24] In 1909, the then Chogyal (king) Sidkeong Tulku, who was educated abroad at the University of Oxford, founded Enchey School as a monastic school at Gangtok. This is today a higher secondary school.[25] Now this school provides general school education till twelfth standard. By the year 1920, Sikkim had 21 schools (6 government schools, 13 Mission Schools and 2 Schools under landlords).[26] In 1964 Tashi Namgyal Academy a first public school was established by the then Chogyal Tashi Namgyal. In 1964, Higher Nyingma College (Sheda) for higher education in Buddhism was established at Deorali, Gangtok. The King of Sikkim started showing interest in educating the public of his small kingdom and the primary schools and junior schools were established at various places of Sikkim. In 1972 Sir Thudop Namgyal College was the first general college established in a Sikkim. According to census report in 1975, there were two hundred sixty four schools in Sikkim. After the merger of Sikkim with India, the Department of Education took number of steps for the improvement of education. At present the state has large number of institutions which support formal and informal educational system. The Sikkim Board of School Education was setup on September 12, 1978. The Sikkim Board of Secondary and Senior Secondary School has not yet been formed thus these level of education in State is fully dependent on Central boards at New Delhi. All the government Secondary and Senior Secondary Schools and few private schools are

affiliated to the Central Board of Secondary Education and rest of the private schools are affiliated to Indian Council of School Certificate.

2.9.1 The Sikkim Board of School Education

The Sikkim Assembly through an act has setup the Sikkim Board of School Education on September 12, 1978. The Board has power to prescribe curricula, text books and other related materials for schools and to conduct examinations at the school level in the state of Sikkim. The following are the specific powers and functions of the Board[27]

a) To conduct examinations and grant diplomas and certificates to successful candidates;
b) To prescribe courses of instruction and text books for examinations conducted by it;
c) To prescribe conditions for admission to examinations conducted by it;
d) To recognize institution for purpose of its examinations with the concurrence of the State Government;
e) To demand and receive such fees as may be prescribed;
f) To make regulations for prescribing courses of institution and text books for study in institution of school level in the State;
g) To make regulations for imposing penalties for misconduct of examinees, students and teachers and for negligence in work of examiners, paper setters and printing presses in connection with work done relating to examinations;
h) To submit to the State Government its views on any matter with which it is concerned for which the State Government may refer to it for advice;
i) To appoint part time employees of the Board as may be necessary from time to time.
j) To institute and award scholarships, medals and prizes under conditions that may be prescribed and to accept endowment for the same, subject to such conditions as the Board may deem fit;

k) To organize and provide lectures, demonstrations educational exhibitions, educational excursions and to take such other measures as are necessary to promote the standards of school education in the State;

l) To appoint subject Committees to advise the Board in framing the courses of studies, prescription of text books, appointment of paper setters, moderators and examiners in different subjects of study, and

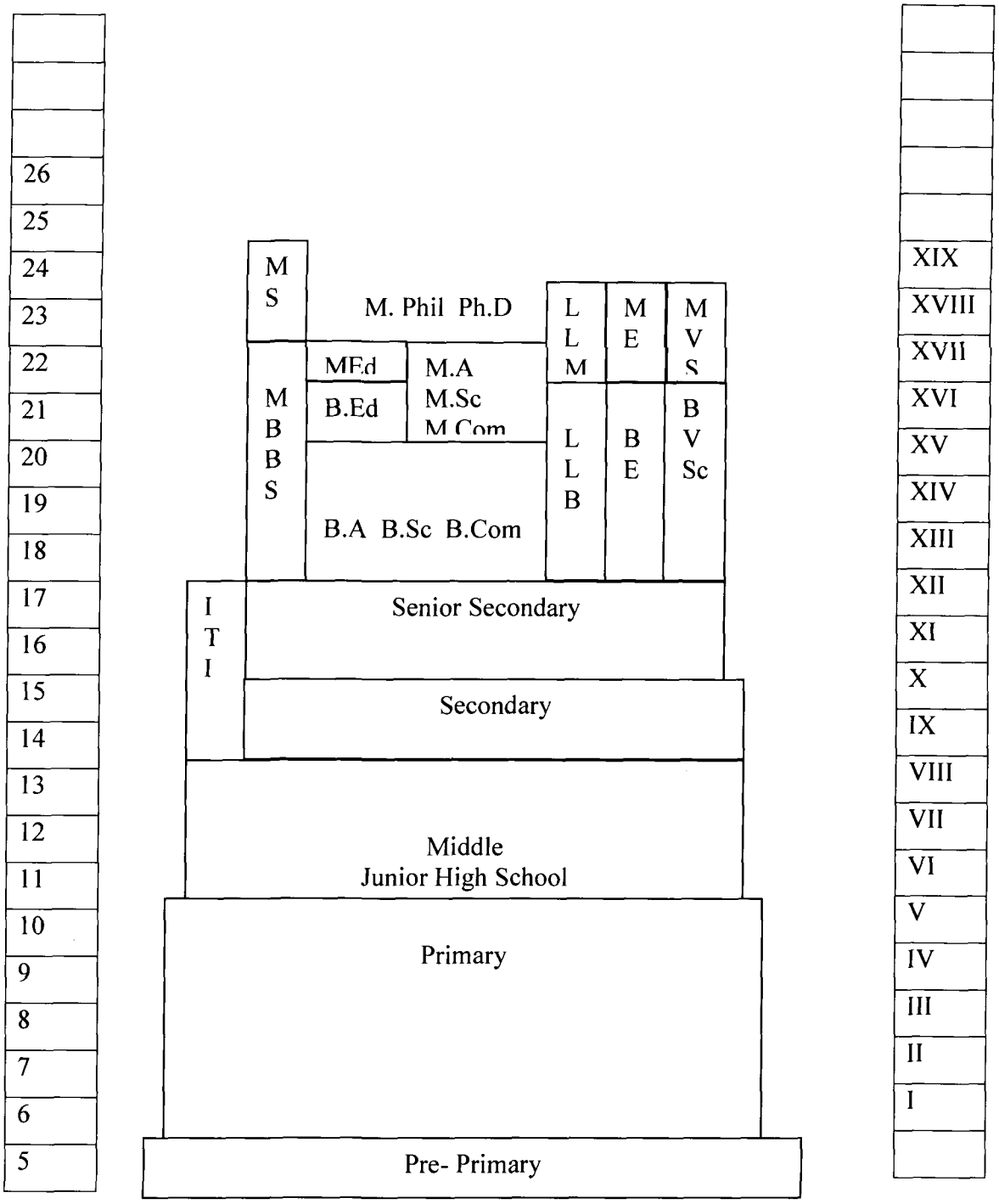
m) To do such other things as may be necessary to further the objects for which the Board has been constituted.

The Board since its establishment in 1978 has been framing curriculum, prescribing the syllabus, text books and other details in respect of pre- primary, primary and junior high school education. It conducts Primary School leaving Certificate Examinations and Junior School leaving Certificate Examinations. From the year 2003, it sets the examination paper from primary to junior school level to bring uniformity in examination and the results of the school education.

2.9.2 The Educational Structure and Pattern

The present educational structure in Sikkim consists of five stages: the Pre- Primary, Primary, Junior, Secondary, Senior Secondary, Degree and University. The Pre- Primary stage covers class, the initial stage of one year and the age of entry is 4+. The Primary school stage is from class I to class V and confines to 5-10 age group. The Junior High school stage includes from class VI to class VIII and confines to 11-13 age group. The two year High school stage include from class IX to class X and confines to 14-15 age group. The two year senior secondary school stage include from class XI to class XII for 16-17 age group and three years of Degree Course.

Figure 5: Educational Structure of Sikkim



Source: National Institute of Educational Planning and Administration

2.9.3 Growth in the number of schools

Over the years there has been a substantial increase in the number of schools and number of teachers to meet the increasing demand for education in the state. The total number of government schools in the State in 1975-76 was 264 which in 2004-05 stand at 742.

Table No. 5: Increase in number of schools from 1975 to 2004[28]

Schools	1975	1980	1986	1995	2002	2004
Primary schools	228	320	482	536	492	462
Junior high Schools	29	44	122	119	127	147
High Secondary schools	-	29	54	67	80	92
Senior Secondary schools	07	08	13	24	26	41
Total	264	401	671	746	725	742

(-) means data not available

The above table revealed that from 1975 to 2004 there was a big leap in the increase in number of schools as medium to spread education. The number of primary schools has increased approximately two times in 2004 than the number in 1975. The number of junior high school has increased five times in 2004 than the number in 1975. High secondary schools increased 3.17 times in 2004 than the number in 1980 and approximately six times the number of senior secondary schools had increased in 2004 than the number in 1980. According to the report from the Planning, Management and Evaluation of Human Resource Development Department, the primary schools are upgraded to junior schools and high secondary schools based on the in students' enrolment. Therefore the numbers of primary schools have decreased since 1995. The up gradation of primary schools to junior school and high school provide access and opportunity for children of the remote village for higher school education.

As on 31.10.2002 there were 471 private schools in the state of which 231 pre primary, 114 lower primary, 77 primary, 26 junior, 10 high and 5 senior secondary schools.[29] The state also has two Kendriya Vidyalaya, three Navodaya Vidyalaya, fifty monastic schools, twelve Sanskrit pathsalas and one Madrasa. To cater to the educational needs of disabled children, the state has Jawaharlal Nehru Memorial Institute for the

Handicapped at Namchi and a section for the mentally retarded as well as for the deaf and dumb at Palzor Namgyal Girls' High School Gangtok.

2.9.4 Growth in the number of enrolment in schools

Since the democracy was established in the state there is not only increase in the number of schools and educational institutes but the enrolment of students in the different level of schools has also increased drastically.

Table No. 6: Class wise enrolment of students from 1975-2004 in Sikkim[30]

CLASS	1975	1980	1986	1995	2002	2004
Primary schools	18,057	42,559	65,623	72,561	76828	78585
Junior high Schools	2,100	7,899	16,110	21,309	24312	27549
High Secondary schools	630	1,544	4,247	8,072	9237	9347
Senior Secondary schools	172	658	1,187	3,554	5146	5675
Total	20,959	52,660	87,167	105496	115523	121156

The education speeded its pace in spreading and reaching the unreachable, which is confirmed by the increase in enrolment in 2004 than in 1975. The above table shows that the number of students in primary schools has increased 4.35 times in 2004 than in 1975. The number of student in junior high school has increased 13.11 times in 2004 than in 1975. The students in High secondary school have increased by 14.83 times in 2004 than in 1975. The number of students in senior secondary school has increased more than 32.99 two times in 2004 than in 1975. Therefore the total enrolment of students from primary school to senior secondary schools was 20,959 in 1975-76 has increased to 1,21156 in 2004-2005. Therefore as on 15.10,2005 in government schools alone the total enrolment of students has reached 1,21156.

2.9.5 Financial Management

In September 1979, the first compilation of all financial rules in the state was published. As a result of the launching of various development schemes involving the large outlay, there has been manifold increase in the public expenditure during the period 1979 to 1989. Therefore in 1989, a fresh compilation of financial rules was published

with incorporation of all supplements and amendments. It contains rules relating to the general system of financial management and control, responsibilities of various authorities regarding withdrawal of money from public account, powers of sanctioning expenditure, preparation of budgets, grants and appropriations, purchase and handling of stores, loans and advances to government servants, grants-in-aid to educational institutions, private individuals, local bodies, scrutiny deposits and other miscellaneous items such as destruction of office records connected with accounts, etc.[31]

The financial sources for education are obtained from the Government and private sources. Governmental sources include Central and State while private sources comprised private societies, missionaries, philanthropist and religious groups. Since state government is responsible for development of state and nation as a whole. The sector wise distribution on educational expenditure in Sikkim from 1995- 2004 are given below.

Table No.7: Sector wise Actual Expenditure of State Government (Rs. in thousands)[32]

Sector	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04
General Education	454543	549712	577339	1092916	1073374	1106213	1163537	1279248	1354225
Technical Education	-	-	-	86	1184	1302	4419	7940	12370
Total Expenditure on Education	454543	549712	577339	1093002	1074558	1107515	1167956	1287188	1484702

A look at the expenditure of the state government on two major sector of education clearly states the government's priority. Here the general education includes the school and higher academic education. Large amount of expenditure on general education may be due to ever expanding education including the degree level. The high enrolment in general academic discipline in degree level has caused the government to spend more on this section by allotting both development grant and maintenance grants. State Government can establish more vocational and technical institutes so that students are

diverted to that line which will surely help to produce skilled manpower for which more expenses on technical education are also needed.

The expenditure made by state government on different level of school education from 2001-04 is given below.

Table No.8: Government Actual Expenditure on Education in Sikkim (Rs. in thousands)[33]

Sector	2001-02	2002-03	2003-04
Pre Primary Schools	2697	81	44
Primary Schools	28973	23392	22845
Junior High Schools	10113	13035	14784
Secondary Schools	1585	8254	4716
Total	43368	44762	42389

The total actual expenditure of the state government on different level of school education in 2001-2002 was Rs. 43368 (in thousands). Of the total amount the highest expenditure more than 50 percent was made on primary schools of amount Rs. 28973 (in thousands) which may be due to the reason that state has highest number of primary schools and also the enrolment is highest in these schools as compared to other levels of education. Rs. 44762 (in thousands) was the total actual expenditure made by state on school education on 2002-03. In this year there is a drastic reduction on expenditure on pre primary schools whereas there is a rise in expenditure on secondary schools and junior high schools from the previous year. Perhaps the government has realized that the pre primary school covers only one year and large expenses on this stage will not help to attain and sustain the universalisation of primary education. To sustain the universalisation of education it is important to avoid wastage of students from other level of education through various incentives and development. Therefore it is wise on the part of the state government to make expenses on other level of education also.

The State Government has taken a keen interest in training the school teachers of the different level of school education in the state. Huge amount of expenses are made in training the back log of untrained teachers of the government schools of the state. The State government has to make huge expenses on training these newly appointed untrained teachers. So recruitment of pre trained teachers will take away the financial burden of

state government of training newly appointed untrained teachers. Thus It will also solve the problem of clearing untrained teachers.

The actual expenses made by state government for training school teachers from 2001-2003 are given below

Table No. 9: Government Actual Expenditure on Training School Teachers in Sikkim (Rs. in thousands)[34]

2001-02		2002-2003		2003-2004	
Plan	Non-plan	Plan	Non-plan	Plan	Non-plan
6630	4827	31468	4278	11095	3857

The development grant for teachers' training in 2001-02 was Rs.6630 thousands and Rs.4827 thousands for maintenance of facilities and infrastructure for teachers' training. The teachers training was Rs. 31468 thousands and the non plan expense was also Rs.4278 thousands in the year 2002-2003. Whereas the actual plan expense decreased to Rs.11095 thousands and non plan expense was also decreased to Rs. 3857 thousand in the year 2003-2004.

2.10 TEACHERS' TRAINING

2.10.1 TEACHERS' TRAINING INSTITUTE

The first teachers training institute was started at Gangtok in 1954 with Mr. K.L. Kapoor as the first Headmaster. In the initial stage, teachers training course was called the Village Teachers Training Course. The norms of formal Basic Training Institute demanded new infrastructure for running a regular course for teachers which made the government shift the Institute to Temi, South Sikkim in 1956. Both regular government school teachers and committee school teachers attended the training for a period of one year. The teachers were paid training allowance of Rs.10/- per month. On completion, certificates were awarded by the Department of Education. The Basic Teachers Training Institute continued functioning till 1969 when it was shifted to Pelling, West Sikkim and attached with the Pelling Senior Secondary School as Teacher Training Institute (T.T.I). The institute imparted training both in pedagogical and content areas.[35] Later in 1978 it was shifted to Gangtok and placed under the charge of State Institute of Education

(SIE).[36] It imparted in-service training to primary school teachers and till 1995, the Institute had trained 1222 primary school teachers.[37]

2.10.2 DISTRICT INSTITUTE OF EDUCATION AND TRAINING

The TTI got upgraded to District Institutes of Education and Training (DIET) in 1998.[38] District Institutes of Education and Training (DIET) are being established in the state in accordance with the recommendations of the National Policy on Education, 1986. The DIETs was established to vitalize elementary education and to bring about qualitative improvement in its academic aspects.

According to the guidelines, the main functions of a DIET are:[39]

1. Providing pre-service and in-service education to elementary school teachers,
2. Inducting and providing continuing education to instructors and supervisors of non-formal and adult education, and also providing them with general resource support,
3. Providing planning and management support to the school complexes and educational institutions,
4. Serving as an evaluation centre for the primary and upper primary schools as well as the non-formal and adult education centres,
5. Serving as a resource and learning centre for teachers and instructors,
6. Providing educational technology and computer education support to the districts,
7. Innovations and research.

It began conducting teachers Training Programme of one year duration and the preference were given to in-service candidates. So far 319 in- service primary teachers deputed from different schools of four districts of the state have been trained in the institute. DIET also conducted orientation programme for head of primary schools both government and private.[40] Since 2003, institute offered two year course and began pre-service training of teachers.

The Government of Sikkim, Department of Education, passed notification No.1(432)89/Est/Edn/II/Pt.II/, dated: 1st April 1991[41] which notified the constitution of State Level Monitoring Committee and a Programme Advisory Committee for DIET. The State level Monitoring Committee for DIET comprised of Secretary-education as

chairman, Director-Education as Member Secretary and members were Joint Secretary Finance, Deputy Secretary- planning & development, Deputy Secretary – education. The Programme Advisory Committee for DIET was Director- Education as chairman, Principal TTI as member secretary and members were Deputy Director-SIE and Joint Diretor- Education.

So far there is only one DIET at Gangtok to cater to the training of elementary teachers of the whole state. However Government of Sikkim, Department of Education, passed notification No.245/Est-1/Edn, dated: 20.1.2004[42] which notified the establishment of DIET at Namchi, South District, South Sikkim which is yet to be established. Establishment of one more DIET in West Sikkim, Soreng was notified by Government of Sikkim Gazette, Human Resource Development Department, in reference no. 269/Est-I/HRDD dated 9.8.2005. Infrastructure for starting DIET is ready with their building such as DIET at Namchi has building where previously the Government College Namchi was run and DIET at Soreng has building where presently Sanskrit Mahavidyalaya is operating and the Human Resource Development Department has decided to start it at the premises of Science College, Soreng.

2.10.3 STATE INSTITUTE OF EDUCATION

It is an academic wing of Directorate of Education that was established in 1979. Its academic responsibilities are shown in figure 6[43]

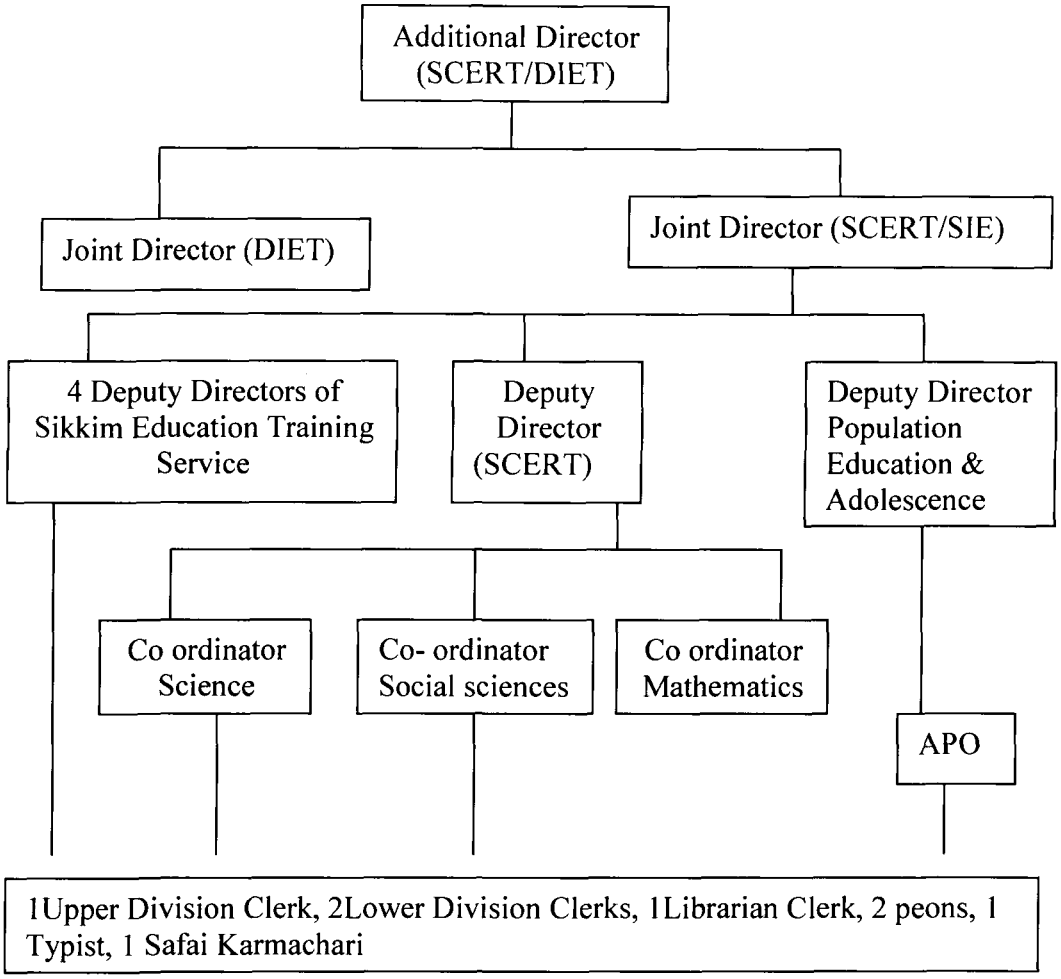


Figure 6: STATE INSTITUTE OF EDUCATION

This institute functions under the leadership of an Additional Director and who is assisted by two Joint Directors for DIET and SCERT/SIE respectively. The Joint Director of SIE is assisted by

1. 4 Deputy Directors of Sikkim Education Training Service
2. One Deputy Director SCERT;
3. One Deputy Director in Population Education and Adolescence;
4. Two coordinators in science and mathematics
5. One coordinators for social sciences

Role and function[44]

The role of the State Institute of Education is that of advisor, innovator, implementer, inspector, and supervisor for all the academic programmes of the Education Department. Its role and functions are:

1. To academically advise and assist the Government of Sikkim and its Department of Human Resource Development in the implementation of its policies and educational programme of the State in the field of education and other related matters.
2. To promote educational research and training
3. To develop the school curriculum from class I to VIII as per the National norms.
4. To develop text books and other teaching materials.
5. To facilitate inculcation of educational technology for the promotion of effective teaching/learning activities in the classrooms as well as during the teacher training programme.
6. To promote and provide distance education for the in service teachers in the State.
7. To develop a scientific process of evaluation in the educational system with emphasis of School Based Evaluation.
8. To design and develop material for the promotion of Art Education, Work Education and Adolescence Education in the schools in Sikkim.
9. To provide short term in service training orientation/training to teachers of Primary. Junior, Secondary and Senior Secondary schools in the State of Sikkim.
10. To organize workshops, seminars, exhibition, academic panel inspection.

11. To function as a medium between the National, Regional, State and District institutions.

2.10.4 STATE INSTITUTE OF EDUCATIONAL RESEARCH AND TRAINING

With the approval of the state government, efforts are on to convert the SIE into the State Institute of Educational Research and Training (SIERT) by strengthening it on the lines of the National Council of Educational Research and Training (NCERT), for better and wider academic pursuits, with a Director/Joint Director as its head.[45] It was quoted by Mahajan, Baldev, Majumdar Srilekha, Agnihotri D.C., in 1995 in the Educational Administration in Sikkim, however the state has not set up the SIERT till date. Perhaps the delay may be due to lack of qualified, professionally trained and experienced academic resource persons, lack of necessary physical infrastructure and lack of fund. The establishment of SIERT is essential for an all round development in the academic standards, to make effective teaching learning and for producing quality textbooks and teachers' guides.

2.10.5 TEACHER'S TRAINING UNDER IGNOU

The Human Resource Development Department of Sikkim has taken giant step toward achieving quality education by launching a massive programme for training for primary and secondary level teachers. The programme aims at clearing the backlog of about 1600 secondary level and 4000 primary level teachers through IGNOU in a phased manner. The primary teacher undergo IGNOU's specially designed six months course called Certificate in Primary Education (CPE), secondary level and senior secondary level teachers undergo the university's normal two years B.Ed course. For the smooth running of these programmes, Department has activated 10 study centers all over the state for CPE programme and three centers for B.Ed programme.[46] From January 2003 to July 2004 Human Resource Development Department has registered 1589 teachers of primary school level for CPE training of which 700 teachers have cleared the examination of CPE so far the records are available.[47] The pass percentage will definitely increase. From January 2003 to January 2005 Human Resource Development Department has registered 807 teachers of senior secondary and secondary level of government schools. 100

teachers are registered for January 2006-2008 batch. Efforts made by the State Government and the expenditure incurred to train the teachers proves the interest of the government to improve the quality of education in the State. The State Government spending 3030 per candidate teacher for undergoing Certificate in Primary Education (CPE) course, 13700 per candidate teacher for undergoing B.Ed course and also pays for supporting staff and centre charge. IGNOU pays for counseling classes, workshops, practice teaching and academic activities.

2.10.6 DISTRICT CENTRE OF ENGLISH

The District Centre of English was established at Gangtok on July 1987 with the approval of Government of Sikkim and advisory committee of Ministry of Human Resource Development district centre Hyderabad.[48] On 16th December 2000, the District Centre of English was established at Namchi South Sikkim.[49] The monitoring authority of District Centre of English (DCE) was Department of Training and Development, Center of English and Foreign Languages (CIEFL), Hyderabad and the supervisory authority at State level was State Institute of Education, Human Resource Development and Department, Government of Sikkim. North East campus CIEFL at Shillong has also some control in respect of Academic matters such as external examiner is sent during practical examination and advises matters related to primary teachers training. Some of the functions of DCE[50] are as follows:

1. To provide saturation level 1 year certificate course in teaching English to teachers at the secondary level to develop proficiency in English and for their professional development.
2. To conduct short term training like 10 day intensive training to secondary level teachers teaching English to orient them with the new methods and skills of teaching English.
3. Need based training to heads of schools, educational inspectors and English subject teachers were conducted to make them aware of language educational policy of State.

As on 14.11.2005, the District Centre of English at Namchi South Sikkim had completed 1 year certificate course in teaching English for one batch consisting 25

teachers of secondary level and 10 day intensive training for 15 batches had been completed.

2.11 DEVELOPMENT OF HIGHER EDUCATION IN SIKKIM

The development of Higher education in Sikkim started late and it was surprisingly slow. Higher Education refers to education in post higher secondary institutions, colleges and universities. It is higher education because it constitutes the topmost stage of formal education and more importantly, because it is concerned with processes in the more advanced phases of human learning. The entrants are about eighteen years of age and, therefore, they are mentally mature and capable of performing at the abstract level.

The institutions of Higher Education in the State of Sikkim are of two types based on financial support and management:

1. Government: The government colleges or institutes are institutions owned, managed and funded totally by the Government of Sikkim. The teachers are paid UGC or state scale based on the qualification and appointment. The non teaching staffs are paid fully by the State government.
2. Private: The private colleges or institutes are institutions owned, managed and funded totally by the private, social, religious or public bodies/organizations.

Unlike other states, the Sikkim doesn't have Deficit College and Ad hoc colleges, establishment of such colleges will help to use the talents of upcoming educated youth.

Government of Sikkim, Department of Education, passed notification No. 40/Home/95, dated: 10th July 1995[51] which notified the setting up of a Directorate of Higher Education and a Directorate of Primary and Secondary Education in the Education Department. However the state setup only Directorate of Primary and Secondary Education and till date the Joint Secretary I is given responsibility to look after higher education in particular. It indicates that till date higher education is not given prime importance as in other states of India. Establishment of Directorate of Higher Education is important in the state to give specific attention and development of higher secondary education, college and university education.

The Task Force Committee has been constituted in the Education Department, Government of Sikkim, vide notification No. 01/08/212/2002/EST/EDN, dated August 2, 2002 to examine the necessity and prepare a report for establishment of a separate University in the State of Sikkim. The Committee had submitted a complete report on the subject on 24th January, 2003. The Sikkim University Bill, 2003 (Bill No. 4) of 2003 was introduced in Sikkim Legislative Assembly on 28th February, 2003. The Governor of Sikkim had given his assent on the bill.[52] According to notification no. 5/LD/2003, dated: 24.6.2003, the Sikkim University Act 2003 (Act No.2003) was published.[53] The state has decided to establish affiliating university which conducts teaching and undertakes intensive research.

2.11.1 System of Higher Education

The National Policy of Education in 1986 confirmed the structure is 10+2+3 pattern to bring uniform educational structure in all parts of the country. But colleges of Sikkim followed 10+2+2 for pass course in Arts and Science and 10+2+3 for those students who were taking honours in different subjects. Due to the fact that the colleges of Sikkim were affiliated to North Bengal University and they had to follow the old structure of education as the University was following. Finally in 1998, colleges of state also started 10+2+3 structure of education. The present structure of education followed in the State are as follows: general colleges and hotel management followed 10+2+3 pattern. Law, engineering, physiotherapy and pharmacy followed 10+2+4 pattern: ten years of schooling, two years of higher secondary education and four years of under-graduate education. The medical education followed 10+2+5 pattern which required five years of undergraduate course after the twelve years of schooling. The entry into teacher education required minimum qualification as graduate pass to any other higher course.

2.11.2 Expenditure on Higher Education in Sikkim

The State Government is the major source of educational funding for the Higher Education in Sikkim. Actual expenditure on education is shown in table below.

Table No.10: Government Actual Expenditure on Higher Education in Sikkim (Rs. in thousand)[54]

Sector	2001-02	2002-03	2003-04
School Education	1096580	1199443	1307206
Higher Education	30327	33084	34729
Total	1126907	1232527	1341932

It is very clearly seen from the table above the amount of expenditure made for higher education is half the amount of expenditure made for school education. In 2001-02 the actual expenditure for school education was Rs.1096580 (in thousands) as compared to Rs. 30327 (in thousands) for higher education. In 2002-03 the actual expenditure for higher education was Rs.33084 (in thousands) only as compared to Rs.1199443 (in thousands) for school education. The figures in the table above clearly highlighted that the higher education in the state is neglected and needs an immediate attention to produce skilled, educated, gifted youth for the future of the state. Higher education is needed to seek and cultivate new knowledge, to engage vigorously and fearlessly in the pursuit of truth and to interpret old knowledge and beliefs in the light of new needs and discoveries as stated reflected by the Education Commission (1966).[55]

2.11.3 State Level Eligibility Test

Previously when few colleges were established, the Government of Sikkim selected teachers who were qualified like candidates with post graduate degree and above. Later in the year 1993 Sikkim Public Service Commission conducted efficiency test for the selection of teachers for the colleges. As per Government of Sikkim, Gazette no.337/Est.I/Edn dated 1.4.2004 accepted the State Level Eligibility Test Commission, Assam (North- East Region) as the State Level Eligibility Test Commission for the state of Sikkim for conducting the State Level Eligibility Test (SLET) for selection of lecturers in the colleges of Sikkim. For the first time in the history of the State, State Level Eligibility Test was conducted on November 2004.

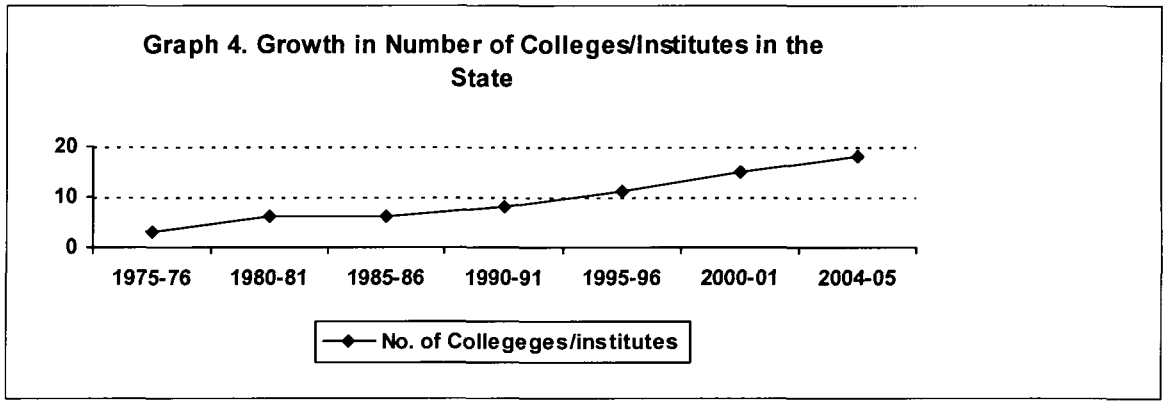
2.11.4 Growth in Number of Colleges/Institutes in the State

In 1975-76 when Sikkim became a 22nd State of India, there were only three colleges of which one was general college, other two were Sikkim Institute of Higher

Nyingma Studies and Research Institute of Tibetology. As the democracy set in, the higher education increased its pace slowly.

TableNo.11: Growth in the number of Colleges/institutes from 1975-2005

Year	No. of colleges/institutes
1975-76	3
1980-81	5
1985-86	5
1990-91	7
1995-96	10
2000-01	13
2004-2005	16



In 2004-2005, the state has total sixteen colleges/institutes which provide general and professional courses. The total number of colleges/institutes has increased approximately six times in 2004-2005 than in 1975-76. It can be seen that the number of institutes of higher education are increasing even though at a slow pace. Among the sixteen colleges/ institutes in 2004-05, only five colleges offer general courses and it was noticed that it has high enrolment also.

2.11.5. Colleges/Institutes according to management and district wise location

Table No. 12: Colleges/Institutes according to management and district wise location

Colleges/Institutes	Management	District
Sikkim Government College, Gangtok	Government	East
Sikkim Government College, Namchi	Government	South
Sikkim Government College, Rhenock	Government	East
Govt. Law College	Government	East
Institute of Hotel Management	Government	East
Sikkim Intitute of Higher Nyingma Studies	Government	East
Research Institute of Tibetology	Government	East
Government Sanskrit Mahavidyalaya	Government	West
Loyola College of Education	Private	South
Damber Singh College	Private	East
Harka Maya College of Education	Private	East
Himalayan Pharmaceutical Institute	Private	East
Sikkim Manipal Institute of Technology	Private	East
Sikkim Manipal Institute of Medical Sciences	Private	East
Pakim Palatine College	Private	East
Sri Karma Nalanda Institute	Private	East

The study as shown on above table revealed that out of the sixteen colleges/institutes in the State eight colleges/institutes were Government whereas eight colleges/institutes were privately managed. Out of five colleges offering general undergraduate courses, three were managed by Government and two were privately managed. Out of seven professional colleges/institutes, only two were Government and five were privately managed. Government Sanskrit Mahavidyalaya of Sanskrit, Sikkim Institute of Higher Nyingma Studies of Buddhist philosophy, Research Institute of Tibetology was managed by Government whereas one more institute of Buddhist philosophy was privately managed. The need to increase the higher education provision along with the decreasing government support has resulted in encouraging the private initiatives in higher education.

It was also noticed that majority 81 percent colleges/institutes were located in East district of the State, 12 percent were located in South district and only 6 percent on the West district of the State. So far there was no institute of higher learning in the North district of the State this may be due to the less number of student population. This district also requires setting up of college/institute of higher learning.

2.11.6 Enrolment in Higher Education in Sikkim for the last six years

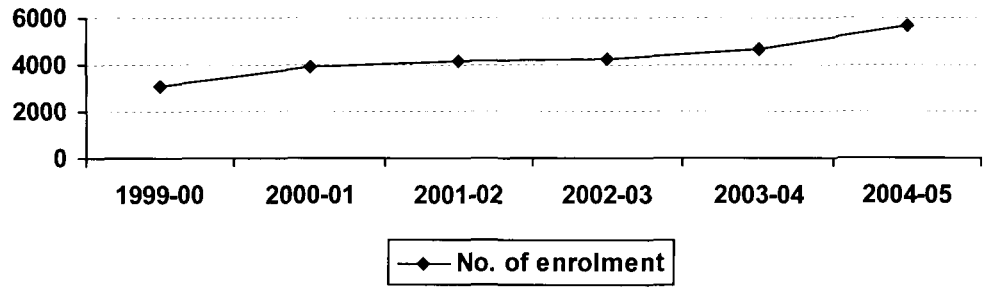
Table No. 13. Growth of enrolment in the institutes of Higher Education in Sikkim in the last six years (1999-2004)[56]

Colleges/Institutes	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
(i) Sikkim Government College, Gangtok	1908	2073	2459	2296	2949	3125
(ii) Sikkim Government College, Namchi	266	276	374	367	419	530
(iii) Sikkim Government College, Rhenock	-	-	-	-	-	95
(iv) Sikkim Government Law College	109	182	195	208	229	229
(v) Loyola College of Education	85	92	83	85	85	90
(vi) Damber Singh College	47	47	47	77	100	100
(vii) Harka Maya College of Education	-	-	-	-	100	100
(viii) Himalayan Pharmacy Institute	60	60	60	60	60	60
(ix) Institute of Hotel Management	18	37	39	37	55	55
(x) Pakim Palatine College	-	-	-	-	19	160
(xi) Sikkim Manipal Institute of Technology	239	329	308	500	505	530
(xii) Sikkim Manipal Institute of Medical Sciences	-	142	123	152	102	102
(xiii) Government Sanskrit Mahavidyalaya	42	46	52	58	60	60
(xiv) Sikkim Institute of Higher Nyingma Studies	225	300	250	270	250	270
(xv) Sri Karma Nalanda Institute	100	110	118	134	145	150
TOTAL	3099	3949	4182	4244	4628	5656

(Note: Harka Maya College of education started only in 2003, Pakim Palatine College was established in 2004 and Government College Rhenock was established in 2005)

The table no.13 reveals that for the past six years the enrolment in higher education has increased drastically. It was also seen that enrolment in general colleges were higher than the enrolment in professional colleges/institutes perhaps the reason may be that the general courses are easy to study and also may be due to the reason that fees are too high in professional colleges/institutes which hinders the majority of students from poor economic background to go for it. It was also surprising to find out that Sikkim Government College, Gangtok alone had large student enrolment for the last five years which could be the reason for the three shifts in the college. According to notification no. 44/Est-I/HRD dated 10th August 2004, morning shift was started in Sikkim Government College Gangtok with the help of part time lecturers.[57] Three shifts in a single college will surely deteriorate the quality of education and the objectives of Higher Education will never be fulfilled. In all the colleges/institutes of Higher Education, the enrolment has increased for the last five years except the Sikkim Manipal Institute of Medical Sciences where the enrolment has fluctuated and decreased in 2004-05 than the year of its establishment.

Graph 5: Graph showing the growth of enrolment in Higher Education for the last six years



2.11.7 Faculty in Higher Education in Sikkim for the last six years

Table No.14: Growth of number of faculty in the institutes of Higher Education in Sikkim in the last six years (1999-2004)[58]

Colleges/Institutes	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
(i) Sikkim Government College, Gangtok	57	63	65	67	69	75
(ii) Sikkim Government College, Namchi	8	8	9	13	17	30
(iii) Sikkim Government College, Rhenock	-	-	-	-	-	7
(iv) Sikkim Government Law College	5	8	10	13	14	12
(v) Loyola College of Education	8	8	8	8	8	8
(vi) Damber Singh College	4	4	4	4	5	6
(vii) Harka Maya College of Education	-	-	-	-	9	9
(viii) Himalayan Pharmacy Institute	12	16	18	22	22	22
(ix) Institute of Hotel Management	7	7	7	8	8	8
(x) Pakim Palatine College	-	-	-	-	-	20
(x) Sikkim Manipal Institute of Technology	22	40	60	85	95	95
(xi) Sikkim Manipal Institute of Medical Sciences	-	60	65	65	78	78
(xii) Government Sanskrit Mahavidyalaya	3	4	4	5	5	6
(xiii) Sikkim Institute of Higher Nyingma Studies	15	15	15	14	14	15
(xiv) Sri Karma Nalanda Institute	11	12	12	14	15	15
TOTAL	152	245	277	318	359	406

A close look at the growth in the number of faculty for the last five years shows that growth has been steady. In 2004-2005 the number of faculty in higher education institutes has been 2.67 times more than in 1999-2000. The rate of growth in the number of faculty is not proportionate with the rate of growth in the enrolment of students especially in general colleges. The higher student and a teacher ratio could be one of the many reasons for the low pass percentage in the university examination. The problem of excess

enrolment of students thus increasing the student- teacher ratio which could be solved by establishing more general colleges in the state.

Graph 6: Growth in the number of faculty of higher education since 1999 to 2004



2.11.8 Teacher- Pupil Ratio (2003-2004)

Table No. 15: Teacher Pupil Ratio (2003-2004)

Colleges/Institutes	No. of Faculty	No. of enrolment	Teacher-Pupil Ratio
Sikkim Govt. College, Gangtok	75	3125	1:42
Sikkim Govt. College, Namchi	30	530	1:18
Sikkim Govt. College, Rhenock	7	95	1:14
Govt. Law College	12	229	1:20
Loyola College of Education	8	90	1:11
Damber Singh College	6	100	1:17
Harka Maya College of Education	9	100	1:11
Himalayan Pharmacy Institute	22	60	1:3
Institute of Hotel Management	8	55	1:7
Pakim Palatine College	20	160	1:8
Sikkim Manipal Institute of Technology	95	530	1:6
Sikkim Manipal Institute of Medical Sciences	78	102	1:4
Government Sanskrit Mahavidyalaya	6	60	1:10

Sikkim Institute of Higher Nyingma Studies	15	270	1:18
Sri Karma Nalanda Institute	15	150	1:10

The ratio of pupil per teacher is high in Sikkim Government College, Gangtok which is 1:42. The higher the ratio between the teacher and pupil, higher the fatigue level of teachers and lower the chances of individual attention in the classroom. It has negative effect on the proper dissemination of education. The ratio of teacher- pupil ratio is 1:20 in Sikkim Government Law College, 1: 18 in Sikkim Government College Namchi and Sikkim Institute of Higher Nyingma Studies, 1:17 in Damber Singh College, 1:14 in Sikkim Government College Rhenock and 1:11 in Harka Maya College of Education. The Institute of Hotel Management, Himalayan Pharmacy Institute, Sikkim Manipal Institute of Technology, Sikkim Manipal Institute of Medical Sciences and Pakim Palatine College has below 1:10 teacher- pupil ratio.

2.12 HIGHER EDUCATION COLLEGES/INSTITUTES IN THE STATE

2.12.1 RESEARCH INSTITUTE OF TIBETOLOGY

The Research Institute of Tibetology, Gangtok Sikkim, was conceived by His Highness Sir Tashi Namgyal the then Chogyal (ruler) as a library and Cultural Institute for Buddhist Studies, His Holiness the XIVth Dalai Lama laid foundation stone of the institute on the 10th February, 1957 and the Late Pandit Jawaharlal Nehru, Prime Minister of India inaugurated it on the 1st October, 1958.[59] The institute admitted research scholars for research in wide area of Buddhism. The Institute as a Centre of excellence for Bhuddist studies attracted many indigenous and foreign scholars, casual visitors and tourists. A well maintained museum and library are an important part of the institute. The museum has the rare collection of precious icons, ritual objects, artifacts, thankas (painted scrolls), xylographs and invaluable original ancient manuscripts in Sanskrit, Tibetan, Chinese and Lepcha pali and Newari languages. The manuscripts include the Prajna Paramita, Astasahastra in Tibetan script written in gold, "Saratama Prajnaparamita" on palm leaf, the Newari text dating back to the 11th century A.D by Ratnakara Shanti and the Prajana Paramita Sutra of 12th century A.D in Chinese script brought from South Korea. [60]

2.12.2 SIKKIM INSTITUTE OF HIGHER NYINGMA STUDIES

Feeling the need to promote higher studies in the Nyingmapa order of Buddhism, widely followed in the kingdom, the then Chogyal (ruler) of Sikkim, Sir Palden Thondup Namgyal in association with His Highness Dujom Rimpoche and His Highness Thuljik Rimpoche and other learned people established the Nyingma Sheda in Deorali, Gangtok in the year 1964 in the Chor- ten complex. Later, when institute got affiliation from the Sampurnanand Sanskrit Vishwavidyalaya (SSV), Varanasi in 1983, it came to be known as Sikkim Institute of Higher Nyingma Studies. The institute got permanent affiliation from the SSV, Varanasi in the year 1995.[61] The institute was granted recognition by the UGC as the Post graduate level institution in the year 2000 vide letter no F-8-16/2000 (CPP-I), dated- 10th May 2000. [62] Institute is funded by the State government and the teachers are also selected based on the UGC qualification by the State government through the selection test.

It offered a nine year integrated course in Nyingmapa Buddhist philosophy including subjects such as (a)Tibetan language/Bhutia language, (b)mool shastra, (Buddhist philosophy) (c)Sanskrit/pali, (d)English/Hindi, (e)Buddhist Reigious history/ Astrology from class IX up to post graduation. Classes Purva Madhyama I and II being equivalent to class IX and X. Classes Uttar Madhyama I and II being equivalent to class XI and XII. Shastri I, II and III being equivalent to BA I, II and III year. Acharya I and II being equivalent to MA I and II year.

2.12.3 SIR THUDOP NAMGYAL COLLEGE

Sir Thudop Namgyal College, the first general college was established in Sikkim in 1972. The classes were carried out at Tashi Namgyal Higher Secondary School, Gangtok till 1974. It was established to cater to provide higher education to those people who can study while working. It was part time and it was evening college from 5PM to 7PM. The college offered only BA course in Political Science, History, English, Education, Economics, Nepali and Tibetan. The college was affiliated to University of North Bengal, West Bengal. There was one teacher for each subject. All the teachers were part timer and one full time librarian. Some of the torch bearer of that time was Mr. Madhusudhan Singh, principal, Mr. S.R. Shah lecturer of economics, Mrs. Indira Stephen

lecturer of Nepali, Mr. A.P. Niroula lecturer of English, Mr. Kripal Singh lecturer of History, Mr. Dinesh Kumar and Miss Richee lecturer of Education, Mr. S.K. Fonning lecturer of Political Science, Mr. Norbu Tshering Bhutia lecturer in Tibetan and Mr. M.C Mathur, was the Administrative Officer. There was total of fifty to sixty students in a college. Later in 1976 the college was shifted at West Point School, Gangtok and functioned till June 1977. It could function for five years.

2.12.4 SIKKIM GOVERNMENT COLLEGE, GANGTOK

After Sikkim became a part of Indian Union, the Sir Thudop Namgyal College, evening college was converted into regular general college in 1977 by the new government of Sikkim. The college was called Sikkim Government College, Gangtok and it was re established on 5th September 1977 and it is affiliated to North Bengal University in the year 1978.[63] The classes were run in a rented building called Jheti Kumari's house at NamNang. Dr. A.K. Sinha was the first principal of SGC and he was posted on deputation. He was M.Sc in chemistry. This college was started by enrolling eight students in science, thirty five students in humanities and five students in commerce.[64] The courses were English, Nepali, Tibetan, Education, History, Political Science and Economics in Humanities and Zoology, Botany, Chemistry in Science stream. In 1980 B. Sc in Mathematics and Physics were started. From 1975 to 1980 only the pass courses were run in the college. In 1981, the college started to offer accountancy in Commerce and honours in English, Nepali, History, Political science, Zoology, Botany, and Chemistry. In the year 1982, the college was recognized by UGC.[65] May 1983, a new Principal Mr. M. Chandran came and he stayed for a very short period till September 1983. Mr. R.K.Rai became a new principal from 1983 September and he remained till August 1991. During his tenure in 1985, college shifted to its own building at Tadong where the present building is located. Then the only general college of Sikkim faced the greatest change ever, administration of college became semi government and management was handed over to the missionaries of St Joseph group. Fr. M.J. Moolel S.J. was the principal who managed the college from August 1991 to June 1994. Then again the college turned into fully Government and Mr.R.K. Rai remained principal from June 1994 to August 1994. Dr. C.B. Sunwar became a new principal from August 1994

to May 2003. In 1994, the college began to offer honours in Physics and Chemistry and a new subject Geography pass course was introduced. Seeing the need of the place and future prospect, new course B.A tourism a vocational course in Tour and Management was introduced in 1996. Though the National Policy of Education in 1986 had confirmed the structure is 10+2+3 pattern to bring uniform educational structure in all parts of the country. But colleges of Sikkim followed 10+2+2 for pass course in Arts and Science and 10+2+3 for those students who were taking honours in different subjects. It so happened as the colleges of Sikkim were affiliated to North Bengal University and they had to follow the old structure of education as the University was following. Finally in 1998, Sikkim Government College also started 10+2+3 pattern of structure of education. B.A in sociology was introduced in the year 1999. In May 2003 Dr. S.K. Pradhan became a principal and in the same year college introduced honours in Economics and mathematics. Presently the college offers courses in humanities and science both pass course and honours.

(i) Research work

The college established a Research Cell in 1987 and it worked to promote research and discovery in the Social Science, Commerce, Literature and Science. Research scholars progressed considerably in their individual research projects in Chemistry, Botany and Zoology. The projects were financed by the agencies like UGC, the G.B. Pant Institute of Himalayan Environment and Development, CSIR, UNU and DST, Government of India. The University permitted the college to register the scholars for research works in M Phil and PhD directly, without the medium of a co-guide.[66] Already two scholars from Chemistry Department and one from Botany Department have been awarded Ph.D degree by the University of North Bengal and many more scholars are doing research in Microbiology, Zoology and Chemistry even today. Several lecturers are engaged in Minor Research Projects funded by the UGC.[67]

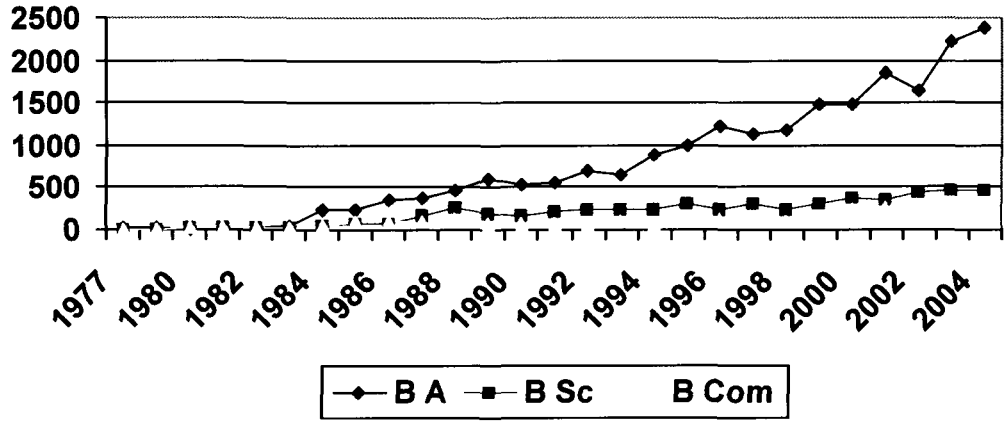
(ii) Enrolment

From the time, college was established in 1977, the enrolment has drastically increased. In 2004 the enrolment has multiplied enormously fifty eight times from 1977.

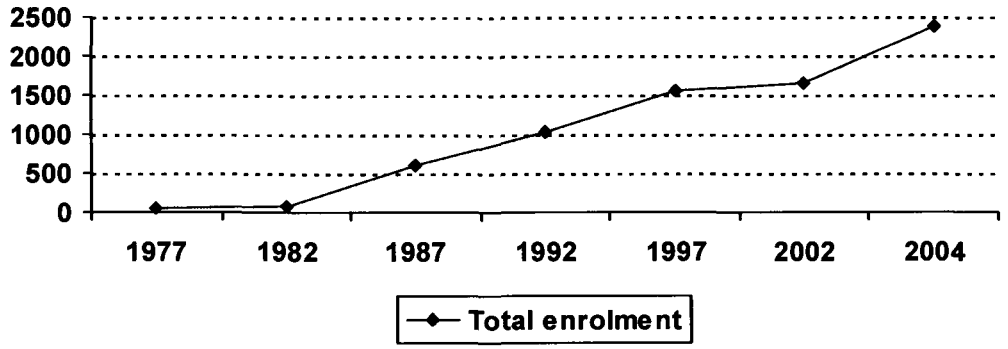
Table No. 16: Enrolment of students in Sikkim Government College from 1977- 2004[68]

YEAR	BA	B Sc	B Com	Total
1977-78	32	10	09	51
1978-79	No admission due to introduction of 10+2 pattern in school education.			
1979-80	29	08	05	41
1980-81	03	15	22	40
1981-82	28	31	24	83
1982-83	24	29	25	78
1983-84	42	23	23	88
1984-85	222	49	38	309
1985-86	223	63	91	377
1986-87	336	80	83	499
1987-88	363	153	93	609
1988-89	456	254	106	816
1989-90	598	189	77	864
1990-91	521	163	80	774
1991-92	544	212	78	834
1992-93	701	242	70	1013
1993-94	655	237	88	980
1994-95	877	242	69	1188
1995-96	1003	294	148	1445
1996-97	1222	237	110	1569
1997-98	1144	295	120	1559
1998-99	1185	239	103	1527
1999-2000	1482	297	129	1908
2000-01	1470	377	226	2073
2001-02	1855	343	261	2459
2002-03	1647	431	218	2296
2003-04	2218	459	272	2949
2004-05	2374	472	279	3125

Graph 7: Coursewise Growth in enrolment in Sikkim Government College Gangtok



Graph 8: Growth in the total enrolment in Sikkim Government College, Gangtok



It is very clear from the above figure and table that the enrolment in BA has increased highly since 1984. Enrolment in B.Sc has increased gradually since 1988 reaching 459 in 2003 whereas enrolment in B.Com has increased very slowly right from the beginning since 1977. The high enrolment in BA course may be due to the reason that many students are opting for humanities in class XI and XII as they find easier to study and score in examination. Even the students who had passed class XII with science and commerce subjects can join BA consequently leading to large enrolment in BA. The students should be motivated to take up science course in the school level in class XI itself so that they can specialize in various fields of science later on in higher degree. According to the Tenth plan of India, the cafeteria approach should be available for

According to the Tenth plan of India, the cafeteria approach should be available for students for choosing the subjects through which the students can choose the subjects according to their interest.

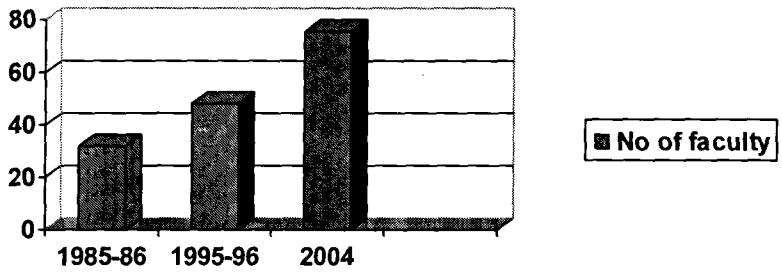
(iii) Faculty

The number of faculty has also increased but not according to the growth in the number of students.

Table No.17: Number of faculty form 1985 - 2004[69]

Years	1985-86	1995-96	2004-05
No. of Faculty	32	48	75

Graph 9: Increase in Number of Faculty in Sikkim Government College, Gangtok



It can be seen that from 1985-86 to 2004 the number of faculty has increased only 2.3 times. The rate of growth in number of faculty was not corresponding with the rate of growth in enrolment. This indicates the need of recruitment of adequate number of qualified teachers which will prevent excess workload from the existing teachers. This in turn prevents the burn out of teachers and encourages accountability from teachers.

(iv) Examination

Till date the Sikkim Government College Gangtok conducts Annual system of examination since the time it was established. The college conducts only first year examination of all the courses presently run in the college. Till 1998, the second and third year of honours courses and the final second year of pass courses were conducted by

University. Since 1999, the college conducts first year examination for all the courses and second year examination for the pass courses. The final year examination of both the pass and honours of all course are conducted by the university.

Table No. 18: Result of the B.A, B.Sc. and B.Com [70]

Year	B.A		B. Sc		B.Com		Total	
	Appeared	Passed	Appeared	Passed	Appeared	Passed	Appeared	Passed
1979-80	25	17	08	04	06	02	39	23
1985-86	40	26	22	17	27	10	89	43
1989-90	99	48	49	31	42	19	190	98
1995-96	283	161	60	23	61	15	404	199
1999-2000	282	217	224	205	60	55	566	477
2003-2004	285	165	73	40	43	36	401	241

The result has fluctuated highly from 1979 to 2003. For the first time in history of college in University examination in 1979, twenty five appeared and seventeen passed in BA, eight appeared and four passed in B.Sc and six appeared and two passed in B.Com. This shows that the total pass percentage was 58.97 percent.

In 1989, ninety nine appeared and forty eight passed in BA, forty nine appeared and thirty one passed in B.Sc and forty two appeared and nineteen passed in B. Com. That shows that total pass percentage was 51.57 percent. After ten years in 1999, two hundred eighty two appeared and two hundred seventeen passed in B. A, two hundred twenty four appeared and two hundred five passed in B.Sc and sixty appeared and fifty five passed in B.Com, so overall pass percentage was 84.27. After three years in 2003, two hundred eighty five appeared and one hundred sixty five passed in B.A, seventy three

appeared and forty passed in B.Sc and forty three appeared and thirty six passed in B.Com so the overall pass percentage was 60 percent.

2.12.5 SIKKIM GOVERNMENT LAW COLLEGE

The Government Law College was established in 24th September 1980 by the State government. The same year the college was recognized by the Bar Council of India (BCI). The college offered three year LLB course. The classes were run in the evening from 2PM - 7PM because most of the students were employees in different offices. The college was temporarily affiliated to North Bengal University. The college began with four regular teachers and one officiating principal, Mr. P.R Chandra. In 1981, Mr. M. Kamaraju was appointed as officiating principal. He remained as officiating principal for four years. In 1985 Dr. B. Kumar became a new principal who was one of the permanent teacher of the college. On 13th December 1993, the North Bengal University permanently affiliated the Government Law College. Presently the college is being run in a rented building in Kazi Road. In 1996, the college introduced five year full time Law course so the working hours also changed to 10a.m. - 4 p.m.[71] The five years integrated LLB course has been divided into five parts and after completion of each part, there is University Examination. The full five year course has thirty eight subjects including four practical papers. The capacity for the course is eighty but only fifty to sixty students are taken for admission due to infrastructural problem as told by the Principal of the College.

In 2004, the college introduced the post graduate course LLM in Law which is of two years. LLM part I contains the subjects like Jurisprudence, Indian Constitutional Law, Administrative Law, Environmental Law, law and Social Transformation in India and Research Methodology where as LLM part II contains Company Law, Human rights Law in India, Indian Family Law, Legal Education, Dissertation and viva voice.[72] The capacity for LLM is fifteen students per batch. The first batch of LLM had six students.

(i) Enrolment

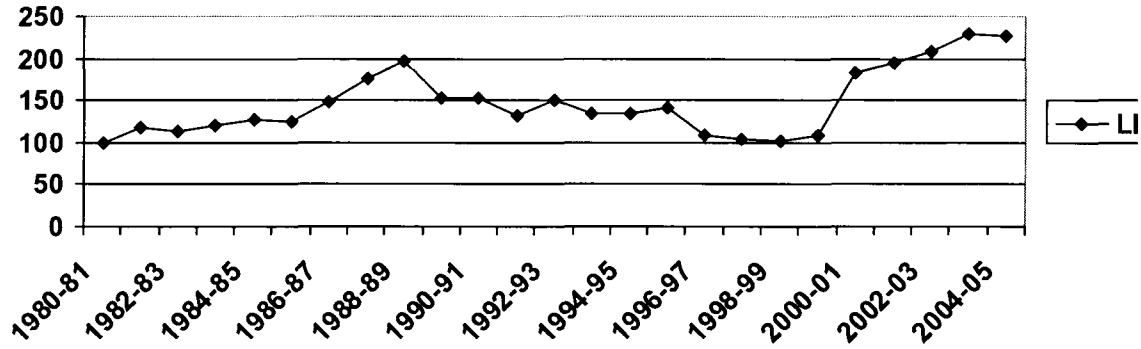
Table No. 19: Showing the growth in number of enrolment in Law College[73]

YEAR	ENROLMENT	
	LLB	LLM
1980-81	100	-
1981-82	118	-
1982-83	114	-
1983-84	121	-

1984-85	128	-
1985-86	124	-
1986-87	149	-
1987-88	175	-
1988-89	196	-
1989-90	152	-
1990-91	153	-
1991-92	132	-
1992-93	150	-
1993-94	135	-
1994-95	135	-
1995-96	141	-
1996-97	108	-
1997-98	105	-
1998-99	101	-
1999-2000	109	-
2000-01	182	-
2001-02	195	-
2002-03	208	-
2003-04	229	-
2004-05	226	06

(LLM course started only on 2004)

Graph 10: Growth in enrolment in Sikkim Government Law College



The enrolment in LLB course has never been steady since the time of its establishment. Enrolment went low and remained same for five years from 1996-97 to 2000-01 as the college introduced five year full time Law course in 1996 and the working hours also changed to 10a.m. - 4 p.m. Again it started rising gradually and in 2004-2005 it has reached highest from the time of its establishment. From session 2003-2004 the college started the LLM course with 15 seats but for the first batch 6 candidates took

admission and majority of them had cleared bachelor degree from the same college. So it is the wise decision of college administration to provide post graduate degree in college which will surely cater to the needs of the growing number of students passing with LLB from the same college. It also provides access to the meritorious students from poor economic background who cannot afford to go out of the state for higher education.

(ii) Faculty

In 1993, four regular lecturers were appointed by Sikkim public Service Commission. Even if the college is government, the lecturer did not stay for long. The total posts of lecturers are 14 along with the principal. Presently the college has three regular faculty members and one principal and remaining faculty members are ad-hoc. Two faculty members have come on deputation from other department of Government of Sikkim.

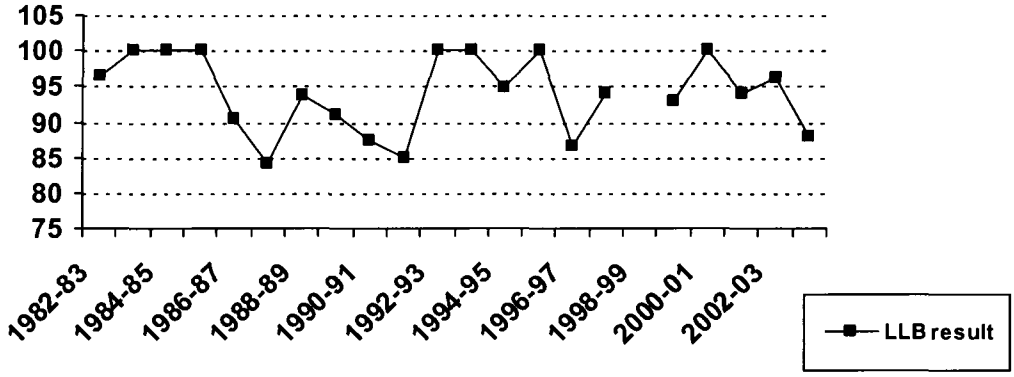
(iii) Examination Result

Table No. 20: The examination result of LLB since 1982- 83[74]

YEAR	Appeared	Passed	Percentage
1982-83	28	27	96.42
1983-84	19	19	100
1984-85	25	25	100
1985-86	17	17	100
1986-87	31	28	90.32
1987-88	25	21	84
1988-89	32	30	93.75
1989-90	22	20	90.90
1990-91	32	28	87.5
1991-92	20	17	85
1992-93	15	15	100
1993-94	10	10	100
1994-95	19	18	94.73
1995-96	26	26	100
1996-97	15	13	86.66
1997-98	17	16	94.11
1998-99	3 year LLB course had completed and 5 year LLB had reached fourth year.		
1999-2000	14	13	92.85
2000-01	12	12	100
2001-02	17	16	94.11

2002-03	26	25	96.15
2003-04	33	29	87.87

Graph 11: Result of Sikkim Government Law College



The final year examination result of LLB had always remained above 80 percent. Since 1982 it had fluctuated between 85-100 percent. Though the pass percentage is good but the students appearing the LLB examination are less which indicates that the drop out rate is quite high even in professional college like Law College. Therefore the college should look into this matter seriously and take steps to retain students till they complete the course successfully.

2.12.6 KARMA SRI NALANDA INSTITUTE FOR HIGHER BUDDHIST STUDIES

The institute was founded by the glorious Sixteenth Karmapa, Rangjung Rikpe Dorje on November 1981. The institute was recognized by the Sikkim Government as the institute of higher learning in Buddhist on 28th February 1984. Sampurnanand Sanskrit Viswavidyalaya, Varanasi gave affiliation to the institute on April 1987 and permanent affiliation by same university was given in 1998. The institute is privately run by the Governing Body and it offer free living and education to the students.

It offered a nine year integrated course in Buddhist philosophy including subjects such as (a)Tibetan language/Bhutia language, (b)mool shastra, (Buddhist philosophy) (c) Sampradaya Shastra (Kagyupa) (d)Sanskrit/pali, (e)Buddhist Religious history from class

IX up to post graduation. Classes Purva Madhyama I and II being equivalent to class IX and X. Classes Uttar Madhyama I and II being equivalent to class XI and XII. Shastri I, II and III being equivalent to BA I, II and III year. Acharya I and II being equivalent to MA I and II year. Presently the institute has twelve faculty members and even the students who complete their studies from the institute teach there for a year or two before taking up their respective job.

2.12.7 INSTITUTE OF HOTEL MANAGEMENT CATERING TECHNOLOGY AND APPLIED NUTRITION, GANGTOK, SIKKIM.

The Institute of Hotel Management, Gangtok, Sikkim was established in the year 1990. It was jointly sponsored by Ministry of Tourism, Government of India and Government of Sikkim for providing education and professional training in Hospitality Management and Operations to the young boys and girls. The session started from the year 1991. Then it was called Food Corporation of India that was affiliated to State Council for Technical Education, Kolkata. The institution offered one and half year Diploma course in various disciplines of Hospitality Management from 1991 till 1999. From 2000, three-year degree course B.Sc in Hospitality and Hotel Administration started and the Institute was renamed as Institute of Hotel Management. This institution is recognized by National Council for Hotel Management and Catering Technology, Ministry of Tourism, Government of India. New Delhi and affiliated to the Indira Gandhi Open University (IGNOU) to offer degree, diploma and certificate programmes in various disciplines of Hospitality Management.[75] The Institute is under the administration of Joint Secretary, Department of Tourism, Government of Sikkim. The eligibility for admission are the minimum qualifications as Class XII passed and the age of the candidate should not be more than 22 years at the time of admission. For candidates belonging to scheduled caste and scheduled Tribe age limit is relaxed up to 25 years. All candidates will have to submit a certificate of physical fitness from a Registered Medical Practitioner. The candidates are selected based on the combined performance of the candidates in the written test and the personal interview. The written test is designed to test the knowledge of English language and aptitude of the service sector. Personal

interview is held with the view to determine candidate's interactive ability and level of general awareness.

The syllabus has been designed by the National Council for Hotel Management and Catering Technology, New Delhi and IGNOU by taking in to consideration the latent demand of the hospitality service industry. All the hospitality programme comprise in depth laboratory work for students to acquire the required knowledge and skill standards in the operational areas of Food Production, Food & Beverage Service, Front Office Operation and Accommodation operation. It also imparts substantial managerial inputs in subjects such as Sales & Marketing, Financial Management, Human Resource Management, and Entrepreneurship Development.

The IHM provides good career opportunities in the following arenas:

- Management Trainee in star category hotels and allied industry
- Hospitality Executive
- Chef
- Hospital and Institutional catering manager/ Supervisor
- Faculty in Hotel Management/Food Craft Institutes
- Cabin crew in national and International Airlines
- Catering Officer in Cruise lines/ships
- Marketing/ sales Executive in Hotel/ Multinational companies
- Executive in Call centers
- Customer Service Executive in Banking and Insurance sector
- Manager /supervisor in Tourism Development Corporations
- Entrepreneurship venture etc

(i) Courses Offered

The institute offers the following courses:

1. B.Sc. in Hospitality and Hotel Administration-
2. Diploma in Food Production:
3. Diploma in Food & Beverages Service:
4. Diploma in Front Office Operation:

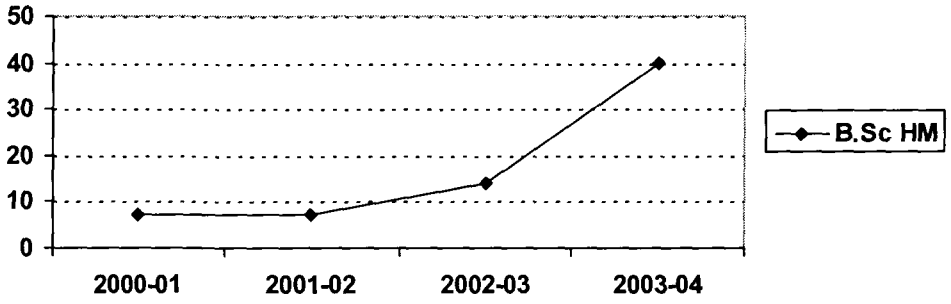
(ii) Enrolment

The Institution had started with 17 students in the year 1991. The following table 17 shows the enrolment of students according to the courses run in the institution such as B.Sc in Hospitality and Hotel Administration, diploma in front office, diploma in food and beverages service, diploma in food production.

Table No. 21: Growth in enrolment number of various courses offered at IHM[76]

YEAR	COURSE		Front Office	Food& Beverages	Food Production	House Keeping	Total
1991-92	DIPLOMA	-	11	02	04	-	17
1992-93	DIPLOMA	-	18	07	07	-	32
1993-94	DIPLOMA	-	31	16	15	-	62
1994-95	DIPLOMA	-	25	29	25	05	84
1995-96	DIPLOMA	-	24	23	16	08	71
1996-97	DIPLOMA	-	15	17	17	11	60
1997-98	DIPLOMA	-	06	11	14	03	34
1998-99	DIPLOMA	-	21	18	35	03	77
1999-00	DIPLOMA	-	02	04	12	-	18
2000-01	B.Sc in H.A	07	07	09	14	-	37
2001-02	B.Sc in H.A	07	09	09	14	-	39
2002-03	B.Sc in H.A	14	-	11	12	-	37
2003-04	B.Sc in H.A	40	-	08	07	-	55

Graph 12: Growth of enrolment in Institute of Hotel Management Gangtok



The diploma in house keeping was started in 94-95 and this course continued till 98-99 and the diploma in front office was taught from 1991 to 2002 only due to lack of teacher specialized in this specific field. In B.Sc in Hospitality and Hotel Administration there were 07 students in the year 2000-01 and increased to 40 students in 2003- 2004.

(iii) Faculty

It has been noticed that the number of faculties have gradually increased to double from the time of its beginning. It was established in 1990 and the classes had started only in 1991. The following table shows the gradual increase in the number of faculty.

Table No. 22: Growth in number of faculty[77]

YEAR	No. of Faculty
1991-92	04
1992-93	05
1993-94	06
1994-95	05
1995-96	06
1996-97	07
1997-98	07
1998-99	08
1999-2000	07
2000-01	07
2001-02	07

2003-04	08
Guest lecturer	04

The total number of faculty has also increased two times since 1991. It is encouraging to see that the Institute has four guest lecturers for dissemination of knowledge in their specialized field. Appointment of guest lecturer was perhaps to cope with the increasing enrolment of students.

(iv) Examination Result

Table No.23: Examination result of B.Sc in Hospitality and Hotel Administration[78]

Year	Appeared	Passed	Percentage
2002-03	07	07	100
2003-04	14	14	100

It is encouraging to see hundred pass percentages in the two batches of B.Sc in Hospitality and Hotel Administration. The institute should sustain the quantity and quality of graduate passing each year and also provide other courses related to hotel management. The institute should also have link with hotels so that graduate coming out of institute get placement after the successful completion of course.

2.12.8 HIMALAYAN PHARMACY INSTITUTE

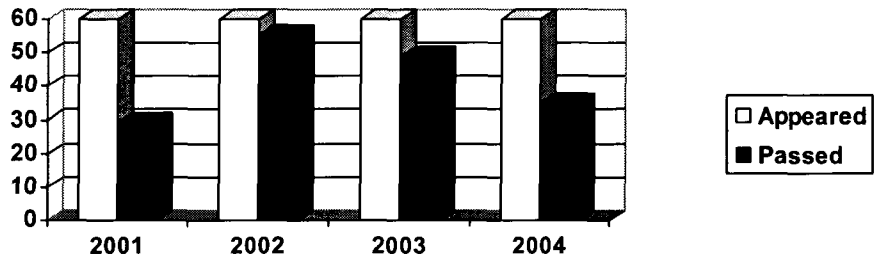
Himalayan Pharmacy Institution was established in 1990 by the Rhenock Educational Society which is a registered society. The college offered only two year diploma course in pharmacy 1990 to 1997. In 1998, the college got affiliated to Dibrugarh University and started to offer four year degree course of B.Pharm. The institute was recognized by All India Council of Technical education (AICTE)[79] and Pharmacy Council of India[80]. In 2002 the institute shifted its affiliation to North Bengal University.[81] Seeing the need of specialization the institute introduced post graduate degree in pharmacy i.e M.Pharm of two years of four semesters in 2005.[82] The capacity for both diploma and degree is sixty and the enrolment is also sixty in both the course. Presently there are twenty four lecturers.

(i) Examination Result

Table No. 24: Examination result of B.Pharm.[83]

Year	Appeared	Passed	Pass percentage
2001	60	29	48.33
2002	60	55	91.66
2003	60	49	81.66
2004	60	35	58.33

Graph 13: Examination Result of Himalayan Pharmacy Institute



The examination result of B.Pharm has increased considerable since 2001. 48.33 percent passed out in the first batch. The institute had the highest pass percentage of 91.66 percent in 2002. 81.66 and 58.33 percent passed out in the year 2003 and 2004 respectively. The institute should work for better pass percentage and prevent wastage and drop out. It should work in close contact with the industry and companies so that able students get the placement after they successfully complete the degrees.

2.12.9 LOYOLA COLLEGE OF EDUCATION

Loyola College of Education is a Catholic, private unaided institution situated at Namchi, the south district of Sikkim was established in 1994. It was started in response to request of the Government of Sikkim and is named after St.Ignatius of Loyola, the founder of the Society of Jesus. This college is managed by the Darjeeling Jesuits of North Bengal. It has a Governing Body with the Provincial of Darjeeling Jesuit Province as its chairman. There is also managing committee of the college with representatives of the Government of Sikkim, the University of North Bengal, staff of the college and that

of the well known educationists of the South Sikkim. The college is affiliated to the University of North Bengal. The first batch of trainees was admitted in July 1994.

The aim of Loyola College of Education is to impart an all round formation to the would be educators- spiritual, moral, emotional, mental, social and intellectual as only such men and women, the Jesuits believe, could be trusted with the task of educating the youth of the country. Some other specific objectives are given below: [84]

- To impart quality education in the field of secondary teacher's training.
- To prepare conscientious, committed, competent and compassionate citizens of the country.
- To ensure an all round development of her students and thereby prepare menand women for others who are intellectually alert, religiously mutually accepting and respecting, socially adjusted, physically healthy, psychologically balanced and politically conscious of their rights and duties.
- To develop personal and critical thinking in the minds of her students.
- To educate together with their minds the hearts of her students.
- To impart value based training to her students.

The college provides B.Ed course with method papers such as Physics, Chemistry, Biological sciences, Mathematics, Geography, English, History and Economics.

(i) Facilities provided in college

The college was well quipped with modern technological teaching aids to make teaching real and effective. The aids like Over Head Projector, Computer, CDs on various subjects, Video of microteaching, T.V, video cassette on different subjects and tape recorder were available.

Hostel for boys and girls are provided with the capacity of fifty in each hostel. There is also Jesuit staff residence. The college provides facilities for both indoor games; carom board, table tennis and chess and outdoor games such as basket ball, volley ball and badminton.

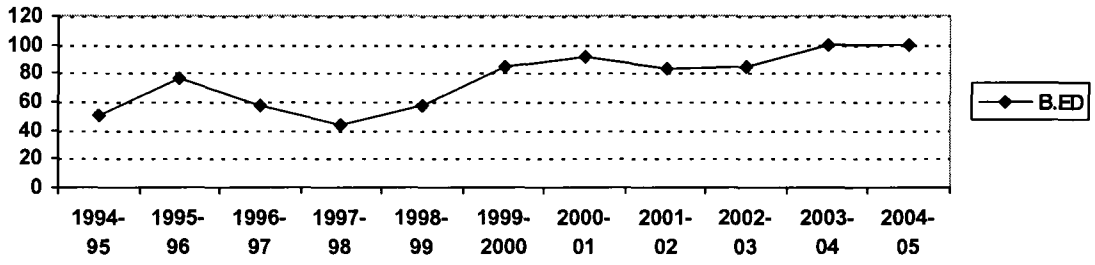
(ii) Enrolment

Table No. 25: Showing the growth of enrolment in Loyola College of Education[85]

Year	Enrolment
1994-95	51

1995-96	77
1996-97	57
1997-98	43
1998-99	57
1999-2000	85
2000-01	92
2001-02	83
2002-03	85
2003-04	100
2004-05	100

Graph 14. Growth in enrolment in Loyola College of Education, Namchi



· The enrolment of students in B.Ed had become just the double in ten years from 1994 to 2004. Though it has fluctuated but in 2003-04 it has reached the highest enrolment number.

(iii) Faculty

The faculty has always remain constant of nine in number since the establishment of college but looking at the number of main papers and method papers the college provides the number of faculty is not enough. Each method paper needs a teacher with specialization in that particular paper. Therefore adequate number of faculty is important for effective conduction of course.

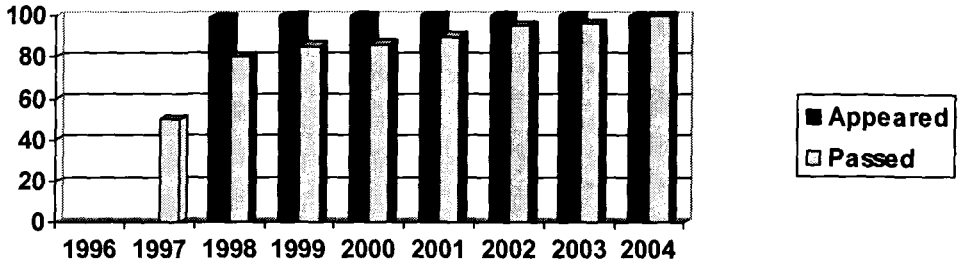
(iv) Examination Result

Table No. 26: Examination result of B.Ed in Loyola College of Education[86]

Year	No of students appeared	No of students passed	Percentage
1994-95	51	16	31.37
1995-96	78	55	70.51
1996-97	57	36	63.15
1997-98	43	27	62.71

1998-99	57	48	84.21
1999-2000	85	50	58.82
2000-01	92	81	88.04
2001-02	83	79	95.18
2002-03	85	85	100
2003-04	100	95	95

Graph 15: Examination Result of B.Ed Course at Loyola College of Education



It is clearly seen from table no.22 that the result of B.Ed has improved considerably from 1996-97. Only 31.37 percent passed in the first batch and the pass percentage increased to 100 percent in 2002-03.

2.12.10 DAMBER SINGH COLLEGE

Damber Singh College, a self financing college was established in 1994 by the Rhenock Educational Society which is a registered society. The main objective of establishing this college was to nurture educational interest among locals and provide them opportunities in higher education. Vide order No. 1326/R-94 (3) dated: December 1, 1994 the college was affiliated to North Bengal University.[87] The college operated as Evening College from 4.30 P.M to 7.30 P.M. The college operates six days a week and each day there are three classes only of a period of 50 minutes. Till 2002, the college operated in a rented building and in 2003 the college shifted to its own building ar Samdur Tadong. The college provided two year B.A pass course but from 1999 three year B.A general pass course started in pursuance with the direction of the University.

(i) Courses offered

The college offers B.A (three year) General Course. It consists of three consecutive years of regular study at the college. The college offered subjects such as Political Science, Education, Sociology and English, Geography, History and Environmental studies. The minimum qualification required to get admission are class XII pass of SSC/ISC/CBSE/WBHCHS/NOS or any examination equivalent to 10+2 pattern passing in at least in five subjects with English as a compulsory subject are eligible for admission.

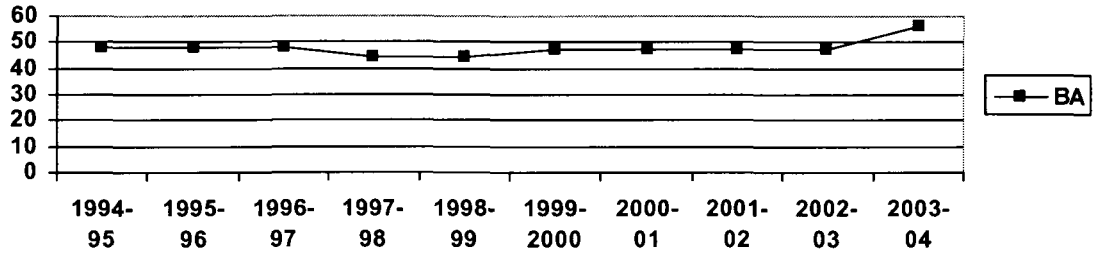
(ii) Enrolment

The number of students has steadily increased in this self financed college.

Table No. 27: Increase enrolment in Damber Singh College[88]

Year	Enrolment
1994	48
1995	48
1996	48
1997	44
1998	44
1999	47
2000	47
2001	47
2002	47
2003	56
2004	56

Graph 16: Growth of Enrolment of Students in BA in Damber Singh College, Gangtok



The growth in enrolment in BA in Damber Singh College is steady with fluctuation in between 1994-2004. The enrolment has gone down little in the year 1997 and 1998 which may be due to the reason that the college stopped two years of graduate course and

started three years of BA course. In 2003 the enrolment has reached the highest number since the time of the establishment of college.

(iii) Faculty

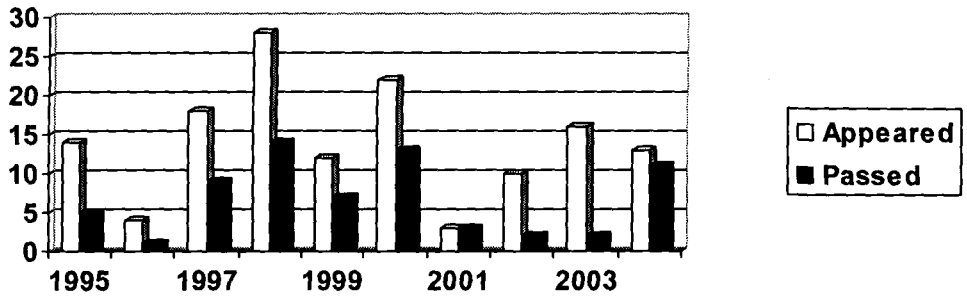
The Rhenock Educational Society recruits the teachers who have required qualification as laid down by the UGC. From 1994 to 2002 the college had four regular faculty members and the number has increased to five, two are adhoc and one part time lecturer. Presently there are six regular teachers, two adhoc and one part time lecturer.

(iv) Result

Table No. 28: Showing the examination result of BA in Damber Singh College[89]

Year	Appeared	Passed	Pass percentage
1995	14	5	35.71
1996	4	1	25
1997	18	9	50
1998	28	14	50
1999	12	7	58.33
2000	22	13	56.2
2001	3	3	100
2002	10	2	20
2003	16	2	12.5
2004	13	11	84.61

Graph 17: Examination Result of BA in Damber Singh College Gangtok



The examination result of the only course (BA) conducted in college has fluctuated in the last ten years. It was high as 100 percent in 2001 to 12.5 percent in 2003. In fact the students who appeared in examination were very discouragingly low than the actual enrolment for instance only three students had appeared in 2001 and four appeared in 1996. This shows high rate of wastage even at the higher level of education. The college and management should work out to prevent further wastage of students and ensure the successful completion of course so that the aim of higher education will be fulfilled through this higher education institute.

2.12.11 SIKKIM GOVERNMENT COLLEGE, NAMCHI

The Sikkim Government College Namchi was established on 18th August 1995 by State Government.[90] It was operated in a building which was purchased by Department of Education, Government of Sikkim for the running college. It is affiliated to North Bengal University. Sir R.P. Poudyal the first principal was the only regular appointee in the college. The B.A pass course was offered and they were English elective, Nepali elective, Political science, Sociology, Geography, Economics, Education. Since the college was affiliated to North Bengal University, the B.A course had two year pass course and three year honours course in any subject. From 1998, 10+2+3 pattern of education started. Presently there are only humanities subjects and in 2003 honours in Education, English, Nepali, Economics was started. In 2002 the college shifted to its own permanent campus at Kamrang, Namchi.[91] Till date the college does not have residential quarters for teachers and hostel facility for students.

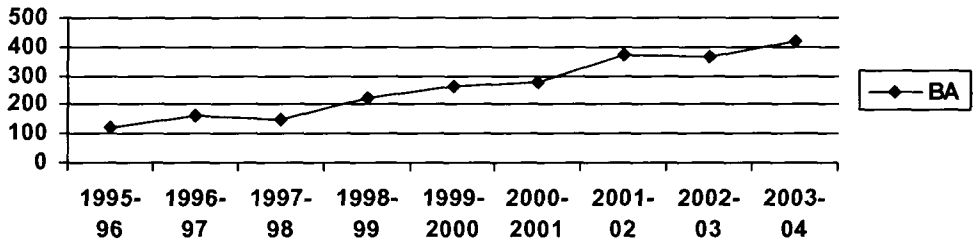
(i) Enrolment

Table No.29: Growth of enrolment in Namchi Government College.[92]

Year	Enrolment
1995-1996	125
1996-1997	165
1997-1998	150
1998-1999	223
1999-2000	266
2000-2001	276

2001-2002	374
2002-2003	367
2003-2004	419

Graph 18: Growth of Enrolment in Sikkim Government College Namchi



The college started with hundred and twenty five students. In 2004 the enrolment has increased three times from 1995-96. In 2003 the college started two shifts due to increase in enrolment of students and lack of adequate number of teachers. The morning shift had fifty students and day shift had one hundred thirty seven students. This indicates the need for recruitment of adequate number of teachers so that college can have normal day class and use all the infrastructural facilitates provided in college.

(ii) Faculty

Initially seven posts of lecturers were created and four post of non-teaching staff. At the beginning all the vacancies of lecturer post were filled by ad-hoc teachers. The number of faculty has increased only two times in 2004 form the time of its establishment.

(iii) Examination Result

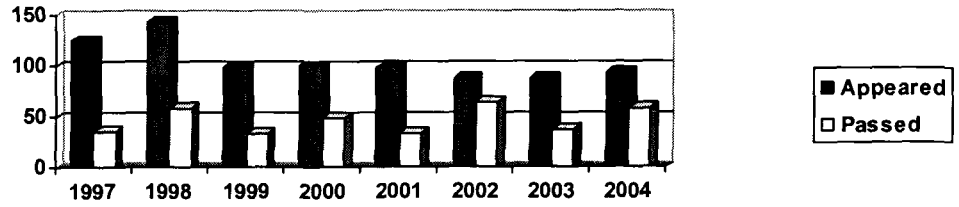
The college has produced eight batches of graduate from the time of its establishment.

Table No. 30: Showing the result of students from 1997- 2003[93]

Year	No of students appeared	No of students passed	%	Ist Division	IInd Division	Pass Division	Total
1997	125	35	28	-	-	-	-
1998	143	59	41.25	-	-	-	-

1999	99	34	34.34	-	12	22	34
2000	100	49	49	-	-	49	49
2001	98	34	34.69	-	-	34	
2002	88	64	72.72	-	-	-	-
2003	88	37	42.04	-	08	29	37
2004	93	58	62.36	-	-	-	-

Graph 19: Examination result of BA in Sikkim Government College Namchi



The result of the only course (BA) conducted in Sikkim Government Namchi, has fluctuated between 28 percent and 72.72 percent till 2002. The examination result showed very little improvement in 2004 then in the first batch in 1997. Majority of students have passed with third division only except in the year 1999 and 2003, 12 and 8 students scored second division. It shows that the improvement in all the aspects of education is required to bring improvement in result. Higher percentage and good marks are also equally important for students as it helps them to enter in higher education course, sit in competitive examination and also helps to get employed later in life.

2.12.12 SIKKIM MANIPAL INSTITUTE OF TECHNOLOGY

Sikkim Manipal Institute of Technology is a constituent college of Sikkim Manipal University and it was established in 1997.[94] The institute is recognized by UGC and All India Council of Technical Education (AICTE). Initially the institute was functioning from Tadong (Central Referal Hospital), later in 2000 it shifted to Majitar and reminder was shifted in Jan'2001. The whole campus has thirty four acres of whole campus.[95] It had its own building, workshops and guest house. The institute building is well furnished and has spacious six classrooms, twenty two tutorial rooms, fifteen

laboratories, one drawing hall and a Seminar hall. The institute has well equipped library with DELNET facility. The institute provides recreation room with TV, Students mess, indoor games like badminton, Table tennis, outdoor games like Tennis, Basketball and volleyball, shopping complex and bank. The Medicare facilities are also provided to all students which include free consultation and hospitalization, if needed. The institute has its own internet VSAT connectivity through Bharati Network and also has NICNET procured in collaboration with AICTE. Teacher Guardian Scheme is one of the best scheme the institute provides under which each student is allotted to a specific teacher who will be a guardian. The teacher guardian provides emotional support, monitors the academic performance, provides necessary guidance and support to the ward and communicates all such details regularly to the parents of the student.[96]

(i) Accommodation

The institute also provides residential sixty six quarters for teachers and three hostels of which two for boys and one for girls. The capacity of old boys hostel is nine hundred eighty four with four hundred ninety two numbers of rooms and new boys' hostel has two hundred sixteen capacities with one hundred numbers of rooms. The girls' hostel has one hundred thirty six rooms with two hundred seventy one capacities.

(ii) Course

The courses offered are B.Tech in Computer engineering, Information technology, Electronic and communication, electronics and electrical, mechanical engineering till 2000. In 2001 the courses such as MCA, BCA, M.Sc in Physics, Chemistry and mathematics were introduced. In 2002 the institute introduced M.Tech in IT and power electronics. From 2003 PhD in Chemistry and physics, MBA was also introduced. The semester system is followed and different course has different number of semester like for engineering has eight semesters, BCA and MCA had six semesters and M.Sc has four semesters. Each semester is of sixteen weeks duration, 29-33 hours of contact period/week, one month for practical and theory examination and mid semester break for puja and holi.

To meet the growing need of manpower the institute offers career oriented course via its Distance Education mode. Diploma, Bachelor's, Post Graduate Diplomas and

Master's levels educational programme in various disciplines like Information Technology, Management, Bioinformatics, Biotechnology, Fashion Design, mass Communication & Journalism, Commerce, Allied Health Science are provided trough the distance mode.[97]

(iii) Enrolment

The seats are reserved for different categories of students; twenty percent for Sikkimese, twenty eight percent for North East states, five seats for defence personnel serving in Sikkim and twenty five percent is for management quota. The remaining seats are open for all students all over the country. As the type of course is increasing the enrolment has increased two times in just four years.

Table No. 31: Showing the growth in enrolment from 2000-2004[98]

Year	B. Tech	M. Tech	BCA	MCA	M Sc	MBA
2000-01	239	-	-	-	-	-
2001-02	290	-	12	20	07	-
2002-03	269	08	17	07	07	-
2003-04	431	08	11	12	25	38
2004-05	420	-	-	32	20	33

It has been found out that the enrolment of students in Sikkim Manipal Institute of Technology in the various courses varied greatly. Among all the courses run in the institute B.Tech had the highest number of enrolment. There was no enrolment in M.Tech in 2004. Enrolment in MCA, MBA and MSc had increased very slowly. The enrolment in BCA has fluctuated.

(iv) Faculty

The college started with 12 faculty members and in the year 2004 the number has increased to 95 faculty members. That shows the number of the faculty has increased approximately eight times in 2004.[99]

(v) Examination Result

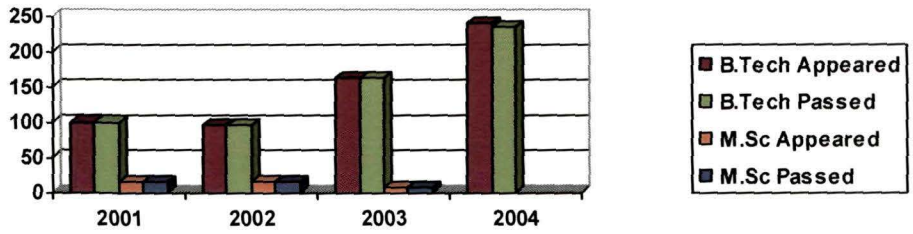
Four years are needed to complete B.Tech, so far three batches of students of the year 1997, 1998 and 1999 have completed the course. Two batches of M.Sc have also completed the course.

Result is shown in the table below

Table No. 32: Showing the examination result of B.Tech and M.Sc[100]

Course		2001	2002	2003	2004
B. Tech	Appeared	100	96	162	240
	Passed	100	96	162	236
	Percentage	100	100	100	98.33
M. Sc	Appeared	16	15	06	-
	Passed	14	15	06	-
	Percentage	87.5	100	100	-

Graph 20: Examination Result of B.Tech and M.Sc



The examination result of the courses B.Tech and M.Sc had been above 87 percent for the last four years. It was also known that there was a campus selection of aspiring candidates and seven students were selected in TCS, fourteen in Shyam Telecom and six in Sky Tech Solutions.[101]

2.12.13 GOVERNMENT SANSKRIT MAHAVIDYALAYA, GYALZING

The college was established on 28th August 1997 by the state government. The college was affiliated to Sampurnanda Sanskrit University, Varanasi on 13th November 2002 vide order No. G.4882/02.[102] The session started in 1998 with forty two students and two faculty members. The teachers who had fulfilled UGC criteria were recruited by Sikkim Public Service Commission. Here the admission begins at class IX which is called Purbamadhyama Prathama Khanda. The college follows the curriculum given by the Sampurnanda Sanskrit University. The BA course has Sanskrit Byakran, Sanskrit

Sahitya, English, Hindi, Nepali, Dharma Shastra and Puran Itihas. The class runs from 10AM to 4 PM.

(i) Enrolment

Table No.33: Enrolment in Government Sanskrit Mahavidyala, Gyalsing.[103]

Year	Enrolment
1998	97
1999	100
2000	110
2001	130
2002	139
2003	139
2004	144

The above table shows that enrolment of students in the college has increased steadily even though it is a Sanskrit College.

(ii) Examination Result

Table No. 34: Examination result of BA[104]

Year	Pass Percentage
2000-01	57
2001-02	60
2002-03	60
2003-04	75

The result of the BA in Sanskrit also shows gradual progress since 2000 till 2004. The pass percentage has remained above fifty percent. The students as they graduate from the college can go for post graduate degree in the University which offers Post graduate degrees and research studies. Since it is a new discipline in the State it offers good job prospect for graduate and post graduate students in Sanakrit.

2.12.14 ADVANCED TECHNICAL TRAINING CENTRE AND CENTRE FOR COMPUTERS AND COMMUNICATION TECHNOLOGY

The Advanced Technical Training Centre and Centre for Computers and Communication Technology was established by State government on August 1999. These two polytechnics are being setup under the World Bank assistance "Third Technician Project" of the Government of India. The establishment of two polytechnics is designed to address the need for employable skills to be imbibed among the youth of the State. The courses offered have been approved by the All India Council for Technical Education (AICTE).[105] The institutions offer Diploma course of three year duration and post diploma of one year duration. The polytechnic uses the curriculum framed by Nettur Technical Training Foundation (NTTF), Bangalore. The Diploma and post Diploma issued by ATTC and CCCT is jointly certified by the Board of Technical Education, Sikkim and NTTE.[106] The candidates are admitted at different levels according to the entry qualification such as 10th standard and one year ITI, 10th standard and two year ITI, Class XII pass both academics and vocational. The working hour of these polytechnics are 9AM to 4.10 PM from Monday to Friday and 9AM to 1.10 PM on Saturday. The teachers are recruited by the Human Resource Development Department, Government of Sikkim based on the AICTE norms.

(i) Enrolment

Table No. 35: Growth in enrolment and number of faculty in ATTC & CCCT[107]

Year	ATTC	CCCT	Total
1999	24	14	38
2000	15	30	45
2001	15	30	45
2002	15	30	45
2003	35	54	89
2004	90	90	180

Since the time of establishment of Advanced Technical Training Centre and Centre for Computers and Communication Technology there is a steady rise in enrolment and in the year 2004 the enrolment doubled than the previous years.

2.12.15 SIKKIM MANIPAL INSTITUTE OF MEDICAL SCIENCE

Sikkim Manipal Institute of Medical Science is a constituent college of Sikkim Manipal University and it was established on 10th October 2001.[108] The institute is recognized by Medical Council of India on 3rd August 2001[109] and also by Ministry of Health and Family Welfare, Department of Health, Government of India on 31st August 2001.[110] The institute is attached to Central Referral Hospital, Gangtok. The institute has its own huge building of area 1,32,142 sq.ft and one hostel building of 1,25,000 sq.ft area. Staffs are also provided 34 residential quarters of area 55,000 sq. ft. The total area of the institute is 312142 sq.ft. The institute provides good library facilities.[111]

(i) Course

The courses offered by the college were MBBS of five and half years, M.Sc in Anatomy, Physiology, Bio-Chemistry, Micro-biology of two years. Bachelor in Physiotherapy (BPT) of four years and Bachelor in Medical Laboratory Training of three years. The college began with offering MBBS, in the year 2001, the new courses were introduced such as BPT, BMLT, B. Sc nursing, M.Sc in Biochemistry, microbiology, physiology and Human Anatomy in 2002.

(ii) Faculty

The college had one hundred teaching staff and non teaching staff includes twenty seven clerical, sixty two technical and eighty one unskilled.

(iii) Enrolment

Table No. 36: Enrolment in Sikkim Manipal Institute of Medical Sciences[112]

Year	MBBS	M.Sc				BPT	BMLT	B.Sc Nursing
		Bio -chem	Micro biology	Physio logy	Anatomy			
2001	99	3	10	01	-	29	-	15
2002	93	05	07	02	01	15	-	-
2003	99	11	10	02	-	32	09	-
2004	50	-	-	-	-	35	09	-

The over all enrolment of students in Sikkim Manipal Institute of Medical Science has decreased in 2004 then in 2001. Enrolment in MBBS had gone down by 50 percent. There was no admission in M.Sc in 2004. There was only one batch of B.Sc nursing which was enrolled in 2001 which will be completing in 2005. Enrolment in M.Sc in physiology and anatomy was very low. There may be various reason behind the decreasing enrolment in Sikkim Manipal Institute of Medical Sciences such as very high fees, inadequate faculty members, students' needs are not catered, administration unapproachable, no facility according to fees charged and promises made. However the *institute should find out the reason for decreasing enrolment and work for improving it.*

(iv) Examination Result

Only one batch of M.Sc has cleared so far from the institute where thirteen appeared and thirteen cleared. The first batch of MBBS students will come out in 2006. Pass percentage in B.Sc Nursing was 100 percent which completed in 2005.

2.12.16 HARKA MAYA COLLEGE OF EDUCATION

Harka Maya College of Education was established by the Rhenock Educational Society in 2003. In the same year college was affiliated to North Bengal University, West Bengal.[113] The National Council of Teacher Education (NCTE) has also recognized the college.[114] One of the aims of the college was to produce trained teachers for the schools of the State. The college had its own building at Tadong, Gangtok. There were nine faculty members for the course. The first batch of B.Ed students started in August 2003 with 100 students. The college had 20 seats reserved for the in service teachers of Government schools of Sikkim. Along with the foundation papers the college offers various method papers like English, Mathematics, Physics, Biology, History and Geography. Pass percentage of the first batch of students were 90.6%.[115]

2.12.17 PAKIM PALATINE COLLEGE

Pakim Palatine College was established by the Pakim Palatine Educational Society in 2004. Pakim Palatine Educational Society is a registered society by the Government of Sikkim. [116] The college is affiliated to North Bengal University.[117] The

college offers courses in Arts, Science and technology, Commerce, Business Management, Computer science and Information Technology. Both Pass and Honours were available in all the subjects. The subjects offered in BA were in English, Economics, Political Science, Geography and Sociology. The subjects offered in BSc were honours in Chemistry, Physics, Zoology and pass course in Mathematics and Botany. The college also offered B.Sc in Microbiology, B.Sc in Computer Science, BCA and BBA. The recruitment of teachers was done based on the UGC norm by the panel of experts from the Society, Government and University. In 2005 there were 20 faculty members. The enrolment number in 2004 was 19 which increased to 160 in 2005.[118]

2.12.18 SIKKIM GOVERNMENT COLLEGE RHENOCK

Sikkim Government College Rhenock was established in 2005 and it is affiliated to University of North Bengal on 1st September 2005. The State Government has rented three buildings at Rundung Busty, Rhenock for running the college. The college has made a humble beginning with pass general course in Arts only. The subjects offered in BA were English, Nepali, Political Science, Sociology, Education, Economics and History. The college has 7 numbers of faculty and 95 students.[119] It is surprising to notice that the enrolment of girl students were higher that is 51 than the enrolment of boy students that is 44.

2.13 CONCLUSION

This chapter dealt with the Higher Education in India in post Independence period, Development of Education in Sikkim, Teachers' Training, Development of Higher Education in Sikkim since the time Sikkim became a part of India i.e. in 1975, Higher Education Colleges/institutes in the State.

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CHAPTER THREE

CHAPTER III
REVIEW OF RELATED LITERATURE

3.0.0 INTRODUCTION

The review of related literature is an important aspect in ay research. No research begins in a vaccum. Knowledge of what has already been done or being done in essential for doing research in any field. Reseacher needs the knowledge which has accumulated in the past as a result of constant human endeavour. Review of related literature allows the researcher to acquaint himself/herself with the current knowledge in his/her field and it will be an effective search for specialized knowledge possible. A familiarity with the literature on any problem area helps the researcher to discover what is already known what others have attempted to find out, what methods to attack have been promising or disappointing and what problems remains to be solved. It provides a background for the research product and makes the reader aware of the status of the issue. It enables the researcher to know about the recommendations of previous researchers listed in their studies for further research.

In this chapter, the findings of research studies and other literature relevant to the present study were presented. An attempt was made to review the related literature highlighting the historical development of Higher Education conducted in the country and abroad. Then the findings of diffirent researchers have been presented in the following pattern:

- Related studies on the Historical development of higher education
- Related studies on Infrastructure
- Related studies on Financial Management
- Related studies on Administration
- Related studies on Academic Organization
- Related studies on Problem of Teachers
- Related studies on problem of Students
- Related studies on problem of Higher Education

3.1.0 STUDIES RELATED TO HISTORICAL DEVELOPMENT OF HIGHER EDUCATION

Verma, G.C., 1968,[1] reported the progress of education in Rajasthan largely depended on the view on education held by the ruler or his adviser or minister. There were three colleges functioning in Rajasthan in the beginning of the present century. These were: the Government College, Ajmer, the Maharaja's College, Jaipur and the Jaswant College, Jodhpur. There was very limited demand for higher education in Rajasthan till the twenties of the present century and these colleges, located in three distant places, fully met that demand. But in reality, the demand for collegiate education in the province was so small that even these colleges did not have, for a long time, sufficient number of students in them.

Pimpalkhare, M., 1976,[2] reported that there were 95 arts, science and commerce colleges in 1960 when the Maharashtra State came into being. The number of such colleges increased to 189 in 1965-66 and further to 329 in 1971-72. The figures of enrolment for 1966 – 67 and 1971 – 72 were 1,38,765 and 2,71,584 respectively. During the period of 1966 – 70 the maximums enrolment was in the arts faculty followed by science and commerce. In 1966 – 67 the average enrolment per college was 806 and it increased to 896 in 1971 – 72.

Sharma, G.D., 1977,[3] reported that there have been declining rates of growth in enrolment in higher education during 1970-75. Negative rates of growth were observed in some faculties such as science, engineering and technology, arts, medicine and agriculture. However, there was a higher rate of growth of enrolment from 1960-1970. Among the factors considered, the expenditure on higher education was an important determining variable in the rate of growth in enrolment. Government policy, new developments in education such as correspondence courses, permitting non-collegiates to appear for degree examinations and the new 10+2+3 system of education diverted students from regular colleges and thus affected the enrolment to some extent. The declining trend in rate of growth affected the demand for educated people in the education industry. The faster rate of growth in the number of institutions of higher

education and enrolment during 1950-70 had resulted in deterioration in the quality of higher education, establishment of a large number of colleges with small enrolment termed under-populated colleges, and a larger supply of graduate degree holders than the economy could absorb.

Budhori, K.B., 1981,[4] reported that the educational development in the Garhwal division was quantitative rather than qualitative in nature. Most of the intermediate colleges in the region started functioning on private initiative was revealed in the area of higher and technical education.

Ramachandran, 1981, [5] reported that there was a phenomenal growth of institutions of higher education in Kerala during the period under review. There was only one university in 1956 and the number increased to four, and the number of arts and science college increased from 46 to 128 by 1975 – 76. The establishment of colleges was done without much forethought and planning. More than 82 per cent arts and science colleges in the State were under private management. The average annual rate of growth of enrolment for general education courses was about 11.8 per cent during the period under study.

Jaganmohan, M., 1983,[6] reported that there were eighty-four affiliated degree colleges in Andhra University area. Out of them, fifty-seven were private colleges and twenty-seven were government colleges. A majority of the affiliated colleges were in urban area (67 colleges) and colleges with postgraduate courses were only nine in number.

Inderjit Kaur, 1985,[7] revealed that with the foundation of Punjab University in 1882, higher education in the state started spreading gradually. In 1882, the university had only three affiliated colleges. The university in its early phase was only an examining body. The University had little authority over the teaching institutions whose students it only examined. But after the Indian Universities Act of 1902, the university acquired the right and duty of inspecting its teaching institutions and maintained a certain measure of control over their teaching equipment. After the Calcutta University Commission, the Punjab University began to pursue postgraduate teaching in its departments. By 1921, there were 25 colleges affiliated to the university, including seventeen arts and science

colleges, and eight professional colleges. By 1943, the number of college affiliated to Punjab University went up to 61 out of which 43 were colleges of general education and 18 were of professional education. In 1947, the Punjabi University went to Lahore and a new Punjab University was started in India and all the colleges located in Indian East Punjab were affiliated to the new University in India. The East Punjab University was renamed Punjab University in 1950. In 1956 there were 116 colleges affiliated of Punjab University and the number of scholars swelled to 50,000, out of which 8200 were girls. In 1957, the Punjab University was shifted to Chandigarh along with its library and teaching departments, two post graduate regional centers and four evening colleges. In 1956 another university was started at Kurukshetra. By 1966 the Kurukshetra University had three constituent and two recognized colleges affiliated with it. With the bifurcation of Punjab in 1966, Chandigarh was declared Union territory. Consequently, Punjab University was no longer under the administrative control of the Punjab government. In 1961, the Punjab Agriculture University was established. It had four constituent colleges. The university was assigned a key role in extension work in agricultural education. The university was modelled on the pattern of the Land Grant Institutions of the USA. In1962, Punjabi University was established with the objective of promoting the study of the Punjabi language. But later on it acquired all the characters of a modern university. The Guru Nanak Dev University was founded in 1969. This university had 19 teaching departments, and 75 affiliated colleges. The number of colleges for general education had been increasing since 1882. The average annual increase in number of scholars in general education was nine times by 1982.

Singh, L.I., 1986,[8] reported that the Higher education in Manipur started in 1946 and was still at the stage of infancy. There was clear progress in respect of various aspects of higher education like the establishment of new institutions, enrollment of student in colleges and postgraduate classes, number of teachers, etc. Research had been badly neglected.

Bhattacharjee, D.S., 1986,[9] revealed that the three factors that led to the introduction of modern education in Sikkim were the advent of the British, leading to multiplication of Nepali settlers, spread of education through Christian missionaries in the neighbouring district of Darjeeling, and exposure of some members of the ruling

family to liberal education in England leading to a positive attitude to modern education. Pressure for democratization built up and in 1975 Sikkim officially merged with Indian Union. Quantatively, the post merger period saw a massive expansion of education.

Hluna, J.V., 1986,[10] found out that the western education was introduced among Mizos during British rule made significant progress. It was so rapid that, in this respect, it surpassed that among not only other hill tribes but also many other people in India. Missionaries played an important role in educational progress. They were also pioneers in many fields, like female education, and vocational and practical subjects. Missionaries had rendered Herculean services to wards the education of the Mizos. Their efforts were crowned with remarkable success.

Joseph. T.M., 1987,[11] revealed there had been a tremendous increase in student enrolment since independence. No university had initiated any exercise in long-term perspective planning. The main concern of the universities was to perform routine functions in which also efficiency was lacking due to absence of modern management techniques. There was little coordination among the universities, state and central governments and the UGC.

Benal, B.I. 1988,[12] reported that there has been a considerable increase in the quantitative growth of institutions, viz, affiliated, constituent colleges and the university postgraduate departments, during the plan period (1950-1985).

Dutta, Prodip Chander, 1988,[13] reported that the British administrators followed an educational policy in Assam which was formulated against the general policy followed in the rest of India. The first college in Assam was established by the British Government in 1901 and named as Cotton College. Up to 1980, there were only two colleges. These were affiliated to Calcutta University. There were neither of university nor any medical, engineering or agricultural colleges in Assam between 1901 and 1947. The first university was brought into existence from January 1948 to cover the then States of Assam, Manipur and Nagaland.

Henia, Ashiko, 1988,[14] revealed that the modern education developed late in Manipur. During the monarchical days education was based on physical prowess: physical education was more valued and literary education was neglected. With the coming of the colonial rule a formal system of education was introduced in Manipur. The

earlier role and contributions of Christian missionaries in the rapid educational development of Manipur was note worthy. A complex of political and insurgency activities then hampered the progress of education in the hill areas.

Deka, Birendra, 1989,[15] reported that the Professional and technical institutions had increased slowly in Kamrup District due to the slow industrialization of the State. In the development of higher education in the area under study, local authority and the government played a minimal role. In the rural areas higher education was not practicable. The haphazard growth of new colleges in rural areas created different problems in the society, mainly the problem of unemployment.

Dash, Jagannath Prasad, 1990[16] revealed that the Higher education in Orissa prior to 1868 was non-existent. Higher education in the state originated in 1868, when the British Government established the Ravenshaw College at Cuttack. In between 1868 and 1936, five colleges were established, including a training college in 1923. From 1936 to 1947, progress was noticed in the fields of general education and law, and the numbers of colleges were 13. From 1947 to 1985 made rapid strides in higher education with establishment of the Sambalpur University (1967), the Berhampur University (1967), the Orissa University of Agriculture and Technology (1962), and the Sadasiva Sanskrit Viswavidyalaya (1981).

Ruby, Dkhar. 1991,[17] found out that the first college in Meghalaya was established in 1924, and the university in 1973. The pace of development of colleges was slow between 1924 and 1972, the year when Meghalaya became a full-fledged state. The development was faster thereafter. The total number of students enrolled in College and university departments rose from 9,666 in 1974-75 to 14,614 in 1988-89. Humanities subjects accounted for the highest proportion of student enrolment at all stages. There were both government and private colleges in the state. The private colleges were managed by a governing body which had representatives of the State Government and in the university.

3.2.0 STUDIES RELATED TO INFRASTUCTURE

Sinha, B.N. 1969,[18] indicated that teachers had little contact with the students due to large size of the class and lack of permanent rooms.

Misra, M., 1969,[19] reported that the institutions of boarding houses proved to be another important feature of this period. They extended the means of education even to those who had no such facility in their home towns.

Khanna, K., 1980,[20] reported that the university provided residential quarters to a small number of teachers. Most of the teachers lived in rented houses.

Budhori, K.B., 1981,[21] reported that the intermediate and the technical colleges had accommodation problems. The condition of libraries, hostel, laboratories, playground, reading-rooms, cultural halls, etc., was discouraging in all types of institutions. Dining-hall, medical and mess facilities were negligible.

Awasthi, J.N., 1981,[22] reported that the rush of admission was difficult to control and it resulted in overcrowding in the classroom. Adequate finances were not available for the expansion of buildings and provision of adequate library and laboratory facilities.

Jaganmohan, M., 1983,[23] reported that the rural colleges mentioned that they did not have permanent building, library, playground, etc Financial problems could be considered from two angles, namely, the scarcity of funds even to pay salaries and scarcity of funds for development purpose including funds for the construction of buildings, and for meeting library and laboratory expenditure.

Thottam, Geroge, 1983,[24] highlighted that there was no infrastructure for mass communication educating in India. The departments did not have enough physical space for classrooms, offices, and libraries. Although many departments taught mass communication research as a required course of their programme, departments of mass communication were not involved in any research activity.

Joseph, T.M., 1987[25] mentioned that there was an acute lack of hostels for women students belonging to these groups in almost all universities.

Ruby, Dkhar. 1991,[26] found out that in several colleges, the facilities of libraries, laboratories and playgrounds were somewhat poor in-view of the increasing number of students, because of financial constraints.

Pillai, G.S.; Dhanasekaran, S. 1991,[27] revealed that though sufficient hardware and software were available in the colleges of education, they were not utilised properly to the optimum level.

Tripathi, R.S. 1992,[28] reported that the physical facilities were found inadequate, and those that were available were not properly put to use.

Chinnamma, P.1992,[29] reported that as regards the strength of the institutions, the missionary and private institutions were not able to cope up with the demand of accommodating more that the sanctioned strength. As regards infrastructure facilities, including physical facilities, library, playground, students' lounge, staff room, etc. these were quite abundant in the missionary institutions, not adequate in the private colleges, while the government colleges were actually ill-equipped.

3.3.0 STUDIES RELATED TO FINANCE- STATUS AND PROBLEMS

Rizvi, F.H., 1960[30] reported that there had been a continuous rise in educational expenditure. Notable as this increase appeared to be; proportions of the outlays diverted to education and higher education of NDP (Net Domestic product) were 2 per cent for general education and 0.37 per cent for higher education. Expenditure on higher education incurred by private bodies were 65.9 per cent, whereas on government-maintained institutions was 33.6 per cent. The public sector had larger share in the institutions imparting professional and technical education. Income from public funds and fees continued to be the mainstay of the higher education finance. Higher education accounted for 11.4 per cent of the total public expenditure of education. The expenditure on higher education in Indian and its distribution between the different types of education was of a size and character that was well below the optimum level of investment.

Panchamukhi, P.R., 1965[31] revealed that the recurring expenditure in science and technical education was higher than that in arts and social sciences. The college education, per student cost of commerce education was found to be nearly double in the course of ten years, for law, arts and science education the increase was marginal, for training colleges it had remained that same and it was slightly higher in case of engineering education; the cost grow two to three times more in case of medical and dental education. The instructional expenditure as per percentage of total recurring expenditure was generally low (around thirty percent) for commerce, law, arts and science undergraduate education; for technical, medical and science subjects it was generally at forty percent.

Bose, P.K., Banerjee, P.K., And Mukherjee, S.P., 1966,[32] found out that Government colleges charged less fees from their pupils than privately managed colleges. It was felt that the financial position of some colleges was not bright. The private colleges showed the largest percentage of total income received in the form of fees and the smallest figures applied to government colleges. In forty-two percent of the colleges more than half of the total income was derived in the form of fees.

Kamat, A.R., 1968[33] revealed that the higher costs in the science courses are, of course, due to the costs of laboratories and equipments. Somewhat lower costs in the commerce as compared to those in the arts course s are on account of the fact that commerce courses constitute a much more homogeneous group allowing fewer branches of specialization. Per pupil per annum cost of postgraduate instruction in the university departments is four or five times as high as that for undergraduate instruction in the colleges. The costs of technical education, such as, medicine and engineering at the undergraduate level are, again, four five times as high as those of general education in arts and science.

Chirackal G.S.J., 1970[34] stated that the financial aid helped a number of deserving students to complete their higher education, enrolled themselves in the college and the hostels just to get residential scholarships which were meant for poor Harijan students.

Kale, S.S., 1972[35] revealed that budget was a significant tool of planning controlling and co-coordinating in the institutions of higher learning. The main reasons for failure of budgetary system were – misunderstanding and mistake expressed in (a) expecting too much (b) inadequate supervision and administration (c) inadequate accounting and costing systems, (d) expecting results too immediately (e) failure to obtained procedures (f) absence of flexibility and failure to revise estimates and so on (g) absence of well defined routine procedure.

Debi, R., 1972[36] found out that the collegiate education was in poor state of development. Both public and private sources contributed towards the educational expenditure. Public funds contributed a larger share than private sources. Expenditure from provincial funds increased by about 22 times in terms of the total amount spent during the period.

Buch, M.B.,Passi, B.K., And Padma, M.S., 1973[37] revealed that during this period the university spent 1.48 million on research projects; seventy five percent of the amount was utilized by faculty of technology and engineering; the university provided about 2.70 percent for research in its budgets estimates in 1956-57 and this percentage came down to 0.63 in 1972-73. There was thirty five different agencies which financed researches in the university and eight international, eighteen national, five state level and four private agencies from outside supported the researches in the university. The percentage of financial contribution from international state and private agencies was 69, 17.5, 12.7 and 0.8 respectively; and during the period under review, 267 projects were financed by the external agencies, and the faculties of Arts, Science and Home science claimed seventy one percent of these projects.

Bose P.K. Banerjee, P.K. and Mukherjee, S.P., 1973[38] revealed that the colleges spent more than their income on maintenance of teaching and non-teaching staff alone ; the colleges were obliged to spend very little of maintenance of building, furniture, library and laboratories. Running expenses on science laboratory in some colleges were not adequate. Purchase of library books from the college fund was inadequate.Recurring expenses on stores, consumables and specimens in laboratories were also inadequate. Capital grants from government for development of buildings, library and laboratories were major sources from which development expenses were usually incurred.

Jha. D., 1974[39] found out in his study that the major sources of university finances were grants received from the state government and the UGC, and the fees and other charges realized from students. The development of new departments and modernization of courses of study also entailed increase in expenditure and the rise in prices since 1962 had a very important influence on the university finances. During 1952, to 1974, due to large increase in enrolment at undergraduate and postgraduate levels, the university remained under constant pressure of increasing seats in all classes; and the finance committee failed to function properly due to the absence of elaborate financial rules lack of suitable conventions, and due to pressures exerted on them in the context of overall shortage of funds.

Mathew, E.T., 1974[40] revealed that the university derived revenues from university departments, grants from the state government, the UGC, the government of

India and from other sources. The conducting of examination happened to be the single largest source and lately became a major concern for heavy outlay. There had been a rapid expansion of expenditure in the university, frequent pay revision and fast expansion of number of employees being the suggested reasons and more money was spent on examination than teaching and research. The expenditure in study and research in science departments was nearly the double of the funds spent in humanities. The overall expenditure of the university increased by seventeen percent per year and the expenditure on general administration increased from seven percent in 1947-48 to nineteen percent in 1970-71, the teaching and research department ranked somewhat low on expenditure pattern of the university. In terms of finances, the university was entering a period of stringency.

Mukherji, K.M., 1974[41] reported that the undergraduate examination fees by themselves, or the total examination fees, constituted the largest single source of receipt for the university, the next in order were grants from the state government and individual small items like other fees, income from capital funds, etc

Nigam. M.S. 1974[42] revealed that the different sources of finances were the fees from students, the grants received from the state government and the UGC. Due to the phenomenal development of the university since 1962, there had been huge and recurring deficit in the budget of the university, the government grant was found to be inadequate.

Singh, B.P., 1974[43] revealed that the college level education in arts and sciences was dominated by private enterprise. Of the total direct and indirect expenditure on education, higher education had taken the largest share, of which seventy percent was taken up by universities and colleges of general education, technical and professional colleges absorbing less than thirty percent. Government responsibility in respect of expenditure on education had been far greater than that of the private bodies.

Patel, I.U.,1975[44] mentioned that the financially the American institutes of higher learning and fairly well placed compared with the Indian counterparts. The load of tuition fee is rather quite high in India than most of the western countries. Russian students of higher learning are free from financial worries as most of them get scholarships.

Azad, J.L., (1975)[45] in the study Government Grants for Higher Education: "A Study of Patterns Procedures and Policies, Planning Commission", revealed that there is

the need to streamline the UGC, extending its jurisdiction to include all types of higher education, establish regional centers or state U.G.C.; A large majority supported the idea of fixing standard fees with option to private institution. Private contribution was not much encouraged by the institutions – instead the proposal of enactment that private enterprise requiring technically trained manpower should contribute a portion of their profits for educational development was supported and a combination of grant and loan to student to pursue studies for higher education was favoured by respondents.

Nanjundappa, D.M., 1975[46] found out that the state government financed up to fifty four percent, the income from fees shared thirty five percent, and the UGC shared four to five percent. The establishment of UGC and its introduction of four tier pattern of grants was a boon and lifesaver to the universities – the larger share of the UGC grants in approved schemes helped the university to reduce reliance on the state government

Sharma, G.D., 1978[47] revealed that the in 1971, the proportion of GNP spent on education by India was 2.5 per cent, in the US 6.7 per cent, the USSR 7.3 per cent. During 1971-72, Manipur spent 10.71 per cent of its total SNDP, the highest among the states It was followed by HP and Kerala with 5.63 and 5.31 per cent respectively The smallest proportion (0.36 pr cent) was spent by Jammu and Kashmir. The majority of states allocated 20-25 per cent of their total state budgets to education, but Bihar, Nagaland, Orissa, Haryana and J & K allocated less than 20 per cent. In 1971 – 72 Delhi was the only Union territory to allocate 34.5 per cent of total budget for education. During 1975-76 the allocation rate increased to 43.2 per cent. The average of all territories increased to 28.7 per cent from 24.3 in 1971-72. The share of higher education to total expenditure on education was around 10 to 14 per cent. This pattern changed slightly between 1971 and 1975. The states which were economically backward paid a little more attention to higher education compared to the economically developed states.

Ramanujam, M.S., Manocha, L., and Bala, M., 1978[48] revealed that the expenditure on training constituted a major portion of the total expenditure of all engineering colleges. This was followed by expenditure on supporting services and that on welfare services. Further, salaries and allowances of all categories of staff accounted for nearly 65 per cent of the total expenditure. Per student expenditure was observed to be varying widely among all colleges. These observed variations in the pattern of per student

expenditure among the responding colleges were found to be influenced by the management and location factors and also levels of quality.

Gogate, S.B., 1979[49] revealed that the Colleges, generally, received funds by way of fees, grants, donations, and receipts on miscellaneous items. The sources for grants were the State Government and the UGC. The items of expenditure, generally, were salaries to the teaching and non-teaching staff, rent on the building, furniture, quipment, library, laboratory, gymkhana, and general maintenance. Increase in the average cost per students from 1973 – 74 to 1977-78 had been about two times in all categories of colleges except single faculty commerce colleges where the increase had been one and a half times. Expenditure on staff emoluments and essential expenditure was 75 per cent of the total cost during the previous five years.

Bagale, S.K., 1979[50] reported that the 37 per cent of the total budget provision of the Government is utilized on education and 1/4th of which is allocated to Higher Education. Though Higher Education has adequate enrolment its standard is below the national level in spite of the percentage of passes being quite high. Consequently, the need of the society with regard to supply of skills and levels of education for future occupation is not wholly fulfilled. This state of affairs reveals the gap between investment on education and its returns and low income growth of the state in spite of hectic economics activities.

Ramanujam, M.S., Raghavan, K., Bolar, M., J.S., Srivastava, M.B. and Bhatt, P.R. 1979[51] reported that the pattern of distribution of expenditure among various components at both arts and science courses was found to be more or less the same. When compared to undergraduate courses, the postgraduate courses in arts and science were found to be very expensive. The average per student cost for postgraduate courses in arts was found to be Rs. 2,624, while for science courses it was Rs. 5,314. At the degree level in engineering per student cost was Rs. 4,716. The expenditures on library and other operating cost and on scholarships were not very significant. Per student expenditure for the degree course in agriculture was Rs. 3,018 of which 88.5 percent was accounted for by salaries and allowances alone.

Sinha, D.P., 1980[52] reported that nearly Rs 200 lakh were sanctioned by the UGC to Lucknow University in the Fifth Five Year Plan for development. However, the actual implementation for this plan got considerably delayed and the university lost the benefit of the grant. There were many complaints against the works department, such as inordinate delay in execution of construction work, use of sub-standard quality construction material, lack of proper maintenance of university property, expenditure far exceeding the budget allocations, etc. The salary bills were prepared on separate sheets and then the same details were also recorded in a register which was most time-consuming. The salary cheques prepared after passing of the bills and other formalities were not handed over to the concerned party unless the party personally collected the same from central accounts office. The bills for payment were received by the central accounts office and then entered in various registers which delayed in reaching the bill to the dealing hand within specified time. There was no machinery in the university which could do the compliance of the audit objection and ensure that the irregularities were not repeated.

Garg, V.P., 1981[53] reported that the level and composition of the university expenditure during these years showed an upward trend with recurrent expenditure increasing by 10.04 per cent and the capital expenditure by 1.77 per cent per year. Unit costs of laboratory-based departments were more than those of class-lecture-based departments. The cost component of salaries was predominant in all departments. The levels of capital costs was higher in the majority of the science departments and also in the departments of commerce and management, physical education, law, journalism and geography where investment in equipment and books was proportionately more as compared to the enrolment. The levels of hostel expenses and of fee rates and other charges were higher in private colleges charging more than the prescribed limit.

Ramachandran, 1981[54] reported that the public expenditure on education has been growing very rapidly in the State of Kerala. The expenditure on higher education was 6 per cent of the overall expenditure on education in 1957-58 but it constituted 11.9 per cent 1975-76. The bulk of the public expenditure on higher education was spent for the development and maintenance of arts and science colleges in Kerala. The total direct expenditure on these colleges in 1957-58 was only Rs. 22.22 lakhs and formed about 41.9

per cent of the overall expenditure on higher education. An amount of Rs. 1,22.93 lakhs was the direct expenditure on arts and science colleges in 1975 – 76 and constituted 80.5 per cent of the total expenditure on higher education during that year. Thus expenditure on higher education showed tremendous growth both as a percentage of the total expenditure on higher education as well as in absolute terms.

Heredia, R.C., 1981[55] reported that the recurring expenditure per student was Rs. 680 to Rs. 638, of which 54. 63 per cent from the students, 40.82 per cent from the management. All colleges were affected by severe financial stress.

Loganathan, V., 1981[56] reported that the very few poor people used higher education facilities provided in aided colleges.

Parashar, G.S., 1981[57] found out that the main items of expenditure were the teaching departments, including the salaries and allowances of teachers, establishment expenses, expenditure on conducting examinations and miscellaneous expenses. This expenditure was mainly on building construction, equipment and furniture. The major financial problem observed were the deficit financial position in most of the universities, no encouragement to gifts and donations, availability of UGC grant for developmental schemes only and not for maintenance, inability of the state government to share the financial burden, uneconomic expenditures in the universities, advance increments to teachers and clerks, no uniformity in respect of salary revisions in different universities, special relaxation's in the age of retirement to some employees, payments for invigilation work, losses due to non-observance of proper rulers, unnecessary interference of state government in financial matters, conventional budgeting, no uniformity and updating of accounts, and non-availability of reserve funds or endowments in the universities.

Kumaran, D., 1982[58] reported that the Academic fees (51.8 per cent) and income from other sources (endowments and grants – 36.6 per cent) formed the major sources of revenue. The administration cost and miscellaneous cost had fallen and academic cost had increased during the period The salary of the teachers formed 38.3 per cent of the cost and the salary of the non-teaching staff 19.5 per cent.

George, P.P., 1982[59] reported that there was no correlation between the cost per pupil and the enrolment at university general education stages. There had been an increase in Government's share of total expenditure on education. Considering the

combined annual total expenditure of day scholars and hostel residents the private expenditure on professional education exceeded that of general education by 71 per cent and 49 per cent respectively.

Sharma, G.D. and Mridula, 1982[60] reported that the main component costs were: salaries of teaching and non-teaching staff, cost of library services, cost of students services, laboratory expenses and cost of maintenance and repairs.

Debi, S., 1983[61] reported that the cost of higher education in Orissa was relatively low in comparison with that in other states of the country, excepting the professional graduate courses.

Jena, S.L., 1983[62] reported that the average share of state grants, students' fees and receipts from the university's activities constituted around 58.32 and 10 per cent respectively of the university's income. There seemed to be a lack of correspondence between costs and fees in all the faculties and institutions. Contrary to the expectation that activities such as halls of residence, examinations and auxiliary services would be self-financed, their operational inefficiency, largely due to the university, had made them dependant on public subsidy. Though the expenditure on students' welfare increased, the expenditure on the university library did not receive any priority attention. The factors contributing to the recurrent incidence of deficits were found to be, (i) inadequacy of state grants, (ii) the mechanics of fixation of grants, (iii) inordinate delay in the fixation and release of grants, (iv) conflicting perceptions of the state government and the university on usual expenditures, and (v) the high income elasticity of expenditure.

Bavakutty, M., A, 1984[63] stated that the percentage proportion of annual expenditure to the total college expenditure varied between six and nine. The average percentage was far below the proportion recommended by the Education Commission (1964).

Sindhi, H. C., 1984[64] mentioned that the budget was prepared by the accounts branch of each college and was forwarded to the managing body of the college for sanction. Audit of college accounts was done regularly. All the accounts were prepared and maintained by the account branch of the college. Principal were mostly dependent on the ability, sincerity, and acumen of the accountant of the college.

Singh, L.I., 1986[65] reported that the expenditure on education had been increasing continuously during the past 33 years. There was a 7.27 times increase in expenditure on higher education from 1949-50 to 1979-80. The state's expenditure on government and private colleges (arts and science) had increased. The UGC's grant to the colleges during 1960-61 to 1974-75 covered only 9 per cent of their expenses. The income as well as expenditure from 1971-72 to 1984-85 increased considerably. Administrative expenditure accounted for the bulk of university expenditure. The increase was minimum on libraries. There appear to be a good deal of variations in expenditure on scholarships.

Aher, H., 1986[66] reported that the major financial problems faced by the universities in Maharashtra were, (a) stringency of funds, (b) wasteful expenditure, (c) the state government's policies and (d) problem of financial administration.

Joseph, T.M., 1987[67] showed that many university posts had not been filled because funds were not forthcoming. Practically all the universities had deficit budgets that were carried forward from year to year.

Mathew, E.T. 1988[68] reported that the State Government was the most prominent source of financing of colleges in Kerala, meeting 90% of the total expenditure. The University Grants Commission and the college management ranked next in supplying the necessary funds. The University of the Region contributed a very small percentage of the expenditures of colleges. Salaries both of teaching and non-teaching staff were the most dominant component of college expenditure. In the course of about a decade, the average salary grant from the state increased more than 10 times. Scholarship and stipends were the next important items. The state government grant for this head had been declining over a period of time. The library, laboratory and maintenance grant from the State constituted less than 1% of the total. The capital expenditures of the colleges had increased nearly five times in the course of 14 years from 1972-86. Similarly, the recurring expenditure had also increased quite significantly thought not at the same pace as the capital expenditure.

Thresiamma, N.M. 1989[69] found that the Maharashtra Universities Bill 1984, has reduced the strength of the senate from 200 members to 90; the students council from 140 members to 45; and the executive council from 21 members to 15/16, only to curtail expenditure.

Mathew, Raju M. 1990[70] indicated that the percentage of total expenditure for books and journals varied from year to year but was seen to be decreasing in Calicut University and increasing in Kamaraj University in recent years. There was no common or fixed pattern of allocation of resources for books and journals in the two universities. Resource allocations were done at a sub-optimal level and user-resource interactions were very low.

Jurup, M.R. and Thatte, L.R. 1991[71] revealed that the low levels of capital expenditure, inadequate funds from the government, etc., had damaging effects on the quality of education provided in institutions of higher education. The resources shortage had affected science colleges more than commerce colleges. The students – teacher ratio and per student expenditure on the on hand and standard of output and academic achievement of students on the other were positively associated. On the whole, the study concluded that institutions of higher education in Maharashtra were suffering from a serve financial crunch which has implications for the quality of higher education.

Behera, S.K. 1991[72] reported that the total wage cost for the teaching staff in 10 years was Rs. 10,71,10,667, and the average wage per year was Rs. 1,07,11,066,70. The expenditure under in this head kept increasing from year to year. The total expenditure incurred on students' welfare in 10 years was Rs. 1,13,29,374 while only on students' amenities,it was Rs. 73,56,825. Expenditure on every item of supporting services was changing, especially increasing from year to year. Expenditure on examination was the highest among all the heads of operational costs. Every year, the university was spending some amount of money for the purpose of campus development works. From year to year, expenditure in this direction was increasing rapidly.

3.4.0 STUDIES RELATED TO ADMINISTRATION OF HIGHER EDUCATION

Bose, P.K., Banerjee, P.K., And Mukherjee, S.P., 1966,[73] revealed that during the session 1962 – 63 only twenty (out of 100) colleges imparted instructions in all the three branches, Viz., arts, science and commerce. Teaching in science a subject was provided by sixty-five colleges, of which twenty-nine were located within Calcutta. The over all percentage of colleges where the annual total number of working days went below 150

was as high as 41.4. The average number of working days was 163 in government colleges, 157 in sponsored and 154 in private colleges.

Buch, M.B.,Passi, B.K., And Padma, M.S., 1973,[74] reported during the period under review 976 research scholars were registered, of which 369 completed their work, 339 discontinued and the remaining were continuining. In faculty wise analysis, the faculty of science (fifty percent) claimed approximately ninety – five percent of the Ph.D.s produced by the university as a whole. There was high incidence of wastage which comes to nearly thirty – five percent.

Kale, S.S., 1972[75] provided a serious discrepancies also existed between the quantitative and qualitative growth in higher education, and scarcity and abundance of educated man power between the sectors. The existing higher education system failed to adapt to the changing need of the community. The factors responsible for the present situation were absence of objectives and planned growth of higher education, deficiency of the competent staff, absence of adequate understanding of the social expectations before the system, dearth of effective leadership, absence of integrative planning of social, economics and (higher) educational sectors, organizational deficiencies, scarcity of resources and underdeveloped information system. The future trends in term of rising social demand for education, explosion of knowledge, resources scarcity, rising cost, further discrepancy between higher education and life needs and social aspirations, growing graduate unemployment and youth discontent indicated the probable deepening of the crisis in higher education. State level planned action strategies seemed imminent in order to overcome this crisis.

Chitnis, S. 1973[76] mentioned that the aims and objectives of the college influence the pattern of teaching. Management influenced the recruitment policies; hence the age, sex, qualifications were determined accordingly. Student population influenced the self-image of the teachers, interaction between teachers and students and style or character of teaching. College culture influenced the choice of medium of instruction, academic climate, and teacher morale.

Patel, I.U., 1975[77] (abroad) reported that the university administration in UK is a self governing business, the relation with the government being maintained through the UGC. The British universities have various courses of studies and the evaluation system

in the field of higher education mainly includes written test, internal work and viva voice. Open University is an innovative experiment there. The Indian UGC is modelled after the corresponding British organization, and India is also trying to implement the idea of Open University. As regards the federal, residential and teaching universities, it seems that India has adopted more of the European models. The American universities are graded to achieving the goal of highest academic standard of research, teaching and service. The universities in USA are mostly of unitary and teaching type, whereas the bulk of Indian universities are affiliating and teaching type. Constitutionally education is a state responsibility both in USA and India, but the American universities enjoy greater autonomy than the Indian universities. Otherwise, the administrative structure of the universities in both the countries is of comparable similar patterns. Education in USSR is a central responsibility and is thoroughly controlled by the central government, while in case of India it is a matter of partnership between the state and the central authorities in the field of higher education. In USSR there are no fees from students.

Anantu, J., 1978[78] found out that the principal had dual accountability, to the management and the university. How he conducted himself at both the levels – of the college and the university – was influenced by whether he was a member, a promoter, an employee or an adviser in relationship to the management.

Hommadi. A.H., 1978[79] yielded the following findings that University administrative performance evaluation should be for the purpose of determining the extent to which actual performance fulfilled specified performance requirements. For optimum gratifications in university administration, the activities should demand the use of human skills, should be meaningful, should provide clear functions, should provide responsibility, should provide opportunity for natural self-satisfactions and should be compatible with cultural and social value of the society value of the society and nation.

Sinha, D.P., 1979[80] found out that the University of Poona derived its corporate authority from the Poona University Act, 1974, of the Maharashtra legislative. The University had listed various authorities in the university, their composition, together with their powers and duties. The university received every year a large amount of grant from the UGC for various development programmes. Because of the day-to-day increase in size and operation of teaching departments, their demand for administrative support

had increased. There was close linkage between the academic community and the university administration with regard to a large number of matters like maintenance of leave account, personal files, preparation of salary bills, etc. The administration work relating to grant of affiliation to colleges and institutions making arrangement for conduct of examinations, collection of examination fees, etc. were some of the important areas where the affiliated colleges and institutions were connected with university administration. The university administration was directly concerned with a large number of matters pertaining to students such as payment of scholarships, maintenance of student services like library, reading room, community centre and sports, conduct of examination, issuing if various certificates, etc.

Portia, D.R., 1979,[81] reported the heads of department expressed the view that they had difficulty in reconciling administrative duties with academic interests and that invariably it was academic work which suffered. The respondents agreed that there was overlapping in the functions of deans of faculties and the principals of colleges. A majority of heads of department felt that the existing practice of getting all academic issues pertaining to individual discipline ratified in the academic council after they were approved in the board of studies was not necessary. There was no interdepartmental collaboration in using resources, both physical and human. The major constraints identifies were fear of loosing departmental autonomy fear of others cutting into the resources of the department, and fear of being criticized by other departments.

Budhori, K.B., 1981[82] reported that none of the institutions either used admission tests or had programmes of guidance and counseling. The majority of the heads of the institutions laid emphasis on the vocational and technical education. The majority of the teachers were in favour of restricting admission in the absence to selective admission procedure and faculty admission policy.

Bose, P.K., et al., 1982[83] suggested that the state should expand its educational activities. Emphasis on enrolment in arts subjects in universities and colleges should be reduced. It was essential; however, that placement bureau and similar organizations attached to educational institutions provided adequate information about job prospects for different courses of study to students. To promote self-employment, steps should be

taken to impart the necessary training to educated youths and to provide them with the necessary capital to the extent possible.

Sr. Stella Anne Lobo, 1983,[84] reported that the principals whose values system manifested coreness achieved a relatively higher degree of institutional efficiency. To educate his pupils and provide leadership to his staff, the principal must act more humanely rather than as an administrator. When the principal's values manifested a coreness, the pupils' observations showed a greater congruency with the principal's self-assessment. Values needed a nurturing atmosphere. Effective principals established priorities, classified values and communicated them successfully. The spiritual dimension seemed to be a common factor in all schools that emerged as efficient.

Khader, M. A., 1983, [85] suggested that rethinking on the existing selection procedure in colleges is highly warranted since the existing admission policy breeds in equality. Admission to higher education need to be selective through a central testing system.

Sindhi, H. C., 1984 [86] revealed that the number of members of managing bodies varied from 14 to 36. Principals of colleges were taken as members of the managing bodies. There was no teacher representation in the central managing bodies. There was no participation of students in the meetings of the managing bodies. The main functions of managing bodies were framing of plans and policies for college administration, recruitment, or dismissal of employees, regularization of services of the staff, checking and supervising working of the college, hearing grievances of employees, etc. There was groupism in managements which affected the functioning of the managing bodies. There was dissatisfaction among the teachers about the attitude of the managing bodies towards their employees. 35% of the principals were selected on a merit basis while 65% did not frankly answer how they were selected for the post of principal. 70% of the principals reported that they sought the teachers' assistance and their cooperation for effective college functioning. Principals selected teachers for various administrative, academic and co curricular activities on the basis of seniority but they gave considerable weight age to factors of responsibility, suitability and ability for particular functions. 96% of the principals claimed that they supervised teaching. Most of the principals rarely visited hostels and canteens and never visited laboratories and libraries.

Kulkarni, D.S., 1985[87] suggested that with regular monitoring was needed in respect of new institution to see to it that they fulfilled necessary conditions of staff and equipment. Admission procedure, therefore, needed improvement. The decisions to allow private institutions to start technical institute needed a cautious approach. It was necessary for the government and university to check that education imparted in these institutes was not substandard. Admission to newly started institute should be based on a common entrance examination to avoid wastage.

Bhattacharjee, D.S., 1986,[88] revealed that the systematization of administrative machinery in the Sikkim state began in the early part of the century but gained momentum in the early fifties and consequently the Directorate of Education was created in 1954. The process of planned educational development in Sikkim was initiated in 1954.

Buam, Beryida Hedi-pati, 1989,[89] reported that the majority of the respondents felt that the introduction of the 10+2+3 pattern of education was a timely step as it brought about uniformity, promoted national integration and helped enhance educational standards. The majority of the students and teachers felt that the problems faced by migrant students would disappear with the introduction of the new pattern of education accompanied by the adoption of a common core curriculum.

Babu M.A. 1990,[90] revealed that the Government of Kerala exercised administrative and academic control over teacher education institutions. There was a tendency to start teacher education institutions in the private sector, and the communal influence of the ownership of a teacher education institution was seen.

Emmanual, Raj A. 1990,[91] indicated that all the atonomous colleges were found to be functionally strong in terms of one dimension, viz., materials resource management and five sub-dimensions, viz. thrust of courses offered to full-time students, weightage to (CIA), provision of character formation, college material management and interpersonal management, but were weak in terms of one dimension, viz, faculty qualification and faculty production.

Malhotra, M.M.; Tulsi. P.K. and Kaur, Satwant. 1990,[92] reported that the factors contributing to the quality of a technical institute identified included: (a) the institute attracting a large number of students with scholastic achievement higher than that

prescribed for admission; (b) students' interest in studies as well as co-curricular activities; (c) setting up committees/ councils involving students and staff; (d) Separate cell for organising in-plant training; (e) conducting an entrance test; (f) selecting staff with adequate industrial experience; (g) staff development, participation of industry in training and management, securing funds from industry, high demand ratio for courses, presence of healthy instructional climate, high graduate ratio, high employability rate, self-employability of institute graduates, linkages with industry, etc.

Subudhi, Bhagaban. 1990,[93] indicated that the trained college principals were found significantly better than the untrained principals : (1) In planning the colleges, e.g. changing the organising structure of the college, planning resources and curricular activities, and possessing a favourable attitude towards institutional planning; (2) In college administration (accountability to work, interpersonal relations, communication, motivation skills, decision-making resolving conflicts and monitoring supervision and evaluation); (3) In financial management (e.g. in budgeting, costing and accounting); (4) In the teaching-learning processes.

Verma, Yoginder and Rana, Surekha. 1992,[94] found that the differences of mean scores in case of both highly qualified and low qualified managers on the adaptability and flexibility, communication, decentrtalisation and accountability elements of effectiveness and total effectiveness were found to be significant. The mean differences of leadership and performance factors were found to be significant mean differences were satisfaction and morale control.

McDade, Sharon A. 2003 [95] (abroad) reported that since many senior academic administrators of colleges and universities first trained for academic careers in research and teaching, they have had minimal management training. Both academic and nonacademic officers with administrative experience find they must quickly develop the different knowledge and skills needed to manage an institution when they move into senior administrative positions. In surveys, organization and planning skills are seen by administrators as the most important, human skills are placed second, and financial management and control are ranked third. Effective professional development

experiences must be part of an integrated, comprehensive organizational plan that links development activities with the actual tasks and responsibilities of the job.

3.5.0 STUDIES RELATED TO ACADEMIC STATUS AND PROBLEMS

The studies related to academic status and problems are organized into different categories such as (i) Course (ii) Curriculum (iii) Classroom climate (iv) Method of Teaching (v) Medium of instruction (vi) Teaching aids (vii) Library (viii) Teachers training (ix) Published work (x) Research Work (xi) Co curricular activities (xii) Examination and evaluation (xiii) Result.

3.5.1 Course

Kulkarni, D.S., 1985, [96] revealed that courses recommended for introduction at PG and UG levels where architecture electrical engineering, civil engineering, town planning, electronics, mechanical engineering soil mechanic water management at post graduate level ; architecture, automobile engineering, bio engineering, chemical engineering, ceramic, computer science, electronic, instrumentation, industrial engineering, metallurgy, motion picture engineering, ocean technology, production engineering, plastic technology, pharmacy, paper technology, sugar technology, space technology, textile engineering and water management at the undergraduate level; refresher courses to be introduced for civil mistries, gobur gas plant mechanic, irrigation management, masons; plumbers, binders, carpenters, motor winders, pump operators, radio /TV service.

Joseph, T.M.,1987[97] highlighted that the introduction of the 10+2+3 system had resulted in declining enrolments at the +3 stage in all universities. No university had any special scheme for remedial courses for first generation learners.

Ruby, Dkhar. 1991[98] found out that all the colleges, except one, offered arts subjects, while science and commerce subjects were offered in 52% and 19.1% of the colleges, respectively. At the university level, the faculties of social sciences, languages, physical sciences, life sciences, languages, physical sciences, life sciences and environmental sciences offering postgraduate and research programmes were located in the Shillong campus.

Khurana, G.S. and Singh, R. 1992[99] reported that there existed diversity in the number of courses in each area of extension education among agricultural universities and research institutions.

3.5.2 Curriculum

Bose, P.K., Roy, A. and Mukherjee, S.P., 1967,[100] indicated that the college teachers and the principals branded the existing syllabi as too heavy. Most principals and some college and university teachers wanted a change in the distribution of the total learning material between Part I and Part II.

Budhori, K.B., 1981, [101] highlighted that all categories of respondents agreed that the participation of teachers and guardians in curriculum-building was desirable.

Bose, P.K., et al., 1982,[102] reported that the content of higher education should be made more responsive to the world of work. The content and curriculum of higher education should be so revamped that recipients of education might find their educational background relevant and adequate for their job requirements. Emphasis on agriculture and rural extension programmes should be increased in universities and colleges.

Joseph. T.M., 1987,[103] revealed that the curriculum and syllabi for the various courses had been along traditional lines with little attempt to adapt to local meets and resources. Shivaji University had a work and earn scheme for needy students with facility for students to engage in farming and conducting a canteen on cooperative basis. Poona University has started a programme of distance education with the preparation of audio-visual material in the universities television studio.

Buam, Beryida Hedi-pati, 1989,[104] indicated that the majority of the students felt that the existing college curriculum was unrelated to the present-day needs and aspirations. Regarding the introduction of a common foundation course at the degree level, the opinions of students and teachers were different, with the former findings it useful and the latter findings it a burden.

Bhosale, Vatsala. 1992,[105] found out that the majority of the topics were common to the teachers education curriculum of all the universities in the State of Maharashtra. There was a variation in topics with respect to some of the papers. Some of the optional papers and the nature of practical work were also different with respect to the curricula,

according to student-teachers, and teacher-educators. All the optional papers taught were quite essential to the teaching profession. The majority of principals, teacher-educators, student-teachers and teachers were of the opinion that the new curriculum was suitable for developing teaching competence among the student-teachers.

3.5.3 Classroom climate

Joshi, D.C., Joshi, S.D., Joshi, S.MS., and Patankar, S.D., 1984,[106] reported there was a satisfactory democratic climate in the classroom in the colleges and faculties under study. Most of the students had cohesive feelings, a master image of their teachers and a sense of achievement. Most of them accepted the positive authority of their teachers. There was a good amount of mutual trust between the students and the teachers. However, in the case of science faculty, a significant number of students expressed a less impressive image of classroom.

3.5.4 Method of Teaching

Sinha, B.N. 1969,[107] indicated that though only nine per cent of the teachers wanted to teach by dictation method, they believed that a large percentage of their students (fifty-five per cent) preferred it. Only three per cent of the students wanted to be taught by lecture method.

Chitnis, S. 1973,[108] revealed that in the classroom, lecture method was followed and the interaction in the form of questions and answers or discussion was negligible. Teaching was mostly examination centered at Ruia, while it was not so in Elphinstone.

Joshi, D.C., Joshi, S.D., Joshi, S.MS., and Patankar, S.D., 1984,[109] revealed that the majority of the teachers used both teacher-center and student-center techniques in their teaching. They were aware of various communication patterns and favored their practices. The teachers favored periodic reinforcement through periodic evaluations. They showed their concern for the academic and professional growth of students.

Patankar, S.D., 1984,[110] revealed that about 95% of the students and 100% of the teachers accepted the knowledge objectives of the lectures technique, whereas 74.62% of the students and 93.33% of the teachers accepted that lectures could promote critical thinking. Only 65.80% of the students and 72% of the teachers felt that lectures could

promote attitudinal change. About 91.50% of the students and 93.30% of the teachers agreed that seminars could promote critical thinking. About 89.80% of the students and 93.3% of the teachers could develop higher ability to pose arguments. Seminars could develop higher order cognitive skills and certain communication skills according to 82.12% of the students and 81.33% of the teachers. About 84.7% of the students considered tutorials as helping students to overcome certain communication inhibitions; 77.92% of the students felt that tutorials developed critical and independent thinking. 71.90% of the students found tutorials a suitable means of developing rapport with teachers. Regarding practical, students (87.91%) opined that their value lay in their ability to develop certain mechanical skills of handling apparatus and equipment, whereas about 89% of the teachers considered the main purpose of practical was to develop the ability to test and validate theories. About 75% of the teachers and students felt that the main purpose of field trips to stimulate interest in the subject and build up group morale. With regard to the assignment method, students considered that the most important outcome was enrichment in participation in group discussions followed by developing good study habits and critical thinking. Teachers sated that assignments were most apt for developing study habits, secondly for developing critical thinking and lastly for enriching participation in group discussions. Students tended to be more pragmatic in their view than teachers who tended to become more idealistic with regard to all teaching techniques. A large majority of students were satisfied with lecturers. Supplying handouts was not a regular practice but providing a bibliography seemed to be done more regularly. In the faculties of Home Science and Social Work, lecturers were more often accompanied by written assignments. Seventy-six per cent of the teachers used the group discussion technique through the use of relevant bibliography. Teachers felt that students' participation in group discussion was confined to clarifying the issues. Fifty-two per cent of teachers seemed to be satisfied with facilities to arrange practical. A majority of students and teachers agreed that lectures could be made more effective if they were linked with discussion and question-answer sessions.

Patted, G.M., 1984,[111] reported that out of the lecturing period of one hour's duration college teachers used 56 minutes and 3 seconds in information processing, 30 seconds in soliciting. 25 seconds in responding to student queries, nine seconds in

reacting to students answers or ideas, 51 seconds in giving directions to students, one minute and eleven seconds in the use of pause and 51 seconds for giving scope to student participation. College teachers showed a preference for restricted and factual types of information processing, questioning and responding to student queries, routine ways of reacting to student ideas/answers and giving directions to students. They used 'pausing' with and without a purpose and provided very little scope for student participation. They predominantly exhibited direct teaching behaviour. The study showed that college teachers need orientation and training in respect of the lecturing skills of (i) expanded and evaluative information processing. (ii) expanded and evaluative questioning (iii) reacting to student ideas at the rationalize level. (iv) giving extended directions, and (v) encouraging student participation.

Pattansiletti, M.M., 1985,[112] revealed the Self Instructional Microteaching Course was effective in improving lecturing competence of college teachers in terms of the four lecturing skills taken together and each skill independently. College teachers sustained lecturing competence in terms of the four lecturing skills taken together and each independently, strengthened by the SIMC even two months after the training. The participant lecturers had a favorable attitude towards SIMC.

Sachdev. P., A., 1986,[113] reported that the students from all the years perceived the small group methods as being effective for theory work and only second to practical work.

Pallai, J.K., and Mohan. S., 1986,[114] indicated that more than eight per cent of the teachers agreed that the courses were effectively planned, schedules notified and followed closely. The teachers used lecturers, discussions, assignments, and seminars as major instructional strategies. They used continuous assessment and assignments to help the students learn systematically.

Shah, J.H. and Patel, Yashomati. 1989,[115] indicated that the percentages of benefit gained in developing skills by micro-teaching were: to a great extent 44.60%, ordinary 47.30%, and very little 8.10%. Difficulties put forth by student-teachers were genuine and indicated lack of adequate planning: (a) the micro lessons were conducted in simulated situations (no pupils from schools were available because it was vacation time) and thus there was some artificiality, (b) lack of demonstration lessons, specific

information and guidance, consistency among teacher-educators coming from different colleges, adequate response from peer group etc.

Vijayakumar, B. 1990,[116] reported that the inquiry training model was optimally effective in terms of the overall criteria of effectiveness. The advance organiser model was the least effective. The use of all the seven models had a favourable effect on students' learning and performance.

Sinha, Saroj Bala, 1990,[117] found out that the students taught through instructional objectives performed better as compared to the students taught through the traditional method. Jaiswal, K. 1992,[118] reported that Lecture with demonstration and illustrated talk were found quite effective.

3.5.5 Medium of Instruction

Sinha, B.N. 1969,[119] indicated that teachers were in favour of Hindi at undergraduate level (eighty-eight per cent) and English at the post-graduate level (seventy-five per cent), as the medium of introduction.

Indian Institution of Education, 1980, [120] found that the media of instruction were English and Marathi at the undergraduate level for arts and commerce and English for science.

3.5.6 Teaching aids

Pillai, G.S.; Dhanasekaran, S. 1991,[121] revealed that under the B.Ed. programme, the objectives of introducing the elements of audio-visual education were not totally achieved. These were achieved only among 32% of subjects. All the universities in Tamil Nadu did not give equal emphasis to audio-visual education in the B.Ed. programme. Out of 52 audio-visual aids identified the preparation and use of 'Improved Aids' has been recommended in all the universities and in one autonomous colleges of education. The students did receive sufficient practice in the preparation, production, operation, and use of educational technology hardware and software.

3.5.7 Library

Bavakutty, M., A, 1984,[122] found out that there was no library advisory committee was functioning in the majority of colleges. In a majority of the colleges, the

traditional practice of placing a teacher in charge of the library, as a control over the librarian, was in evidence. The status of the librarian, in this situation, was reduced to that of a clerk or an attendant. Nearly 75% of the colleges covered by the study maintained departmental libraries beside a central library. The main sources of finance for a college library being special fees from students, government, and UGC grant, there were variations in finance. The colleges under study did not follow any scientific principles for selection of books.

Benal, B.I. 1988,[123] reported that the library at the Karnataka university level had expanded considerably and it was supposed to be the second biggest in Asia. With regard to the modernization of science laboratories, it is worth mentioning that the departments of physics, chemistry and geology had been greatly expanded, and were offering leadership courses in their disciplines in the country.

Patankar, S.D., 1984,[124] revealed that both students and teachers felt the absence of departmental libraries as the biggest constraint of effective learning. The teachers felt that university library was not up to date whereas students felt that Xeroxing facilities were lacking.

Mathew, Raju M. 1990,[125] indicated that the majority of the students, research scholars and teachers were of the view that (a) the library resources were not adequate, (b) they are not relevant, (c) and no up-to-date. User-resource interactions and their contributions could be termed as almost non-existent; only 15% of users showed any impact of library resources. An alternative strategy for improvement was suggested.

3.5.8 Teachers Training

Chirackal G.S.J., 1970,[126] reported that the orientation programme had a positive effect on the academic performances, interpersonal relations, discipline and personality development of students

ICMR, 1972,[127] reported that there were certain types of deficiencies and irregularities in the training programme, which were responsible for failing to make it functionally significant from the point of view of the interns. This trend further revealed that the interns lacked clarity on their functional role in the system of this type of training.

Thottam, Geroge, 1983,[128] highlighted that the there was no in-service education to improved expertise and skills of the staff. A majority of the teachers and heads of departments did not have the necessary academic qualifications of professionals experience to teach mass communication effectively.

Pal, Rajendra, 1989,[129] revealed that the only 36% of the participants felt that there was a need for an orientation programme for college/University teachers. An overwhelming majority (85%) of the participants felt that such orientation programmes should be arranged immediately after appointment. Most participants felt that these programme should be full-time and compulsory. The participants felt that orientation programme should have greater emphasis on methods of teaching, maxims and techniques of teaching, teaching aids and models of teaching. Curricula for foreign universities, use of available resources for teaching futurology teaching for fostering secularism and democracy an eradication of drug addiction should also be added as topical dimensions to the orientation programmes.

3.5.9 Published works

Umadevi. S., 1983,[130] showed that the performance profile of the university faculty revealed that there were significant differences between readers and lecturers with respects to journal-article publication, but these differences were not significant between arts and science groups. Further, the engineering group had the lowest performance with respect to journal-article publication. The climate factor of the university had less to do with faculty performance and more to do with faculty satisfaction.

3.5.10 Research

Desai, H.G., 1973,[131] revealed that the number of studies and investigations in various universities were: Gujarat University – 232, M.S. University of Baroda- 244, Sardar Patel University – 105, Saurashtra University – 78, and South Gujarat – 26. The number of studies and investigations in various areas were: 115, educational administration – 76, teacher education – 60, child development and adolescence 0- 51, curriculum – 50 test, construction and measurement – 50, methods of teaching – 34, guidance – 29, philosophy of education – 28, basic education – 17, social education – 5,

process of learning – 4, and economics of education – 3. The almost unexplored areas, were economics of education, law and education, psychology of learning, medical education, technical education, moral education, etc. The studies submitted for the same degree differed greatly in precision of sampling, coverage, depth, procedures of analysis, conclusion, etc. Investigations had been repeated in the same university (duplicated). Most studies were based on questionnaires; the use of other tools was very scant. One seldom came across interdisciplinary approach in studies.

Patel. V.B., and Shah.,1982,[132] revealed that in all, 1459 dissertations were submitted to the universities under study. The most preferred areas for research were administration of education, teacher training, teacher behaviour, the teaching learning process, reading skills, personality adjustment, and pupils' behaviour. Research designs most popular amongst researchers were survey and experimental. Tools widely used by the researchers were questionnaires and psychological tests. Major limitations of dissertations were neglect of case studies and action researchers, defective questionnaires and loose style of writing, references and bibliography. Some of the dissertations were found so good that they could have been submitted as Ph.D. theses.

3.5.11 Co-curricular activities

Sindhi, H. C., 1984, [133] showed that the National Service Scheme operated in 98% of the colleges.

Hans, G. and Vadhyar, R. 1988,[134] reported that the NSS students-volunteers also showed a significant gain in knowledge on the subject after the training. They reported that the project, besides adding to their knowledge, helping them to develop a healthy attitude towards the addict, develop organisational status, function as group members, develop leadership, acquire the confidence to face an audience, and control and conduct a class. The key inputs that a project like this required were focused, project-related training, activities matching with talents of students; on-going guidance to volunteers; and small group works as a strategy of implementation.

Malhotra, M.M.; Tulsi. P.K. and Kaur, Satwant. 1990,[135] reported that one of the important factor contributing to the quality of a technical institute identified is staff interest and enthusiasm in organising curricular and co-curricular activities.

3.5.12 Examination and evaluation

Bose, P.K., Roy, A. and Mukherjee, S.P., 1967,[136] suggested that a question paper should provide for double the number of questions to be answered and the questions should be distributed uniformly throughout the syllabus. The course material should be divided into groups and the question paper should be so set as to require the examiners to answer some questions from each group. Question papers should be moderate by the paper setter along with some other persons. The university should undertake all the examinations in respect of collegiate education. Colleges should hold two or three periodical examinations in a year. Collegiate and external students should sit for the same examination. External candidates should be required to pass a test in some college in order to be eligible for appearing at the university examination. Action should be taken against a college if the percentage of successful students sent by the college was poor for two or three consecutive years. An examination research unit should be permanently attached to the office of the Controller of Examinations.

Chauhan, D.S. 1967,[137] drawn out the conclusions that the students who failed, large proportion failed not because of not knowing the subject matter, but because of some external factors like defective question papers, carelessness of examiners in evaluating answer books, evaluation by incapable examiners, etc; Hardly 60 per cent of the total content presented by candidates was relevant and effective; expression of the candidates was generally poor; candidates generally made a wasteful use of paper; and a gap between the medium of instruction – the medium of study and of expression, and the language in which the question paper was set for examination created many problems and contributed significantly of the failure in examination.

Patel, I.U., 1975, [138] (abroad) reported that the Soviet examination system is predominantly based on a year round regular internal assessment.

Sinha, D.P., 1979,[139] reported that the examination centers were fixed by seeking permission of the principal on a prescribed pro-forma every year. The internal assessment marks were sent separately by the college and the format used was not uniform. The marks were recorded first in ledger for declaration of results. Degrees were conferred twice a year.

Koul, L. 1979,[140] reported that certain innovations like introducing the grade system of ranking, supplementing essay-type examination with objective-type examination, semester system and supplementing external examinations with periodic internal assessment, were in the top regions of the scales of the teachers and the students. The teachers gave high importance to this innovation whereas the students gave low importance to oral tests. The university teachers were in agreement with the recommendation of the Education Commission (1964-66) but not the students. Both the teachers and the students gave equal average importance to innovations such as orientation of paper-setters and evaluators and making evaluation instructions precise and clear. The innovations like open book examinations, use of computer and mechanical devices in preparing award rolls, scope for re-evaluation of answer books and spot evaluation answer book, did not get importance from the teachers and the students.

Gunasekaran, K. and Jayanthi, P. 1980,[141] reported that the minimum, maximum and the average marks awarded by the college in the internal assessment differed considerably in all the subjects. Discrimination between good and poor students was low in the internal assessment but the university examinations showed a good amount of dispersion with regard to the same set of students. Barring a few cases, the relationship between the marks of the internal assessment and the university examinations was good. The percentage of those passing and those getting higher classes had improved under the semester system. More students secured first and second divisions under the semester system.

Somaiah, M., 1980,[142] reported the semester system was favoured by both teachers and students on certain positive aspects. The system was found to be useful by them on account of the fact that it helped to divide the curricular into smaller units, that the short duration made learning and teaching more regular and that it kept the students busy throughout the year. It was not favoured by them because the students were not oriented to studying under this system, they found it difficult to adjust themselves; it needed a lot of planning and there was delay in admission and the starting of class. Both the teachers (96 per cent) tended to agree that the system could be successfully implemented with a smaller teacher-pupil ratio of 1:3. The teachers and the students suggested that the orientation programmes should be conducted for teachers to work

under the system. Both teachers and the students (80 and 85 per cent, respectively) favoured the system since reduced the stress and strain on the mind of the students. But the students felt that the system reduced to the opportunities for co-curricular activities to which about 45 per cent teachers agreed.

Akhtar, P.R. 1980,[143] revealed that the university authorities took initiative in introducing the semester system with the help of experts. Teachers also were involved in such decision-making. The semester system was implemented to assess the day-to-day performance of students, to provide flexibility and freedom in teaching and evaluation and to provide freedom in framing the courses and to give opportunity to brighter and weaker students to make progress. Teachers opinion was that they enjoyed flexibility and freedom in the formulation of courses. In most of the teachers' and students' opinion, students preferred courses under the semester system because it divided the workload and made provision to improve the grades through continuous assessment. A large number of teachers felt that the semester system gave them freedom to use alternative method of teaching, but still the lecture method dominated the scene. A large number of students (60to 35 per cent) from the undergraduate and postgraduate classes felt that the present method was satisfactory, as lecture, discussion, team teaching programme learning, quizzes and field work, etc/. were used by the teachers. Internal assessment increased the cordial relationship with the students and encouragement innovation in teaching method. Teachers felt that the semester system helped in the academic improvement of the students as it made them study systematically all through the year. A section of teachers faced difficulty due to a few reasons. Inadequate teaching time, increased clerical work, pressure of increased evaluation of home assignments and more of holidays brought difficulty to the teachers.

Nath B. 1980,[144] revealed that the quality of students admitted and the teacher-pupil ratio had a bearing on examination results. In a majority of the subjects, the scores were higher in internal assessment. The assessments, both in internal and external examinations, were evenly distributed. Internal marks possessed some predictive values for external marks. There was a tendency towards over marking in internal assessment. Internal assessment provided some incentives of students to do better in the external examination. The system of internal assessment should be introduced, after fulfillment of

certain conditions, for making the examination more valid and for doing justice to students. The major causes of wastage and stagnation were poor economics condition of parents, admission of poor quality students, absence of proper system of internal assessment and continuous evaluation, and general apathy of students towards their courses of studies. The performance of students in M.A. previous and final examinations in all the subjects was closely related.

Rasool, G., Sarup R. and Sharma, N.R. 1981,[145] reported that internal assessment proved to be a booster of the final result of almost all the students. The marks awarded under the internal assessment helped the students raising their aggregate percentage of marks. Though the internal assessment suffered from various drawbacks like the halo effect and error due to central tendency, etc., it appeared to be a blessing in disguise to students.

Budhori, K.B., 1981,[146] reported that the majority of the respondents felt the educational system was only fulfilling the objective of passing the examination and was not concerned with social welfare. The majority demanded a change in the existing examination system.

Pillai, J.K., 1984,[147] reported that dominance of the examination made the students concentrate on a narrow range of lower objectives (recall). The students resorted to memory because of language difficulty. Project work helped the students in fostering an enquiry approach. University teachers realized that, at postgraduate level, students need to be helped to be verbally articulate, to write coherently, to think critically, to think independently, and work confidently on their own. Teachers realized the need to improve the process of teaching – learning evaluation. The teachers showed readiness to try out new techniques and methods in spite of various constraints. Teachers opened out their classes to their colleagues and researchers for observation, assessments, and feedback. Teachers, students, and observers agreed upon teaching behaviours which needed improvement. Teachers were convinced about securing students' involvement and participation in the learning process. Teachers introduced improvements in their lecturing questioning and evaluation techniques. They found that student-centered, small group

discussions were desirable exercises and students learnt more through interaction with peers.

Patankar, S.D., 1984,[148] stated that teachers preferred freedom to arrange tests for internal examinations. Twenty-seven per cent of the teachers found the traditional pattern of evaluation a constraint on their adopting student-centered teaching. Thirty-seven per cent of the teachers felt that students should not be evaluated by those who taught them.

Pallai, J.K., and Mohan. S., 1986,[149] reported that seventy per cent of the men teachers and 81 per cent of the women teachers were of the opinion that the semester system had geared the students to a tight schedule. About 75 per cent of the teachers said that 90 working days were ensured per semester. They felt that the ratio of 75.25 for external and internal assessment was adequate. They opined in favour of a non-detention policy. A majority of the teachers were keen to ensure uniformity in awarding internal marks among the colleges and various subjects by converting raw scores into standard scores. 40 per cent of students doubted the reliability of external assessment and suspected subjectivity in internal assessment. On the whole, 90 percent of students felt that the semester system was a good system.

Benal, B.I. 1988,[150] reported that the university authorities made no consistent efforts to evolve new techniques and devices for evaluating the students' progress through the examinations.

Buam, Beryida Hedi-pati, 1989,[151] reported that the majority of the respondents found the annual college examinations not conducive to the Total personality development of the students. The adoption of the grading system was favoured by most students.

Malhotra, M.M.; Menon, P.N.; Bedi, S.P. and Tulsi, P.K. 1989,[152] reported that the students were informed about the criterion of assessment of their course work in the beginning of the semester. However, no guidelines were available to the teachers for the course work assessment. No uniform pattern with regard to the elements of course work assessment existed for the same category of subject taught by the teachers. However, the most commonly used elements for assessment were class tests, homework and class work in the case of theory subjects and laboratory/workshops, field exercises, practical

notebook, oral tests and attendance in the case of practical work in laboratories/workshops.

Natarajan, V. and Arora, Asha. 1989,[153] suggested that better control may be exercised by keeping the number of students (taking examination) at a centre low, restructuring the questions paper, bringing in incentive and motivation in the job of invigilation, reducing the overriding importance of external end-of-the-year examination, strictly adhering to the state laws governing such unfair means and malpractices, etc.

Tripathi, R.S. 1992,[154] mentioned that the system of evaluation was the worst feature of higher education. Public examinations take up most of the time, leaving little scope for effective teaching. The system of grading and the semester system, which have been the main planks of examination reform have not been successful and have not proved their practical utility.

3.5.13 Results

Bose, P.K., Banerjee, P.K., and Mukherjee, S.P., 1966,[155] showed that results were somewhat less satisfactory in government sponsored colleges, where the percentage of passes was less than fifty in twenty percent of the institutions. Performance of students from privately managed colleges was worse. More than sixty percent of examinees appearing from 13.5 percent of such institutions failed in the university examinations.

Bose, P.K., 1973,[156] stated that as regards the undergraduate education, the percentages of passes were less than forty in the university examinations in a large number of private colleges, the main causes being inadequate number of working days, poor college libraries, ill – equipped laboratories, disproportionate teacher – student ratio and lack of motivation on the part of teacher students.

Ruby, Dkhar. 1991,[157] showed that the percentage of pass at the undergraduate level varied widely among the colleges, with the percentages being higher in the science courses. The pass percentage was higher at the honours and post graduate levels.

3.6.0 STUDIES RELATED TO PROBLEMS OF TEACHERS OF HIGHER EDUCATION

Sinha, B.N. 1969,[158] indicated that a little less than half (48.5 per cent) of the teachers had selected the profession of their own choice. Almost half of the m came to it without liking. Those who had joined the profession on their own had expected to receive opportunities for further studies and research (70.4 per cent) and had thought the teaching profession to be independents ideal, honest and peaceful (65.8 per cent). One hundred and twenty-seven teachers out of 200 were disillusioned in their expectation for the reasons of (a) absences of comfort and dignity because of lack of academic and other facilities (67 out of 127) and (b) absence of recognition of merit due to favouritism and cateism (54 out of 127). The sources of dissatisfaction among the teachers. Identified through the survey, were: (a) lack of interest and encourage on the part of the authorities (thirty-four per cent), (b) Favouritism in the universities (twenty-seven per cent) and , (c) lack of respect for university teachers by the society (sixty-six per cent). Seventy-four per cent of the teachers had not done any research. This was found to a great factor responsible for the student indiscipline.

Chitnis, S. 1973,[159] revealed that most of the teachers had a workload of twelve to twenty one hour a week. Variation due to programme differentiated the college teachers with respect to their qualifications, academic activities, and general outlook on education.

Chhabra. N., A, 1975,[160] revealed that lack of cooperation among teachers, interdepartmental in intradepartmental conflicts, contacts with students, salary policies regularity of payment, feeling of economic security, prestige and status given were some of the factors affecting teachers' morale.

Franklin, I., 1975,[161] revealed that the teacher's rapport with the principal and the teacher educators, the teacher's job satisfaction, the teacher's salary, the teacher educator's satisfaction with work load, the community support and pressure, and the curriculum issues had a significant and contributing effect making the teacher education programme less effective in the state of Gujarat.

Singhal, S., 1977 [162] reported that the 56% of teachers did not spend adequate time on preparation for teaching.

Portia, D.R., 1979,[163] revelaed that the younger faculty members particularly those from science faculties, felt that they were not involved in decision making in the university. The heads of department felt that all faculty members should be consulted in academic matters but not in administrative matters. The heads of department felt that they were subjected to strict accountability within the rigid framework of rules which permitted little individual discretion. The majority of faculty members expressed the views that heads of departments spent most of their time in administrative work and neglected academic work.

Goyal, J.C., 1980,[164] reported that the large majority of the teacher-educators were favourably inclined towards their profession and were satisfied in the job. However, they were not well adjusted and had low professional interest. The attitude and job satisfaction of different groups did not differ significantly. A majority of the teachers-educators had low interest in the profession. Emotional stability among the teacher-educators increased with age. Professional interest among teacher-educators increased with teaching experience in a school and attitude, job satisfaction and occupational adjustment among teacher educators were associated with one another. Job satisfactions could be predicted by attitude and occupational adjustment but not by other variables.

Khanna, K., 1980,[165] reported that only a little more than one-fifth of the teachers, most of them from higher ranks, had visited foreign countries. A little less than a half of the teachers possessed a doctoral or post-doctoral degree. A little less than a half of the respondents decided to become teachers after completing their education. A majority of the teachers of the faculties of science and engineering thought of choosing teaching career after completing education. A vast majority of the respondents attributed their recruitment to their competence. However, some of the teachers felt that other factors such as political pressure and personal influence also played a role in the recruitment. The teachers took little interest in active participation in academic activities.

Heredia, R.C., 1981,[166] reported that about 52 per cent of the time of a college teacher was used up in preparation, teaching, correction etc., and only 19 per cent of the time was left for study and research. Senior teachers had fewer courses to teach, a smaller teaching load and more time for study and research. The profile of a college teacher as

seen from the study did not categorized the teachers a professional but rather placed him in the category of a salaried employee constrained by his pedagogic burden.

Jaganmohan, M., 1983,[167] reported that the lack of teaching aids and of opportunities to improve their qualifications were the problems of the teachers.

Sindhi, H. C., 1984,[168] revealed that there was dissatisfaction among the teachers about the attitude of the managing bodies towards their employees. Promotional avenues in the colleges were almost nil as only 8% of the teachers could be promoted either as heads of department or as principals. There was no regular system of providing incentive to the teachers for their professional growth. All the teachers were of the opinion that their salaries were not keeping pace with the rising cost of living. Teacher of some private colleges had to surrender a part of their salary of the management as donation/charity to the educational institution. 30% of the teacher showed dissatisfaction with the system of allocation of the teaching load and other responsibilities. 23% of the teachers shared responsibilities of college administration as registrar, programme officer, hostel warden, convener of college committee, etc. Teachers' participation in the college administration was mostly limited to a consultancy or advisory role.

Patankar, S.D., 1984,[169] revealed that the teachers seemed to be using few teaching aids during lecturers. The main reason for the non-use of teaching aids was the non-availability of suitable aids. Teachers felt the need for some sort of pedagogic orientation for university teaching. Teachers did not favour any programme that encroached upon their vacation time.

Joseph, T.M., 1987,[170] revealed there was a marked decline in the attitude of teachers to their work as a vocation. A fairly significant number of college teachers gave tuitions and took up additional jobs. The existence of junior and senior college sections in the same college with teachers having different salary scales, workload and service conditions created discontent.

Benal, B.I. 1988,[171] reported that hardly any efforts had been made for re-orienting in-service training with up-to-date knowledge for the teachers recruited at the affiliated colleges and at the university level. It was also disappointing to note that the university authority had not made any attempt to look into the academic problems of the teachers.

Buam, Beryida Hedi-pati, 1989,[172] reported that the teachers problems like shortage of laboratory equipments and textbooks, lack of facilities for in-service education of teachers and pressure of time in completing courses.

Ramakrishnaiah, D. 1989,[173] found out that the teachers, in general, were satisfied with their job. Considering overall Job satisfaction, teachers working in junior colleges were less satisfied than those working in degree colleges. The type of management and sex of the teachers did not have any significant influence on the Job satisfaction of the teachers. Those who had more favourable attitude were more satisfied with their job. College teachers, in general, had a favourable attitude.

Joshi, Rajni. 1991,[174] reported that the professional responsibility of a teacher educator includes his instructional and non-instructional responsibilities. It was concluded that no one technique/method should be used for appraisal; rather, students' rating, self-rating, administrator and peer ratings, classroom environment, systematic observation, personal attributes, contract plan using student gain, and performance tests should be used.

Pande, Manisha and Chandra, Arvind. 1992,[175] reported that the lack of command over English on the part of the students, heavy workload, difficulties in preparing appropriate teaching aids, lack of office support presented major role constraints in the role-enactment of teachers.

3.7.0 STUDIES RELATED TO PROBLEMS OF STUDENTS OF HIGHER EDUCATION

Chattopadhyay. K.P., Bose. P.K., And Chatterji. A., 1956,[176] revealed the ninety per cent of the students live with parents or relatives. Five per cent lived in hostels and five per cent in unrecognized messes where the monthly expenses were of the order of Rs. 50/-. A few only could afford to meet the cost of living away from the homes of relations. In all 13,000 students came from families where the per capital income was less than Rs.30/- per month, and 14,000 from families where the income lay between Rs30/- and Rs50/- per month. The former class lived below subsistence level and the latter on the margin. The poverty of students was reflected in food habits, incidents of illness and

malnutrition from which about 43 % of the students populations suffered. The principal problem was that of poverty.

Raghavulu, C.V., Reddy, V.E. and Rao, R.M. 1967,[177] reported Students were not fully satisfied with the class lectures. Nearly half of the students joined the post-graduate class unwillingly in want of a suitable job, and they had no sense of commitment to the educational process. The students did not have faith in the existing cultural frame of the society since the normative values governing the behaviour of members of the society were not followed by the leaders. A large majority of the students felt that the standards of public conduct had been deteriorating, more so, in case of political leadership at various levels. A majority of the students did not have any serious commitment to the educational process. The examination system, the standards of teaching and the extent of teacher-student communication were decisive factors that shaped the students' attitude towards the pattern of utilization of time.

Chirackal, G.S.J., 1970,[178] reported that in all colleges students union were functioning. In all colleges, except two, the relationship between the principals and the union were harmonious.

ICMR, 1972,[179] obtained from this study that thirteen percent of the guardians were reported to have incurred debts for supporting their wards. A little less than half of the students had expressed dissatisfaction with regard to the present curriculum. Regarding the methods of assessment, majority of the preclinical students appeared to be satisfied with the methods but more than half of the clinical students were dissatisfied. Majority of the students had expressed a need for more opportunities for practical work during internship training.

Shah, R.S., 1975,[180] reported that the students showed their maximum dissatisfaction towards students' welfare services, curriculum, examination, discipline, and interpersonal relationship; strict admissions, compulsory attendance, small size of classes were supported by postgraduate students; Students' satisfaction was higher when the management was commited to serve the cause of higher education, constructed best possible college buildings, etc;

Karandikar, S.P., 1975,[181] revealed that the popular notions that the students cram guides, do not respect teachers, are indifferent to studies, are interested in agitation and

are not ready to move out for job, were proved unfounded; students expected efficiency and affection from college teachers; deficient economic conditions was responsible for many of the problems.

Singhal, S., 1977, [182] mentioned that a large percentage of students (56.9%) listed economic insecurity as one of the important sources of student frustrations and the relationship was significant at 1% level. The attitudes of the authorities had a significant bearing on student unrest. The relationship between their attitudes and student unrest was significant at the .05 level. The academic leadership capitalized on the bureaucratic attitude of the authorities: the hierarchical structure of organizations, unemployment, and its links with political parties had a significant bearing on student unrest. The academic programmes failed to gratify students' psychological needs at three levels, cognitive, conative, and affective and helped in fomenting student unrest.

Bose P.K. and Mukherjee, S.P. 1977,[183] reported that the wastage and stagnation in collegiate education was rather high. The main reasons for this evil were: (a) Lack of physical felicities (b) Dearth of competent teachers, and (c) Inadequate attention to higher education in national plan and policies. The problem was more acute in the case of big affiliating and federal universities.

Shejwal, B.R. 1980,[184] revealed that the students had problems in planning their time for study, developing good reading habits and taking examinations.

Goyal, M., 1981,[185] reported that the students viewed their university environment not very positively although they viewed their university environment slightly above average with respect the academic interest and enthusiasm, teacher scholarship and academic attitudes and work facilities and students discipline. There more than 20 per cent university students who perceived the university environment as a 'little' or 'not at all' as 'highly developed ' or does not give opportunity for co-curricular activities' as not 'flexible' or 'paying' and as 'men-making' or 'challenging'. Most of the students felt out of place while in the university, felt uncomfortable with other students of the university, had the feeling that their values were not similar to those of the faculty and were in disagreement with the administrative rules and regulations. They were dissatisfied with respect to breadth of interest, student scholarship, academic achievement and clarity of instruction.

Shah, A.B., karandikar, S., Kulkarni, V.M., Palsane, M.N. and Patankar S.A. 1981,[186] brought to light a highly significant fact that students and teachers, in general, lacked awareness of the problems and their detailed analysis as well as enthusiasm to seriously undertake their study.

Tripathi, S.L., 1981,[187] reported that in all 40 per cent of the boys faced college environmental problems, 50 per cent faced economic problems, and 40 per cent could not develop amicable relation with their classmates. The problems of 53 per cent of girls concerned spending leisure time; 47 per cent were about lack of educational environment in the college. About 53 per cent of the urban and 42 per cent of the rural students faced difficulties in their adjustment with the educational environment. Girls were comparatively more adjusted to the home area. Highly adjusted students secured better points on the intelligence test. Urban boys and girls were superior, in this respect, to residents of rural areas. Adjusted students had comparatively better socio-economic background.

Sharma, P., 1983,[188] highlighted that the non-participation rate in college-sponsored activities was as high as 75 to 85 per cent. Among the institutional variables a course of study exerted a minor influence in the leisure choices of college students. The year of study significantly influenced students' participation reaching its peak among the second year students as compared to the first and third year students.

Sindhi, H. C., 1984,[189] revealed that 37.70% of the students wanted changes in the existing syllabi as these did not help them to gain self-confidence, and any practical knowledge. Students' associations existed in 85% of the college, other type of societies or associations or clubs also existed in 87% of the colleges. Financial aid to selected students was given by all the colleges. Students had no say in the academic and financial matters of college administration.

Agrawal, M., 1985,[190] reported that stresses emanating from interaction with family and study environment were also important contributors to strains. The occurrence of day-to-day problems had higher pathogenic significance than even major life events. Stress scores were higher in the case of students living in hostels, hired rooms or lodges compared to those staying in their own homes.

Gogate. S.B. 1985,[191] yielded the following findings that due to vacations, examinations, elections, sports and such others activities, college students found it difficult to participate in social activities around the college regularly.

Kulkarni, D.S., 1985,[192] revealed that the respondents were of the opinion that the government should pay tuitions fees of economical backward students should establish a central laboratory for practical training to student admitted to institutes running on a no-grant basis and encourage postgraduate teaching in the region by providing grants for postgraduate education.

Manaral, J.B.S., 1985,[193] found out that there was a negative correlation between the level of intelligence and the tendency to create indiscipline. The various measures of creativity. i.e. fluency, flexibility and originality, correlated negatively with the tendency to create indiscipline. In general, the tendency for creating indiscipline and a positive relationship with extroversion for the sample as a whole. In the library situation introversion had a positive relationship with the tendency to create indiscipline. In the Kumaun University hostels introversion had a positive relationship with the tendency to create indiscipline.

Buam, Beryida Hedi-pati, 1989,[194] reported that the among the problems faced by the students were those connected with textbook, laboratory equipment, teaching aids, the type of questions set in examinations, and the increasing unemployment among educated youth.

Desai, H.D. 1989,[195] found out that the major reasons for student unrest were: lack of interest in studies, problems connected with admission, heavy syllabus, poor results and political interest. Along with these were other causes like teacher favoritism, improper teaching and lack of library facilities. Most of the Deans of Students opined that students had major role to play in combating student unrest and improving the institutional climate. For this it was also necessary to have more recreational facilities and students' welfare activities.

Malhotra, M.M.; Menon, P.N.; Bedi, S.P. and Tulsi, P.K. 1989,[196] reported that the students expressed dissatisfaction with the techniques used for assessment. According to them, the assessment lacked objectivity, copying in homework, assignments and class tests and no opportunity for improvement. Report-back of students' performance was

limited only to students. It was neither timely nor it provided information about their weaknesses and suggestions for improvement.

Pillai, S.S. and Srinivasan, R. 1990,[197] reported that nearly 52% of the students found it difficult to complete all the laboratory workshop exercise in time. Student felt that they were not so fluent either in oral written communication.

A-Habshneh, Zakaria Ayed. 1991,[198] reported that the majority of the Jordanian students had adjusted in the Indian social milieu. English as the medium of instruction, lack of books, politicised university campuses resulting in less number of classes being held, unsatisfactory condition of hostels, libraries and laboratories, and lack of proper machinery for redressal of student grievances caused problems.

Upadyaya, Rajeshwar. 1992,[199] showed that the students were of the view that they may be made co-partners in all the decisions of the universities, whether they were administrative, academic or financial. The teacher community expressed the view that there should be students' representation in different bodies of the university but they did not desire a drastic change in university administration. The teachers did not want students to be active members of various academic bodies. The administrative staffs were of the firm opinion that matters relating to decisions on appointments, promotions and other issues affecting the positions of members of the staff should not be the concern of students, though they may be given the opportunity to discuss general principles. In fact, students' participation could be considered in the field of student welfare, such as health services, cooperative messes, canteen and hostel accommodation, etc.

Gardiner, Lion F, 1994 (abroad),[200] stated that in many cases, however, research reveals little student involvement with the faculty, staff, or other students, a climate of limited intellectual stimulation, and one that tolerates widespread cheating and alcohol abuse. Studies frequently reveal campus environments where women and minority group members are regularly devalued and overtly discriminated against.

3.8.0 STUDIES RELATED TO PROBLEMS OF HIGHER EDUCATION

Bose, P.K., 1973,[201] found out that the problems of the university as detected were the increase in number of this institution, students and examines irrespective of the constant remaining resources at the disposal of the university, shortcomings in the

administrative arrangement, over consciousness among students and employees about their rights and privileges, paucity of funds, paucity of space, recurring deficits, problems related to opening of new departments and starting a new course, developing university press, maintenance and repair of buildings, starting hostels, providing students with satisfactory welfare services, holding examinations, maintaining adequate and able staff (teachers and administrative officers) financial position of some affiliated colleges, the demand for more teachers, and improvements in the library and laboratory facilities. Conclusively, student explosion and the extreme paucity of funds were the two main factors, which hindered the functioning of the university efficiently.

Nagar, R.S., 1975,[202] reported that the affiliation of educational institutions to the Gauhati University also presented problems. Again, the colleges were under the Jawaharlal Nehru University. The teacher education institutions were inadequate in number and pre-service and in-service education needed revamping.

Sinha, D.P., 1979,[203] reported that there was unnecessary paper work, delay of decisions, and a feeling of overwork in staff, and the vice-chancellor being overloaded with files. There was no specific delegation of authority to different lower levels. The attendance register of non-teaching staff working in administration was maintained centrally. The officers of the administration were not taking the terminal responsibility for disposing of cases concerning routine matters. The policy with regard to fresh recruitment and promotion from within had not been formulated, together with requisite educational qualification, the nature of years of experience, etc. There was no effort on the part of university to motivate the employee to work for the desired goal and to create a feeling of participation among them.

Singh, L.I., 1986,[204] reported that the overall problems, of higher education were not much different from those in other parts of the country. The general tendencies, like mushrooming of institutions, ballooning of student enrollment and ever increasing expenditure were seen. There were innumerable problems of higher education like unplanned growth of institutions, growth of educated unemployment, lack of infrastructure, imbalances arising in the course of expansion, improper budgeting system, inadequate supply of teachers and non availability of textbooks.

Subudhi, Bhagaban. 1990[205] stated that some of the factors that could affect the decline of a good institute included: (a) increasing number of students with low scholastic achievement taking admission;(b) declining interest and seriousness of students and staff; (c) increasing reservation of specific categories for admission; (d) political interference; (e) emergence of groups for and against management, (f) decreasing fund and decreasing generation of institution resources, etc.

Khanna, S.K, 1999[206] indicated that the Sikkimese students do come to other states for obtaining professional degrees because the facility in Sikkim is limited. The problem of Sikkim is very much an economic one. Supporting Sikkim economically will go a long way in balancing the Sikkimese pyche.

3.9.0 CONCLUSION

From the review of related literature highlighting the development of higher education, it could be concluded that there has been an increase in the number of institutions of higher education along with the enrolment of students and faculty members. Studies by Sinha, B.N. 1969, Awasthi, J.N., 1981, Jaganmohan, M., 1983, Thottam, Geroge, 1983, Ruby, Dkhar. 199, Pillai, G.S.; Dhanasekaran, S. 1991, Tripathi, R.S. 1992, and Chinnamma, P.1992 have revealed that there was no proper development of infrastructure. There was acute accommodation problem for both students and teachers as shown in studies by Misra, M., 1969, Khanna, K., 1980, Budhori, K.B., 1981 and Joseph, T.M., 1987. Most of the studies had mentioned lack of funds in higher education. The studies had also revealed several problems of higher education and also the problem of teachers and students in particular that retarted the progress of higher education.

A closer analysis of the studies under review seemed to lack of (a) value education, (b) guidance and counseling, (c) varied specialized course, (d) orientation of teachers of higher education on skills and methods of teaching, (e) good leadership for administration (f) funds for development and maintenance of higher education.

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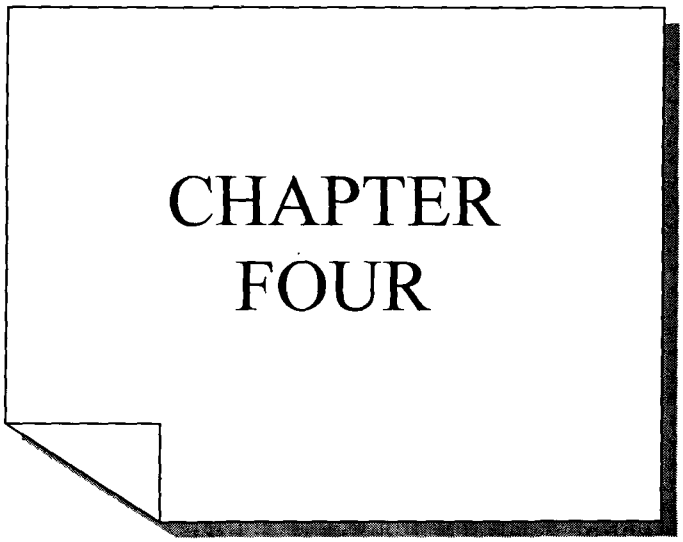
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CHAPTER
FOUR

CHAPTER IV
METHODOLOGY

4.0.0 INTRODUCTION

Research has proved to be an essential and a powerful tool in leading man towards progress. A sound and effective methodology is required for a good research which otherwise means progress and a good life.

In this chapter it is attempted a description of the methodology adopted in conducting the study including data sources, data collection devices, population and sample used and the method of analysis adopted.

4.1.0 METHODOLOGY

An attempt has been made to study Higher Education in the state of Sikkim. The methodology adopted in conducting the study was survey method.

4.1.1 POPULATION AND SAMPLE

The population in this study means all the principals, teachers, students, former student of colleges/institutes of higher education in Sikkim. These colleges/institutes includes all that government general colleges, private general college, law college, colleges of education, medical institute, engineering institute, institute of hotel management and pharmaceutical institute.

Such colleges/institute in the State fall under following categories according to management: (i) Government colleges/institutes (ii) private colleges/institutes receiving no grants from government.

Majority of the colleges/institutes in Sikkim are located in urban areas. The State is divided into four districts and the maximum colleges/institutes are located in East district, two colleges are located in South district and only one Sanskrit college is located in West district.

Table No. 37: Total colleges/institutes presently existing in Sikkim

Colleges/Institutes	Management	District
Sikkim Government College, Gangtok	Government	East
Sikkim Government College, Namchi	Government	South
Sikkim Government College, Rhenock	Government	East
Govt. Law College	Government	East
Institute of Hotel Management	Government	East
Sikkim Institute of Higher Nyingma Studies	Government	East
Research Institute of Tibetology	Government	East
Government Sanskrit Mahavidyalaya	Government	West
Loyola College of Education	Private	South
Damber Singh College	Private	East
Harka Maya College of Education	Private	East
Himalayan Pharmaceutical Institute	Private	East
Sikkim Manipal Institute of Technology	Private	East
Sikkim Manipal Institute of Medical Sciences	Private	East
Pakim Palatine College	Private	East
Sri Karma Nalanda Institute	Private	East

4.1.2 RATIONALE FOR SAMPLE SELECTION

Random sampling method was used to select principals, teachers, and students for the study. Investigator collected the list of colleges in Sikkim from the Statistical Bureau Office Gangtok and also the Human Resource Development Department, Gangtok. The total number of teachers and students were collected personally by investigator from the ten colleges/institutes of Sikkim. All the principal of ten colleges/institutes were selected and great care has been taken for equal representation of sample of teachers and students from these ten colleges.

4.1.3 ACTUAL SAMPLE

Ten colleges/institutes of higher education were chosen which provides general and professional education respectively. A sample of ten principals, 130 teachers, 800 students from ten different colleges/institutes were included in the study.

The investigator personally approached and distributed questionnaires to the principals of two government general colleges, private general college, a government law college, two colleges of education, an institute of hotel management, a pharmaceutical institute, a medical institute and an engineering institute.

Table No. 38. The sample of colleges/institutes

College	Type of colleges/institutes	No.	Courses Offered
Sikkim Government College Gangtok	Liberal College	1	BA, BSc, B.Com, BA tourism
Sikkim Government College Namchi	Liberal College	1	BA
Damber Singh College	Liberal College	1	BA
Sikkim Government Law College	Law	1	LLB, LLM
Loyola College of Education	Teacher Education	1	B.Ed
Harka Maya College of Education	Teacher Education	1	B.Ed
Himalayan Pharmacy Institute	Technical	1	B.Pharm, M.Pharm
Institute Of Hotel Management	Management	1	B.Sc (HM)
Sikkim Manipal Institute of Technology	Technical	1	B.Tech, BCA, BBA, M.Tech, M.Sc, MCA, MBA
Sikkim Manipal Institute of Medical Science	Medical	1	MBBS, BPT, BMLT, M.Sc. B.Sc (Nursing),

The investigator personally approached and distributed the questionnaire to the 45 teachers of three general colleges, 10 teachers of a law college, 9 teachers of two colleges of education, 05 teachers of institute of hotel management, 30 teachers of a medical institute and 41 teachers of a technical institutes of which 11 teachers were from Himalayan Pharmacy Institute and 30 teachers were from Sikkim Manipal Institute of Technology. All the questionnaires that were distributed could not be collected back so the actual sample size is shown in the table 39.

Table No. 39. The actual sample of Individual Teachers

Type of Colleges/Institutes	Sample	Percentage
General Colleges	42	46.66%
Law College	10	71.42%
Colleges of Teacher Education	09	56.25%
Institute of Hotel Management	05	62.5%
Sikkim Manipal Institute of Medical Science	29	24.16%
Sikkim Manipal Institute of Technology	25	29.41%
Himalayan Pharmaceutical Institute	10	41.66%

The investigator personally approached and distributed questionnaires to the 590 students of three general colleges, 20 students of a law college, 40 students of two colleges of education, 10 students of institute of hotel management, 80 students of a medical institute and 112 students of a technical institute of which 12 students were from Himalayan pharmacy institute and 100 were from Sikkim Manipal Institute of Technology. The entire questionnaires that were distributed to the students also could not be collected. Therefore the actual sample of students is also given in the table below.

Table No.40 The sample of individual students

Type of Colleges/Institutes	Sample	Percentage
General Colleges	553	15.09%
Law College	20	29.85%
Colleges of Teacher Education	40	20%
Institute of Hotel Management	10	25%
Sikkim Manipal Institute of Medical Science	75	20.38%
Sikkim Manipal Institute of Technology	90	20.88%
Himalayan Pharmaceutical Institute	12	20%

Questionnaire was given personally by the investigator to the respondents by visiting concerned colleges and institutes several times. Total of one thousand two questionnaires were distributed to the whole sample, of which nine hundred forty filled in

questionnaire were collected back. Accordingly, respondents were the 10(100%) principals, 130 (92.85%) teachers and 800 (93.89%) students.

Table No. 41: The number of responses received

Respondents	Total number of questionnaires given	Responded	Percentage
Principals	10	10	100%
Teachers	140	130	92.85%
Students	852	800	93.89%
Total	1002	940	93.81%

4.2.0 TOOLS

In the present study questionnaire for the principals, questionnaire for college teachers, questionnaire for college students and interview schedule for former (ex) students of representative colleges, and officials of Human Resource Development, Government of Sikkim were prepared in order to know the present status prevailing in the higher education and the problem of teachers and students of colleges/institutes.

4.2.1 DEVELOPMENT OF TOOLS: The investigator planned to collect information regarding various aspects of higher education in Sikkim at the institutional level from the principals, teachers, and students from a representative sample of colleges/institutes in the State. The method adopted for this purpose was the questionnaire approach and interview approach. In the present study questionnaire for the principals, questionnaire for college teachers, questionnaire for college students and interview schedule for former (ex) students of representative colleges/institutes and officials of Human Resource Development Department, Government of Sikkim had to be prepared in order to know the present status prevailing in the higher education and the problem of teachers and students of colleges/institutes.

The special reasons for selection of questionnaire as the chief tool for data collection are given below:

i) The investigator had to collect vast information from all the principals of government, private colleges/institutes conducting both general and professional courses in the state. Since the head of institutions have busy schedule so questionnaire was the best tool to collect information from them by giving certain time to fill the questionnaire.

ii) Questionnaire can be easily mailed, self administered and stamped self addressed envelop improve returns. By using questionnaire one can record factual data, opinion and judgment data which the respondents personally possess. Well formulated questions seeking information not available from records or any other sources, may be obtained though this method. It is flexible and easy to plan and quick to administer.

iii) Respondents that were the principals, teachers, students who can easily comprehend the questions and write answers. Therefore using the questionnaire would not pose any problems with respondents.

iv) The investigator in the forwarding letter along with the questionnaire can explain in detail about the purpose of study for obtaining factual data from the respondents.

The special reasons for selection for interview as the supplementary tool for data collection were the following:

The interview schedule was made to take interview from former students of colleges/institutes under study and officials of Human Resource Development Department. Interview method was chosen as one of the tool as investigator wanted to gather greater depth of information relating to higher education in Sikkim by using the regional languages whenever needed for communication. It is used to develop good rapport with the interviewee and interviewer and to prevent misinterpretation of questions and answers obtained. There is greater flexibility as there is opportunity to restructure questions to collect more information. Since the sample included former students and officials of Human Resource Development Department who all are mostly matured and employees, investigator chose interview as they are busy and they are more willing to talk than write. Certain confidential information can be obtained when the interviewer establishes friendly and secure relation with the subject that they might be reluctant to put in writing.

4.2.2.1 QUESTIONNAIRE FOR THE PRINCIPAL (QUESTIONNAIRE I)

The components and dimensions of questionnaire was selected based on the reading of relevant literature such as the International Encyclopedia of Education, five volumes of survey of educational research, text and reference books, educational journals such as University News of Association of Indian Universities, New Frontiers of Education, All India Association of Educational Research.

The questionnaire for the principal included the following headings:

1. General Information
2. Infrastructure
3. Finance
4. Administration
5. Academic

After the preliminary questionnaire was framed, the same was submitted to the supervisor for suggestions and correction in order to make it suit the purpose of study. The supervisor suggested modifications and corrections in order to make it suit the purpose of study. All the items were re written considering the suggestions, corrections and opinions given by supervisor. After all the corrections, the final questionnaire was made after subjecting original draft questionnaire to scrutiny of senior professor who is familiar with the subject of research.

Try-out

To determine the suitability of the tool, the Questionnaire were first tried out and administered to the principals of three colleges were selected from Gangtok, east Sikkim and one college from Namchi, south Sikkim. There were eighty six questions grouped under the five categories. After trying out the questionnaire on the sample of principals, as outlined above, some of the original questions were modified and three new ones are added in the final questionnaire. The responses to questionnaire had to be given in their own words in twenty six items of open ended questions and the rest fifty nine items were closed ended with either yes/no form or multiple choice question format.

4.2.2.2QUESTIONNAIRE FOR THE TEACHERS OF COLLEGES/INSTITUTES (QUESTIONNAIRE- II)

The questionnaire was framed in such a way as to trace out information that can be obtained from a representative sample of teachers of different colleges/institutes regarding their working conditions, types of financial, academic problems and opinions on the infrastructure, various aspects of academic and administrative nature affecting Higher Education in Sikkim together with their suggestions. The initial draft of questionnaire was submitted to the supervisor for improvement and suggestions. Considering the suggestions, corrections and opinion given by supervisor the questionnaire was re written. There were sixty five questions in the original form and they were grouped into six categories. Before finalizing the questionnaire the same was subjected to scrutiny by the senior teacher of the department of Education, North Eastern Hill University and then tried out on ten teachers from three colleges in Gangtok and five teachers from one college in Namchi. Two questions concerning the revised curriculum were dropped as some of the colleges were recently established and the question related to interpersonal relation in colleges was dropped as it served irrelevant.

The grouping of items comprising the sixty three questions in the final form of questionnaire was done as follows:

1. General Information
2. Infrastructure
3. Finance
4. Administration
5. Academic
6. Miscellaneous

4.2.2.3 QUESTIONNAIRE FOR THE STUDENTS OF COLLEGES/INSTITUTES (QUESTIONNAIRE- III)

The questionnaire was framed in such a way as to trace out the information that can be obtained from a representative sample of students of different colleges/institutes under study regarding their type of colleges/institutes, types of financial, academic

problems and opinions on the infrastructure, pertaining to colleges/institutes where they were studying. There were fifty five questions in the original form and they were grouped into five categories. Before finalizing the questionnaire the same was subjected to scrutiny by a senior teacher of department and then tried out on twelve students from three colleges in Gangtok and five students from one college in Namchi.

The grouping of items comprising the fifty five questions in the final form of the questionnaire was done as follows:

1. General Information.
2. Infrastructure
3. Finance
4. Academic
5. Miscellaneous

4.2.2.4 INTERVIEW SCHEDULE FOR THE FORMER PASSED STUDENTS OF THE COLLEGES/INSTITUTES OF HIGHER EDUCATION.

The interview schedule was framed to find out the opinions and information relating to administration, infrastructure, finance and academic aspects of colleges/institutes where they had studied their degree courses after passing class XII.

There were fifty questions in the original form of structured interview schedule and they were grouped into four categories. Before finalizing the interview schedule the same was subjected to scrutiny by the judges and then tried out on five students from three colleges of Gangtok and three students from one college of Namchi.

The grouping of items comprising the twenty eight questions in the final form of the interview schedule was done as follows:

1. Administration
2. Infrastructure
3. Finance
4. Academic

4.2.2.5 INTERVIEW SCHEDULE FOR THE OFFICIALS OF SECRETARIATE OF HUMAN RESOURCE DEVELOPMENT DEPARTMENT, GOVERNMENT OF SIKKIM.

The interview schedule was framed to find out opinion and information relating to administration, finance and academic aspects of higher education in the state of Sikkim. There were twenty seven questions in the original form of structured interview schedule and they were grouped into three categories. Before finalizing the interview schedule the same was subjected for scrutiny and then discussed with three officials from secretariat of Human Resource Development, Government of Sikkim.

The grouping of items comprising the twenty five questions in the final form of the interview schedule was done as follows:

1. Administration
2. Finance
3. Academic

4.3.0 PROCEDURE FOR DATA COLLECTION

4.3.1 Administering the questionnaires

The entire questionnaire for principals, teachers and students were distributed personally by investigator. At first a list of all the colleges and institutes of higher education in the state were prepared, later out of which ten colleges/institutes of higher education were selected. Investigator prepared the list of total number of faculty and total number of students in the ten colleges/institutes. The percentage of selected sample from the population varies from college to college due to difference in the type of institute, management and the courses offered. Then the investigators personally visited each college/institute and sought permission from the head of college/institute to administer questionnaires to teachers and students respectively. A liberal amount of time was provided for them to complete the questionnaire by the respondents. The investigator had to remind respondents especially the principals and teachers of colleges/institutes number of times about the questionnaire. Even when the date convenient to the respondents was given after consulting with them but when investigator went to collect, very few had finished answering. Number of times investigator had to wait long hours to collect just

one questionnaire. The investigator had to re distribute questionnaire to one principal and number of teachers of some colleges/institutes at Gangtok. Only few respondents returned the questionnaire promptly and the entire questionnaire were collected through personnel visit six to eight times in different colleges/institutes. Later on they were thanked for their time and cooperation.

4.3.2 Administering the Interview Schedule

Interview schedule was also prepared to ascertain facts which are not covered by the questionnaire. Investigator collected names of the former passed out students form the ten colleges/institutes under study and selected total fifty former students. Investigator went to different offices like Information and Public Relation Department, Human Resource Development Department, Animal Husbandry, Live Stock, Fisheries and Veterinary Services Department, District Centre of English, colleges like Sikkim Government College Namchi, Loyola College of Education; schools like Kendriya Vidyalaya Gangtok, Tashi Namgyal Higher Secondary School Gangtok, Government Senior Secondary School Namchi, Government Secondary School Damthang; hotels like Mt Jupino, Tibet Café, and Sikkim Tashi Namgyal Medical Hospital Gangtok, even private PCOs and shops to interview the former passed out students of the selected ten colleges/institutes.

Investigator also first prepared a list of officials of secretariat level of Human Resource Development Department to be interviewed for the study. The two officials like Secretary who is the head of Human Resource Development Department and Special Secretary agreed to be interviewed on the spot and for four other officials the investigator fixed the date for interview. Investigator personally went to interview the officials with the structured interview schedule. While administering the interview schedule the following points were kept in mind:-

- The interviewer was made comfortable and free during the interview session so that they feel free to express.
- The interviewer was helped for recalling the actual things that happened by prompting them with ideas and points wherever necessary.

4.3.3 Sources of data

Both primary and secondary sources were used in the collection of pertinent information regarding higher education in Sikkim.

All the available primary sources such as letters of correspondence in the office of the Secretariat, notification and bill passed in the cabinet of the state government, unpublished statistical data from the Human Resource Development Department, library of Sikkim Legislative Assembly, gazette from Home Department Government of Sikkim and other official records maintained in the archives. The secondary sources were the text and reference books, journals, encyclopedias, survey of research in education and periodical publications on the subject. Information has been collected from the Statistical and Information and Public Relation office, Government of Sikkim.

Data were collected from a sample of college principals, college teachers and students who gave answer to the questionnaire supplied to them. The present officials of Human Resource Development Department and former students of different colleges/institutes were also interviewed for collection of required data.

The secondary sources include various books on education, magazines, journals, research report from Survey of educational research Volume I-V, book reviews etc. They were consulted for the present study from private collection, libraries like library of North Eastern Hill University, State Central Library Meghalaya, State Central Library Gangtok, District Library of Namchi, Sikkim Legislative and Parliamentary Affair Department library Gangtok, North Eastern Council Library Shillong, library of Indian Council of Social Science Research Shillong, library of Manipur University and Jawaharlal Nehru University Delhi etc. Investigator also visited Home Department, Government of Sikkim and collected information from gazette of Sikkim from 1974- 2004. Census records were obtained from the Directorate of Statistics, Monitoring and Evaluation, Government of Sikkim, data about finance were collected from Finance, Revenue and Expenditure Department, Government of Sikkim, educational statistical records were collected from Planning Section of Human Resource Development Department, publications, statistical files and examination results were obtained from colleges/institutes in the state.

The method of data collection was a time consuming process. It took about six months to get a representative sample of responses from the principals, teachers and students.

4.4.0 DELIMITATION OF THE STUDY

The study is limited to the colleges both government and private and which offer general and professional courses in Sikkim.

4.5.0 LIMITATION OF THE STUDY

Some of the limitations of the study are as follows:

1. One hundred forty Questionnaires which were given to the teachers of the different colleges and only one hundred thirty questionnaires were returned. Eight hundred and sixty two questionnaires which are given to the students of the different colleges and only eight hundred questionnaires were returned.
2. Only little statistical official records related to the development of Higher Education in Sikkim were available. Therefore the investigator had to meet the retired principals and retired officials of Human Resource Development Department for information.
3. Since most of the colleges in Sikkim were private, they didn't want to share their statistical and other information with other.

4.6.0 METHOD OF ANALYSIS

This study attempted to identify development in the field of higher education including both general and professional courses and also attempted to trace out various problems affecting higher education in Sikkim. Information was collected from the representative samples of principals, teachers, students, and former students of ten colleges and institutes under study and the officials of Human Resource Development Department.

The responses from principals, teachers, students and former students had been analyzed in terms of percentage under the different broad meaningful heads in the following chapters. What ever generalizations have been made, are based on the percentage of respondents giving particular responses to questions included in the questionnaire meant for the principals, teachers, students and responses given in the

interview by former students of selected colleges/institutes and officials of the Human Resource Development Department, Government of Sikkim.

The data collected through questionnaire and interview schedule has been analyzed and presented in the next chapter, percentage was used as a statistical technique for analyzing the data.

4.7.0 Chapterization

Chapter I

The first chapter dealt with the introduction to the Higher Education, objectives of Higher Education, profile of Sikkim, the people of the state, overview of the history of Sikkim, literacy rate in the State, department of education (Human Resource Development Department), Administrative Structure of Education in the State, need and significance of the study, statement of problem, definition of the term, objectives of the study, scope of the study, delimitation of the study and limitation of the study.

Chapter II

Chapter two dealt with the progress of Higher Education since the time Sikkim became a part of Indian Union. It included higher education in post independence, higher education commission and committees, structure of education ministry, agencies involved in higher education, tenth plan related to higher education, open and distance education, degree structure, system of governance, development of education in Sikkim, teachers' training, development of higher education in Sikkim. It also included discussion about all the higher education colleges/institutes in the State.

Chapter III

Chapter three dealt with the related literature relevant to the present study, conducted by various researchers in the country and abroad.

Chapter IV

Chapter four dealt mainly with the methodology and procedure adopted in tackling the problem under study. It included sources of data, development of tools, population, sample, procedure for data collection and limitation of the study.

Chapter V

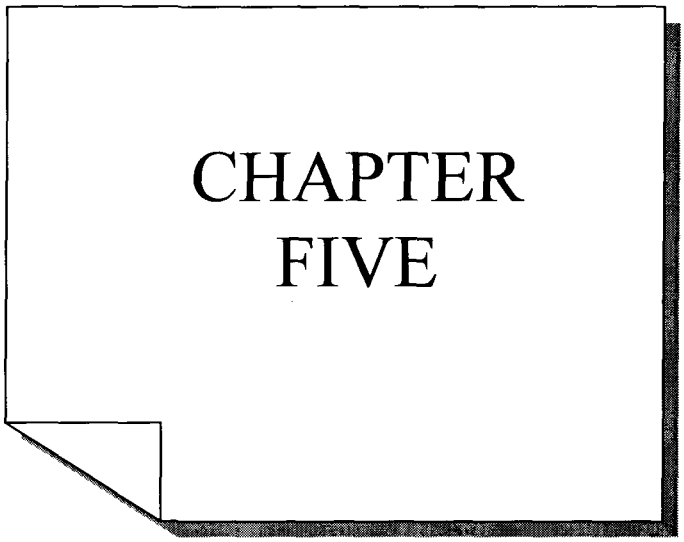
The fifth chapter presented analysis and interpretation of the data based on objective of the study, which was collected through various questionnaire and interview schedule. Percentage was used as a statistical technique for analyzing the data.

Chapter VI

Chapter six has highlighted the findings of the study and suggestions for further improvement of Higher Education in the State and also suggestions for further research.

Chapter VII

Chapter seven provided summary of all the facts and major findings of the study in the preceding chapters.


CHAPTER
FIVE

CHAPTER V

ANALYSIS AND INTERPRETATION OF DATA

5.0.0 INTRODUCTION

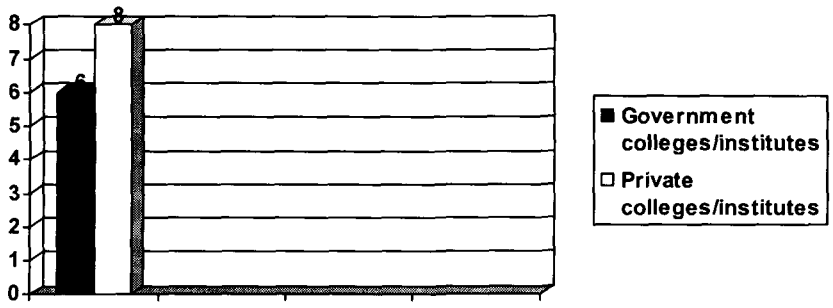
This chapter deals with the analysis and interpretation of data. Responses to the Questionnaire were analysed and their findings are presented in this chapter. Percentage was used as a statistical technique for analyzing the data.

5.1.0 Analysis regarding Historical Development of Higher Education in Sikkim, such as general and professional.

The higher education constitutes the topmost stage of formal education. The present study has been undertaken to study the higher education in the State of Sikkim and also to identify the major problems faced by teachers and students of the higher learning institution of Sikkim. Sikkim has had a chequered history encompassing a long period as a British protectorate, then a period of Indian protectorate that culminated in its annexation as the 22nd State of the Republic of India in 1975. So also the history of education is peculiar.

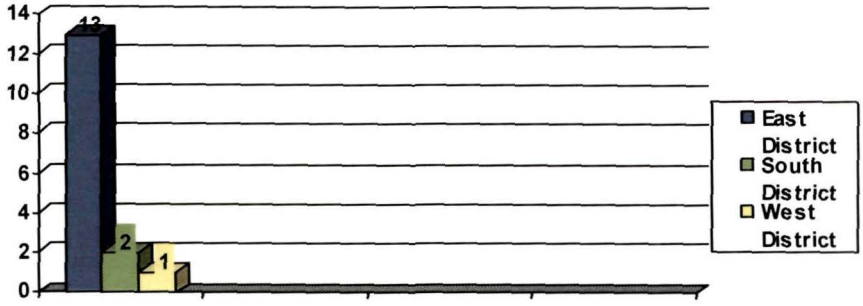
In 1975-76 there were only three colleges of which one was general college, other two were Sikkim Institute of Higher Nyingma Studies and Research Institute of Tibetology. As the democracy set in, the higher education increased its pace slowly. After ten years in 1985-86, the higher education colleges/institutes doubled. In1995-96, the colleges/institutes increased four times than in 1975-76. In 2004-05, the State has total siteen number of colleges/institutes.

Graph 21: Colleges/institutes according to management



The study revealed that out of the sixteen colleges/institutes in the State eight colleges/institutes were managed by Government whereas eight colleges/institutes are privately managed. The professional colleges/institutes were more of privately managed and only two were managed by government.

Graph 22: Colleges/institutes according to location



It is also noticed that majority 81.25 percent colleges/institutes were located in East distrcit of the State, 12.5 percent were located in South district and only 6.25 percent on the West district of the State. There was no institute of Higher Education in the North district of the State perhaps the district is least populated and the students can easily accommodate in the colleges/institutes of the east district. According to Census 2001, the total population in Sikkim was 5,40,851 of which 41030 was from North District.

Table No. 42: Annual growth rate of colleges/institutes (2000-2001 to 2004-2005)

Year	No. of Colleges/institutes	Annual Growth Rate
2001-2002	13	0
2002-2003	14	7.69
2003-2004	15	7.14
2004-2005	16	6.66

With regard to the number of colleges/institutes, above table indicated that in 2004- 2005 there were sixteen colleges/institutes. There was no growth rate of colleges/institutes during the period 2000-2002. From 2002-2005 the annual growth rate of colleges/institutes has remained very less that is below 8. Hence for the proper

development of Higher education in the State, it is necessary to have adequate number of colleges/institutes in all the districts of the State.

Table No. 43: Annual growth rate of students' enrolment (1975-76 to 2004-05)

Year	No. of enrolment	Annual Growth Rate
2001-2002	4182	59.00
2002-2003	4244	14.82
2003-2004	4628	90.48
2004-2005	5194	122.29

Referring to the annual growth rate of students' enrolment, above table revealed that the total number of students enrolled in the different colleges/institutes in 2000-2001 was 3989 and it increased to 4182 in 2001-2002. The annual growth rate of students was 59. The annual growth rate ofenrolment of students was 14.82, 90.48 and 122.29 in the year 2002-2003, 2003-2004 and 2004-2005 respectively. This indicates there has been rise in growth rate of enrolment of students in the higher education of the State.

Presently colleges of state follow 10+2+3 pattern of structure of education. The hotel management also followed 10+2+3 pattern. Other professional education had 10+2+4 system: ten years of schooling, two years of higher secondary education and four years of under- graduate education like law, engineering, physiotherapy and pharmacy. The medical education required five years of undergraduate course after the twelve years of schooling. The entry into teacher education required minimum qualification as graduate pass to any other higher course.

The existing colleges/institutes in the State are given below:

5.1.1 RESEARCH INSTITUTE OF TIBETOLOGY

The Research Institute of Tibetology, Gangtok Sikkim, was conceived by His Highness Sir Tashi Namgyal the then Chogyal (ruler) as a library and Cultural Institute for Buddhist Studies, His Holiness the XIVth Dalai Lama laid foundation stone of the institute on the 10th February, 1957 and the Late Pandit Jawaharlal Nehru, Prime Minister of India inaugurated it on the 1st October, 1958. The Institute as a Centre of excellence

for Bhuddist studies attracted many indigenous and foreign scholars, casual visitors and tourists.

5.1.2 SIKKIM INSTITUTE OF HIGHER NYINGMA STUDIES

In 1964, Sikkim Institute of Higher Nyingma Studies, for higher education in Buddhism was the first institution of higher learning in Sikkim, it was also named Sheda. It was established by the then Chogyal (king) of Sikkim Sir Palden Thodup Namgyal in association with His Highness Dujom Rimpoche and His Highness Thuljik Rimpoche and other wise people of the society. In 1983, this college was affiliated to Sampurnand University, Varanasi Sanskrit Viswavidalaya and permanent affiliation was granted to the same university in 1995. In 2000 the college was recognized by UGC.

5.1.3 SIR THUDOP NAMGYAL COLLEGE

In 1972 Sir Thudop Namgyal College, the first general college was established in Sikkim. The college was affiliated to North Bengal University. After Sikkim became a part of Indian Union, the Sir Thudop Namgyal College evening college was converted into regular general college in 1977 by the new government of Sikkim.

5.1.4 SIKKIM GOVERNMENT COLLEGE, GANGTOK

The Sikkim Government College, Gangtok and it was re established on 5th September 1977 and it was affiliated to North Bengal University in the year 1979.

5.1.5 SIKKIM GOVERNMENT LAW COLLEGE

In 24th September 1980 the Government Law College was established by the State government. In the same year, college was recognized by the Bar Council of India (BCI). It was affiliated to North Bengal University in the year on 13th December 1993.

5.1.6 KARMA SRI NALANDA INSTITUTE FOR HIGHER BUDDHIST STUDIES

The institute was founded by the glorious Sixteenth Karmapa, Rangjung Rikpe Dorje on November 1981. The institute was recognized by the Sikkim Government as the institute of higher learning in Buddhist on 28th February 1984. Sampurnanand Sanskrit Viswavidyalaya, Varanasi gave affiliation to the institute on April 1987 and permanent affiliation by same university was given in 1998.

5.1.7 INSTITUTE OF HOTEL MANAGEMENT CATERING TECHNOLOGY AND APPLIED NUTRITION, GANGTOK

In the year 1990, the Institute of Hotel Management, Gangtok, Sikkim was established. It was jointly sponsored by Ministry of Tourism, Government of India and Government of Sikkim. This institute was recognized by National Council for Hotel Management and Catering Technology, Ministry of Tourism, Government of India. New Delhi and affiliated to the Indira Gandhi Open University (IGNOU) to offer degree, diploma and certificate programmes in various disciplines of Hospitality Management.

5.1.8 HIMALAYAN PHARMACEUTICAL INSTITUTE

In the year 1990 the Himalayan Pharmaceutical Institution was established by the Rhenock Educational Society which was a registered society. The institute was affiliated to North Bengal University in 2002 and All India Council of Technical education (AICTE) had approved the college.

5.1.9 LOYOLA COLLEGE OF EDUCATION

In 1994 Loyola College of Education a Catholic, private unaided institute situated at Namchi, the south district of Sikkim was established. In the same year the college was affiliated to the University of North Bengal.

5.1.10 DAMBER SINGH COLLEGE

In 1994 Damber Singh College, a self financing college was established by the Rhenock Educational Society which was a registered society. Vide order No. 1326/R-94 (3) dated: December 1, 1994 the college was affiliated to North Bengal University.

5.1.11 SIKKIM GOVERNMENT COLLEGE, NAMCHI

18th August 1995 the Sikkim Government College Namchi was established by State Government. The college was affiliated to the University of North Bengal.

5.1.12 SIKKIM MANIPAL INSTITUTE OF TECHNOLOGY

Sikkim Manipal Institute of Technology was a constituent college of Sikkim Manipal University. It was established in 1997 and in the same year the institution was recognized by UGC. Initially it was functioning from Tadong (Central Referal Hospital). It shifted to Majitar in 2000 and reminder was shifted in Jan'2001. It was recognized by All India Council of Technical Education.

5.1.13 GOVERNMENT SANSKRIT MAHAVIDYALAYA GYALZING

28th August 1997 Governement Sanskrit Mahavidyalaya was established by the state government. The college was affiliated to Sampurnanda Sanskrit University, Varanasi on 13th November 2002 vide order No. G.4882/02.

5.1.14 ADVANCED TECHNICAL TRAINING CENTRE AND CENTRE FOR COMPUTERS AND COMMUNICATION TECHNOLOGY

The Advanced Technical Training Centre and Centre for Computers and Communication Technology was established by State government on August 1999. These two polytechnics are being setup under the World Bank assistance "Third Technician Project" of the Government of India. The establishment of two polytechnics is designed to address the need for employable skills to be imbibed among the youth of the State. The courses offered have been approved by the All India Council for Technical Education (AICTE).

5.1.15 SIKKIM MANIPAL INSTITUTE OF MEDICAL SCIENCE

Sikkim Manipal Institute of Medical Science was a constituent college of Sikkim Manipal University. It was established in 2001. It is recognized by Medical Council of India and the Government of India.

5.1.16 HARKA MAYA COLLEGE OF EDUCATION

In 2003, Harka Maya College of Education was established in 2003 by the Rhenock Educational Society. The college was affiliated to the University of North Bengal.

5.1.17 PAKIM PALATINE COLLEGE

Pakim Palatine College was established by the Pakim Palatine Educational Society in 2004. The college is affiliated to North Bengal University.

5.1.18 SIKKIM GOVERNMENT COLLEGE, NAMCHI

Sikkim Government College Rhenock was established in 2005 and it is affiliated to University of North Bengal on 1st September 2005.

5. 2.0 Analysis regarding the status of the following in Higher Education

The Questionnaire designed for the principal of different colleges/institutes regarding the status of Infrastructure, Finance, Administration, and Academic in Higher Education were grouped under the following different headings; (a) General Information (b) Administration (c) Infrastructure (d) Finance (e) Academic.

5.2.1 General Information: This section includes various subheadings such as (i) Establishment of College/institutes (ii) Affiliation of colleges/institutes (iii) Recognition by UGC (iv) Recognition by State Government (v) Recognition by Council (vi) Assessment (vii) Courses offered (viii) Programme of classes (ix) Recruitment of teacher (x) Qualification of teachers (xi) Teaching experience (xii) Admission of students (xiii) Reservation/quota for students.

5.2.1.1 Establishment of colleges/institutes

Table No.44: Year of establishment of colleges/institutes in the State

TYPE	NAME OF THE COLLEGES	MANAGEMENT	YEAR OF ESTABLISHMENT
GENERAL	Sikkim Government College, Gangtok	Government	1977
	Namchi Government College	Government	1995 August
	Damber Singh College	Private	1994
LAW	Sikkim Government Law College	Government	1980
HOTEL MANAGEMENT	Institute of Hotel Management.	Government	1990
COLLEGE OF EDUCATION	Loyola College of Education	Private	1990
	Harka Maya College of Education	Private	2003 June
TECHNICAL	Sikkim Manipal Institute of Technology	Private	1997
	Himalayan Pharmaceutical Institute	Private	1993
MEDICAL	Sikkim Manipal Institute of Medical Science	Private	2001 September

The above table shows that the rate of growth of colleges/institutes is slow. From 1977- 1980, only two colleges were established they were Sikkim Government College, Gangtok and Sikkim Government Law College. After a long gap of ten year from 1990 the rate of growth of colleges picked up pace. From 1990- 1995, three colleges and two institutes were established and from 1996-2003, one college and two institutes were established. Loyola College of Education and Institute of Hotel Management were established in the year 1990, Himalayan Pharmaceutical Institute was established in the

year 1993, Damber Singh College was established in the year 1994, and Sikkim Government College Namchi was established in August 1995. From 1996-2003, one college and two institutes were established they are Sikkim Manipal Institute of Technology in 1997, Sikkim Manipal Institute of Medical Science in September 2001 and Harka Maya College of Education in June 2003.

5.2.1.2 Affiliation of the Colleges/ institutes

The universities are of various kinds: with a single faculty, or multi-faculties; teaching or affiliating, or teaching-cum-affiliating, single campus or multi-campus.Most of the universities in India are "affiliating universities", which prescribe to affiliated colleges the courses of study, hold examinations and award degrees, while undergraduate and, to some extent, postgraduate instruction is imparted by the colleges affiliated to them.

Table No. 45: Affiliation of the Colleges/ institutes

Type	Name of the Colleges	Manage Ment	Affiliated to University	Ye ar
General	Sikkim Government College, Gangtok	Govt.	North Bengal University	19 78
	Namchi Government College	Govt.	North Bengal University	19 95
	Damber Singh College	Private	North Bengal University	19 94
Law	Sikkim Government Law College	Govt.	North Bengal University	19 93
Hotel Management	Institute of Hotel Management.	Govt.	IGNOU	20 00
College Of Education	Loyola College of Education	Private	North Bengal University	19 94
	Harka Maya College of Education	Private	North Bengal University	20 03
Technical	Sikkim Manipal Institute of Technology	Private	Sikkim Manipal University	19 97

	Himalayan Pharmacy Institute	Private	North Bengal University	1997
Medical	Sikkim Manipal Institute of Medical Science	Private	Sikkim Manipal University	2001

It was shown in the above table that the general colleges; government and private, colleges of education, law college and pharmaceutical institute were affiliated to North Bengal University. Sikkim Manipal Institute of Technology and Sikkim Manipal Institute of Medical Science were the two constituent colleges of Sikkim Manipal University. However only Hotel Management Institute which offered B.Sc in Hotel Management and Administration was affiliated to Indira Gandhi National Open University, New Delhi.

5.2.1.3 Recognition by UGC

Information related to colleges/ institutes recognized by UGC and the year of recognition

Table No.46: Showing the colleges/institutes recognized by UGC

Type	Name Of The Colleges	Management	Recognized by UGC	Year
General	Sikkim Government College, Gangtok	Government	Yes	1978
	Namchi Government College	Government	No	-
	Damber Singh College	Private	No	-
College of Education	Loyola College of Education	Private	Applied for	-
	Harka Maya College of Education	Private	No	-
Law	Sikkim Government Law College	Government	Yes	1994
Technical	Sikkim Manipal Institute of Technology	Private	Yes,	1997
	Himalayan Pharmacy Institute	Private	No	-
Medical	Sikkim Manipal Institute of Medical Science	Private	Yes	-
Hotel Management	Institute of Hotel Management	Government	No	-

Out of ten colleges/institutes under study only Sikkim Government College, Gangtok and Sikkim Government Law College, Sikkim Manipal Institute of Technology and Sikkim Manipal Institute of Medical Science were recognized by UGC. The remaining colleges/institutes were in the process of being recognized by UGC.

5.2.1.4 Recognition by the State Government

The study revealed that all the general colleges, professional colleges and institutes under study were recognized by the State government of Sikkim.

5.2.1.5 Recognition by Council

Table No.47: The Higher Authorities which assessed the colleges/ institutes

Higher Authorities which assessed the colleges/ institutes	Type of Colleges/ institutes						
	General		Law	Hotel Management	Colleges of Education	Medical	Technical
	Govt	Pvt	Govt	Govt	Private	Private	Private
NAB	-	-	-	-	-	-	-
AICTE	-	-	-	-	-	-	100%
MCI	-	-	-	-	-	100%	-
NCTE	-	-	-	-	50%	-	-
BCI	-	-	100%	-	-	-	-
NCHMCT	-	-	-	100%	-	-	-
PCI	-	-	-	-	-	-	50%

It was found out that technical institutes such as Sikkim Manipal Institute of Technology and Himalayan Pharmaceutical Institute are recognized by All India Council of Technical Education (AICTE) whereas Himalayan Pharmaceutical Institute was also recognized by Pharmacy Council of India, Harka Maya College of Education was recognized by National Council of Teacher Education (NCTE) whereas Loyola College of Education had applied for recognition from NCTE. Sikkim Government Law College and institute of hotel management were recognized by Bar Council of India (BCI) and National Council for Hotel Management and Catering Technology (NCHMCT) respectively. However government general colleges and private general college were not recognized by any higher authorities mentioned above.

5.2.1.6 Assessment

All the ten colleges/ institutes under study were yet to be assessed by National Accreditation and Assessment Council (NAAC) and National Assessment Board (NAB).

5.2.1.7 Courses Offered

Table no.48: Courses provided in the college / institutes

Type	Name of the Colleges	Management	Courses
General	Sikkim Government College, Gangtok	Government	BA BSc BCom BA (TM)
	Namchi Government College	Government	BA
	Damber Singh College	Private	BA
College Of Education	Loyola College of Education	Private	B.Ed
	Harka Maya College of Education	Private	B.Ed
Law	Sikkim Government Law College	Government	LLB, LLM
Technical	Sikkim Manipal Institute of Technology	Private	B.Tech, BCA, BBA, M.Tech, M.Sc MCA, MBA
	Himalayan Pharmacy Institute	Private	D. Pharm, B.Pharm
Medical	Sikkim Manipal Institute of Medical Science	Private	MBBS, BPT, BMLT B.Sc (Nursing), M. Sc
Hotel Management	Institute of Hotel Management.	Government	D. HM, B.Sc HM

The study revealed that majority of colleges offered Bachelor degrees in different disciplines. The government general colleges offered BA, BSc, BCom, and BA (Tourism Management). The private general college and colleges of education offered BA and B.Ed course respectively. However the general colleges still did not offer master degree in any stream. Beside bachelor degree the law college provided LLM, the Sikkim Manipal Institute of Medical Science offered M.Sc in medical science such as Anatomy, Physiology, Biochemistry and Micro biology. The Sikkim Manipal Institute of Technology offered B. Tech in computer engineering, electronics and communication,

Electrical & Electronics, Information Technology, Mechanical Engineering, Bachelor in Computer Applications (BCA), MCA, M.Tech in Power Electronics, Information Technology, Communication, M.Sc in electronics, MBA and M Phil in mathematics, physics, chemistry.

5.2.1.8 Programme of classes

All the colleges/institutes under study provided the full time day classes whereas both government and private general colleges provided morning class. The one general college also provided evening class.

Sikkim government colleges carried out three shifts such as morning, day and evening programme of class. Namchi Government College carried out morning and day shift. Damber Singh College carried out only morning shift. The reason for these shifts was due to large enrolment in these general colleges. Full day classes were run by rest of the colleges/institutes under study.

5.2.1.9 Recruitment of teachers

Table No. 49: Recruitment of Teachers in the college/institutes

Way teachers were recruited in colleges/institutes	Type of colleges/ institutes						
	General		Law	Hotel Management	Colleges of Education	Medical	Technical
	Govt	Pvt	Govt	Govt	Private	Private	Private
Selection Committee constituted by VC of University	-	-	-	-	-	82.76 %	100%
Managing committee constituted by management	-	100%	-	-	100%	-	-
Sikkim Public Service Commission	100%	-	80%	-	-	-	-
Board of Governor	-	-	-	100%	-	-	-
Transferred/deputation			20%			17.24 %	

a. Sikkim Public Service Commission conducted State Level Eligibility Test and proficiency test for the selection of teachers of government general college and

government law college and the candidates should also fulfill UGC norm (55 percent in master's degree and NET/SLET qualified). 20 percent teachers of Law College were on deputation from other departments of government of Sikkim

b. The aspiring teacher candidates having fulfilled UGC norm (55 percent in master's degree and NET/SLET qualified) were recruited in colleges of education and technical institute that is Himalayan Pharmaceutical Institute.
c. Board of Governor of Institute of Hotel Management recruited teachers though the institute was managed by State Government.
d. Selection Committee constituted by Vice – chancellor of University recruited the teachers of Sikkim Manipal Institute of Technology and Sikkim Manipal Institute of Medical Science. 17.24 percent teachers of Medical College were transferred from (MAHE) Manipal Institutes of Higher Education of other places like Karnataka and Nepal.
e. Teachers in private general college and colleges of education were recruited by Managing committee constituted by management.

The study also revealed that teachers in higher education were recruited as per the UGC norms in 70 percent colleges / institutes whereas only 30 percent of colleges /institutes recruited teachers on the basis of interview.

5.2.1.10 Qualification of Teachers

Table No.50: Total number of teacher in the colleges / institutes according to qualification

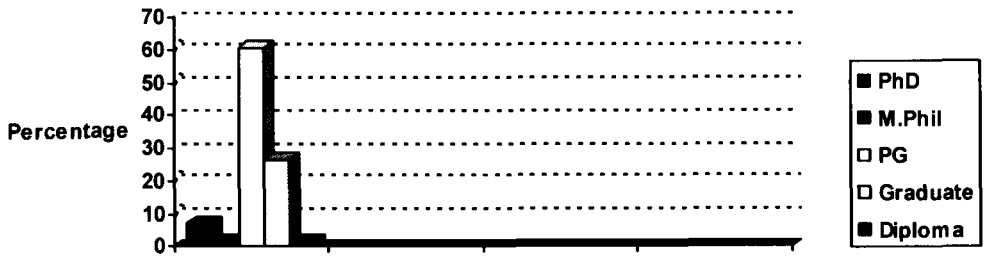
Qualification of teachers	Type of colleges/ institutes							
	General		Law	Hotel Management	Colleges of Education	Medical	Technical	
	Govt	Pvt	Govt	Govt	Pvt	Pvt	Pvt	Pvt
DIPLOMA	-	-	-	87.5%	-	-	-	-
B. Pharm	-	-	-	-	-	-	-	33.3

								3
B. E	-	-	-	-	-	-	42%	-
MBBS	-	-	-	-	-	47.5%	-	-
M B A	-	-	-	12.5%	-	-	7%	-
M. Pharm	-	-	-	-	-	-	-	66.66
M. A	58.33%	50%	35.71%	-	37.5%	-	-	-
M.A TRTM	2.38%	-	-	-	-	-	-	-
M. Sc	16.66%	16.66%	-	-	25%	8.33%	9%	-
M. Com	8.33%	-	-	-	-	-	-	-
M. Ed	-	-	-	-	62.5%	-	-	-
MCA	-	-	-	-	-	-	3%	-
LLM	-	-	50%	-	-	-	-	-
M. Tech	-	-	-	-	-	-	29%	-
M.S	-	-	-	-	-	21.66%	-	-
M.D	-	-	-	-	-	22.5%	-	-
M. Phil	1.19%	33.33%	-	-	18.75%	-	-	-
PhD	11.90%	16.66%	14.28%	-	12.5%	-	10%	-

The information collected from respondents in table no. revealed that

- The government general colleges had 58.33 percent teachers with MA degree, 2.38 percent teachers with MA in Tourism Management, 16.66 percent teachers with M.Sc, 8.33 percent teachers had M.Com, 1.19 percent teachers had M.Phil and 11.90 percent teachers had PhD.
- A private general college had 50 percent teachers with MA degree, 16.66 percent teachers were M.Sc degree, 33.33 percent teachers were with M.Phil and 16.66 percent teachers were with PhD degree.
- However Law College also had all teachers with master degree of which 35.71 percent teachers were MA and 50 percent with LLM degree and 14.28 percent teachers were with Ph.D degree.
- In the Institute of Hotel Management 87.5 percent teachers were with only Diploma in Hotel Management and 12.5 percent teachers were with MBA respectively.

- Teachers serving in the colleges of education had all teachers with master degree of which 37.5 percent had MA degree, 25 percent teachers were with M.Sc degree, 62.5 percent teachers were with M. Ed degeree, 18.75 percent were with M.Phil degree and 12.5 percent were with PhD degree.
- The medical institute had 47.5 percent teachers were with bachelor degree that is MBBS however 52.49 percent teachers were with master degree of which 8.33 percent teachers were with M.Sc degree, 21.66 percent teachers were with Master in Surgery (MS) degree and 22.5 percent teachers were with Doctor of Medicine (M.D) degree.
- There are two technical institutes, they are Sikkim Manipal Institiute of Technology and Himalayan Pharmaceutical Institute. So the teachers of Himalayan Pharmaceutical Institute had 33.33 percent teachers had bachelor degree and 66.66 percent had master degree. The teachers of Sikkim Manipal Institiute of Technology such as 42 percent had bachelor degree that is B.E, 48 percent teachers were with Master degree of which 7 percent teachers were with MBA degree, 9 percent teachers were with M.Sc degree, 3 percent teachers were with MCA degree, 29 percent teachers were with M.Tech degree and 10 percent were with PhD degree.



Graph 23: Qualification of Teachers of Higher Education

5.2.1.11 Teaching experience

With reference to teaching experience the study revealed that

- Teachers of government general colleges had 2-12 and 16- 29 years teaching experience in teaching BA, 1-17 years teaching B Sc and 2-10 years in teaching B.Com.
- In case of private general college, teachers had teaching experience 3-5 years only.

- Teachers of government Law College had 2-5 years, 14-20 years of teaching experience.
- The teaching experiences of teachers of college of education were 2-9 years.
- The teachers of Himalayan Pharmaceutical Institute had 2-3 years and teachers of Sikkim Manipal Institute of Technology had 2-8 years of teaching experience.
- The medical institute had teachers with 2-10 years and 11- 25 years teaching experience.
- Teachers of government institute of hotel management had 4-8 years of teaching experience.

5.2.1.12 Admission of students

Information about admission of students in the colleges / institutes

Table No. 51: Basis on which students were given admission

Basis on which students were given admission	Type of colleges/ institutes						
	General		Law	Hotel Management	Colleges of Education	Medical	Technical
	Govt	Pvt	Govt	Govt	Pvt	Pvt	Pvt
On merit basis	-	-	100%	100%	-	-	-
On the basis of written test	-	-	-	-	100%	100 %	50%
On the basis of Academic record	-	100%	-	-	-	100 %	100 %
Place of residence	100%	-	-	-	-	-	-
All students of Sikkim are given preference	100%	-	-	-	-	-	-

Referring to above table it was found that 100 percent law college and institute of Hotel Management gave admission to student based on merit. As per the information provided, 100 percent government general colleges granted admission to the entire student from Sikkim who seeks admission provided they fulfill the required criteria that was class XII pass. 100 percent Colleges of Education admits students based on the Common Admission Test conducted by the University and 10 percent students were on deputation from various schools of the state. The written entrace test were conducted by the University to select students in the Sikkim Manipal Institute of Medical Science and

Sikkim Manipal Institute of Technical Institutes. Students in Himalayan pharmaceutical Institute was given admission based on the individual performance in interview and previous examination marks.

5.2.1.13 Reservation

Table No.52: Reservation/ quota for admission of students

Reservation/ quota for admission of students	Type of colleges/ institutes						
	General		Law	Hotel Management	Colleges of Education	Medical	Technical
	Govt	Pvt	Govt	Govt	Pvt	Pvt	Pvt
SC/ST/OBC	-	-	5%	22%	10%	5%	
Physically handicapped	-	-	-	-	-	-	-
Sports quota	-	-	-	-	-	-	-
Quota for girl students'	-	-	-	-	-	-	-
Sikkimese origin	-	-	-	-	20%	20%	20%
North East	-	-	-	-	-	20%	20%
Defence	-	-	-	-	-	3%	3%
All the students get admission	100%	100%	-	-	-	-	-

With regard to reservation/ quota for students, the study revealed that government General Colleges had no particular reservation/ quota available as these colleges granted admission to all students. The Law College, College of Education granted 10 percent, Hotel Management Institute granted 5 percent and Medical Institute granted 22 percent reservations for SC/ST/OBC students. The Colleges of Education, Sikkim Manipal Institute of Medical Sciences and Sikkim Manipal Institute of Technology also granted 20 percent reservation for students of Sikkimese origin. The Sikkim Manipal Institute of Medical Sciences and Sikkim Manipal Institute of Technology granted 20 percent reservation for students of North East State and 3 percent for children of Defence personnel serving in the area.

5.2.2 Infrastructure

Infrastructure is one of the main assets, which is responsible for the development of college. It is found out that the infrastructure is not well developed in the colleges of Sikkim. This section includes various sub headings such as (i) College/ institutes building (ii) Class room (iii) Furniture (iv) Laboratory/ workshop (v) Room for indoor games (vi) Office room (vii) Types of room for teachers (viii) Auditorium (ix) Computer room (x) Library room (xi) Boys and girl's common room (xii) Gymnasium (xiii) Play ground (xiv) Teaching aids (xv) Residential quarter for teachers (xvi) Hostel.

5.2.2.1 College/ institute building

The most essential requirement of college/institute is a building, be it, its own or rented. The college/ institutes should have a good and comfortable building for the sake of its own students.

The study showed that 100 percent government general colleges, private general college, colleges of education, medical institute and technical institutes had their own college building. The 100 percent government law college and institute of hotel management did not have their own college building and they were using rented building to run the classes.

5.2.2.2 Class room

Classroom is the place in educational institutions where main teaching learning activities takes place. The availability and condition of classroom have a great role to play in the teaching learning activities. The study revealed that 100 percent colleges/ institutes under study both general and professional had well lighted and ventilated classroom but the government general college mentioned that size of the classrooms were and it was difficult to accommodate large number of students.

5.2.2.3 Furniture

100 percent of the colleges/ institutes under study such as government general colleges, private general college, law college, institute of hotel management, colleges of

education, medical institute and technical institutes had sufficient number of furniture like desks, benches, and chairs.

Different types of furniture provided to the students in the ten colleges/institute under study are given below.

Table no. 53: Type of furniture provided

Type of furniture provided to the students in colleges/institute	Type of colleges/ institutes						
	General		Law	Hotel Management	Colleges of Education	Medical	Technical
	Govt	Pvt	Govt	Govt	Private	Private	Private
Long bench and desk	100%	100%	-	-	-	50%	50%
Single bench and desk	50%	-	100%	100%	50%	-	-
Single chair and long desk	-	-	-	-	50%	-	-

Above table revealed that 100 percent government general colleges, private general college, medical institute and technical institutes provided long bench and desk to the students. 100 percent government law college, institute of hotel management, Sikkim Government College, Gangtok and Loyola College of Education provided single bench and desk furniture to the students. Harka Maya College of Education provided single chair and long desk to the students.

5.2.2.4 Laboratory/workshops

The availability of adequately equipped laboratory or workshops is important for the successful functioning of the colleges/ institutes. Workshops are used in engineering institute.

The study revealed that 90% colleges/institutes under study had adequately equipped laboratory/workshops however law college stated that the laboratory/workshop was not needed in the college.

5.2.2.5 Indoor Games

The study revealed that 40 percent colleges/institutes under study such as government general college that is Sikkim Government College Namchi, Loyola College

of Education, Harka Maya College of Education and technical institute that is Sikkim Manipal Institute of Technology had separate room for indoor games. Whereas 60 percent colleges/institutes such as private general college that is Damber Singh College, Sikkim Government Law College, institute of hotel management, medical institute, Sikkim Government College Gangtok and a technical institute that is Himalayan pharmaceutical institute did not have separate room for indoor games.

The law college mentioned that indoor games were not conducted in the college.

5.2.2.6 Office Room

Table. No.54: Availability of separate office rooms

Availability of separate office rooms	Type of colleges/ institutes						
	General		Law	Hotel Management	Colleges of Education	Medical	Technical
	Govt	Pvt	Govt	Govt	Private	Private	Private
Principals room	100%	100%	100%	100%	100%	100%	100%
Head of the Department	50%	-	-	-	-	100%	50%
Office rooms	100%	100%	100%	100%	100%	100%	100%

The study revealed that 100 percent colleges/ institutes under study had separate room for Principal, and Office rooms. The 20 percent college/institutes such as law college and institute of hotel management did not have separate section for various department so separate room for head of the department did not arise. 10 percent college that is private general college had separate department but there was no provision for separate room for head of the department.

5.2.2.7 Types of room provided for teachers

a. Teacher's Single room

The single room for teachers was provided in 10 percent college that is Loyola College of Education only.

b. Room shared by 2-3 teachers

20 percent colleges/institutes such as the law college and Himalayan Pharmaceutical Institute provided a room which was shared by 2-3 teachers.

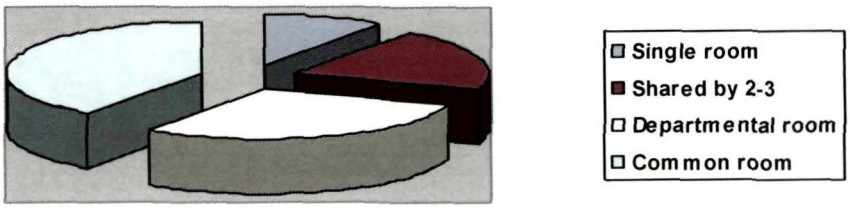
c. Departmental Room

30 percent college that is Sikkim Government College Gangtok, Sikkim Manipal Institute of Medical Sciences, Sikkim Manipal Institute of Technology provided room in each department which accommodated teachers of respective department.

d. Large Common Room

40 percent colleges/institutes such as Sikkim Government College Namchi, private general College, institute of hotel management, Harka Maya College of education provided a large common room to accommodate all the teachers teaching in the colleges/institutes.

Graph 24: Types of room provided for teachers in colleges/institutes



5.2.2.8 Auditorium

The study showed that 70 percent colleges/institutes such as government general colleges, private general college, colleges of education, medical college and technical institute (Sikkim Manipal Institute of Technology) had auditorium hall. Whereas 30 percent colleges/institutes such as law college and institute of hotel management, Himalayan pharmaceutical institute did not have auditorium hall.

5.2.2.9 Computer room

The study indicated that except law college, 90 percent colleges/institutes under study such as government general colleges, private general college, institute of hotel management, colleges of education, medical college and technical institutes provided computer room.

5.2.2.10 Library Room

The study showed that 90 percent colleges/institutes under study such as government general colleges, private general college, institute of hotel management, colleges of education, medical college and technical institutes had separate room for library whereas only law college did not have separate room for library. Library in law college was in the large room in office, where reading table and chairs were provided for students to consult books.

5.2.2.11 Boys and girls Common room

The study indicated that only 20 percent colleges/institutes such as a government general college (Sikkim Government College Namchi) and technical institutes (Sikkim Manipal Institute of Technology) had separate common room for girls and boys. Whereas 80 percent colleges/institutes such as private general college, law college, institute of hotel management, medical institute and a government general college (Sikkim Government College Gangtok) and technical institute (Himalayan Pharmaceutical Institute) did not have separate girls and boys common room.

5.2.2.12 Gymnasium

The study showed that gymnasium was not available in 100 percent colleges/institutes under study such as government general colleges, private general college, law college, institute of hotel management, colleges of education, medical college and technical institutes.

5.2.2.13 Playground

Playground is also an important part of institution. The study revealed that 20 percent college/institute such as Loyola College of education and Sikkim Manipal Institute of Technology had separate playground for different games. Whereas 80 percent colleges/institutes such as government general colleges, private general college, law college, institute of hotel management, medical institute, Harka Maya College of education and Himalayan Pharmaceutical Institute did not have separate playground for different games.

The study revealed that Sikkim Manipal Institute of Technology had separate playground for football. Loyola College of education and Sikkim Manipal Institute of Technology have separate playground for basketball, badminton and volleyball.

5.2.2.14 Teaching aids

The availability of facility of teaching aids plays a very important role to desiminate quality education. A vast range of technologies are available for making the teaching- learning process effective as well as interesting.

It has been found out that majority 80 percent of colleges/institutes under study had facility for the use of teaching aids. Whereas 20 percent colleges such as Law College and Sikkim Government College Namchi did not have the facility for using the Teaching aids.

Type of teaching aids

Table No. 55: Availability of type of projected and non projected teaching aids

Type of projected Teaching aids	Type of colleges/ institutes					
	General		Hotel Management	College of Education	Medical	Technical
	Govt	Pvt	Govt	Private	Private	Private
OHP	100%	100%	100%	100%	100%	100%
TV	-	-	-	50%	-	-
VCR	-	-	-	50%	100%	50%
VCD	-	-	-	50%	100%	50%
Computers	-	-	-	50%	100%	50%
LCD	-	-	-	-	100%	50%
Type of Non Projected A-V aids						
Tape recorder	-	-	-	50%	-	-
Models	50%	-	-	100%	100%	100%

The study revealed that 80 percent colleges/institutes such as government general colleges, private general college, colleges of education, medical institute, technical institutes and institute of hotel management had Over Head Projector (OHP) as the projected visual aids. 30 percent colleges/institutes such as Loyola College of Education,

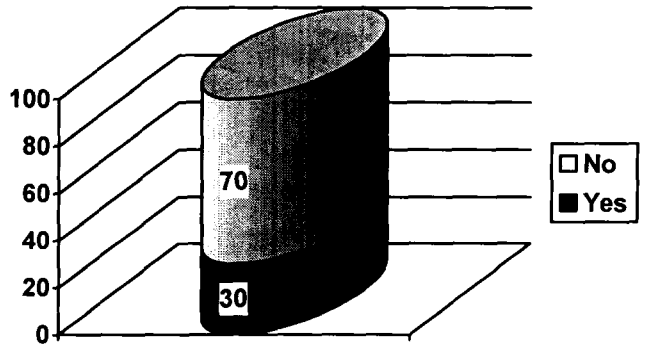
Sikkim Manipal Institute of Technology and Sikkim Manipal Institute of Medical Science also had VCR, VCD and Computers as the projected A-V aids. Only 10 percent college that is Loyola College of Education had television and 20 percent institute that is medical institute and a technical institute that is Sikkim Manipal Institute of Technology had Laser Comapct Dics (LCD).

Models as non projected aids were provided in the 50 percent colleges/institutes that is Sikkim Government College, Gangtok, Loyola College of Education, Harka Maya College of Education, Sikkim Manipal institute of Medical Science and Sikkim Manipal institute of Technology. Whereas 10 percent college that is Loyola College of Education had tape recorder as non projected audio aids.

5.2.2.15 Residential quarters for teachers

Referring to the response provided the study revealed that only 30 percent colleges/institutes such as medical institute, Sikkim Government College, Gangtok and a private technical institute that is Sikkim Manipal Institute of Technology provided residential quarters for teachers. Whereas 70 percent colleges/ institutes such as Damber Singh College, Loyola College of education, Harka Maya College of Education, Sikkim Government Law College and Institute of Hotel Management did not provide residential quarters for teachers and teachers mentioned that teachers had to manage themselves for their accomodation.

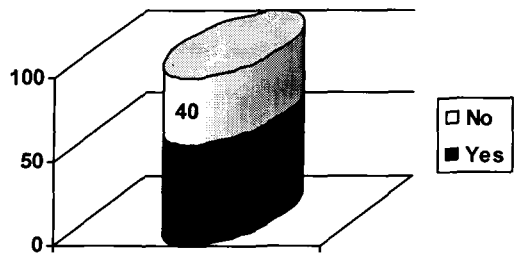
Graph 25: Availability of Residential Quaters for teachers



5.2.2.16 Hostel

Separate hostel accommodation for boys and girls were provided in 60 percent colleges/institutes such as colleges of education, medical institute, technical institutes and Sikkim Government College Gangtok. Whereas 40 pecent colleges/institutes such as private general college, law college, institute of hotel management and Sikkim Government College, Namchi did not provide hostel accommodation for boys and girls. The study also revealed that 50 percent colleges/institutes such as colleges of education, medical and technical institutes had adequate hostel accommodation whereas 10 percent colleges/institutes such as Sikkim Government College Gangtok mentioned that hostel accommodation was not adequate.

Graph 26: Availability of Hostel Facility



5.2.3 Finance

Finance is the main criteria for any educational programme to be effective, adequate and stable. In India, education has been a very large scale programme of public service being implemented by a gigantic system and consuming a heavy amount of resources. The main sources of these resources are government grants, funds from the self- government agencies, tuition fees, donations, scholarships, educational cess and so on.

This section includes various sub headings such as (i) Aided/unaided (ii) Budget (iii) Auditing Accounts (iv) Records of receipts and expenditure (v) Percentage of total income (vi) percentage of total expenditure (vii) sources of salaries (viii) Financial

Assistance (ix) Scholarships (x) Allowances (xi) Advanced increment (xii) Financial problem.

5.2.3.1 Aided/unaided

It was noticed that only the government colleges were fully financed by the State government and all the private colleges and institutes were unaided.

5.2.3.2 Budget

Responses to the preparation of budget revealed that 100 percent colleges/institutes under study prepared annual budget.

5.2.3.3 Auditing accounts annually

It was found that 100 percent colleges/institutes under study audited accounts annually.

5.2.3.4 Records of receipts and expenditure

As per the information contributed by the respondents the study revealed that 100 percent colleges/institutes under study such as government general colleges, private general college, colleges of education, law college, medical institute, technical institute and institute of hotel management mentioned that records of receipts and expenditure were maintained properly.

5.2.3.5 Percentage of the total income of colleges / institutes during the year 2002- 2003

All the colleges need certain source of income which all contribute towards prosper of the colleges / institutes.

Table No. 56: Percentage of the total income of college / institutes during the year 2002-2003

Sources of the total income of college / institutes during the year 2002-2003	Type of colleges/ institutes								
	General		Law	Hotel Management	Colleges of Education		Medical	Technical	
	Govt	Pvt	Govt	Govt	Private		Private	Private	
		NA				NA	NA		
State Government	99%	-	100	40%	-	-	-	-	-

			%						
Central Government	0.5%	-	-	-	-	-	-	-	-
Industrial Sources	-	-	-	60%	-	-	-	-	-
From college's own fund/ property	0.5%	-	-	-	20%	-	-	-	-
Tuition	-	-	-	-	80%	-	-	100 %	86%
Foreign aid	-	-	-	-		-	-	-	-
Other sources	-	-	-	-		-	-	-	14%

Note: NA is for not available

As per the information contributed by the respondents about the percentage of the total income of the college during the year 2002- 2003, it was found out that the State Government was the source for law college, government general colleges and government Institute of Hotel Management. 100 percent income of Law college, 99 percent income of government general colleges and 40 percent income of government Institute of Hotel Management was from the State Government. 0.5 percent income of the government general college was from the Central Government. In the year 2002-2003, 60 percent of the total income was from Industrial Sources in the Institute of Hotel Management during the year 2002- 2003. 0.5 percent and 20 percent of the total income was from college's own fund in the Sikkim Government College Gangtok and a college of education respectively. The 80 percent of total income was from tuition fee in a college of education, 90 percent in Sikkim Manipal Institute of Technology and 86 percent in Himalayan Pharmaceutical Institute. A technical institute had also mentioned that 14 percent of the total income was from other sources during the year 2002- 2003. Whereas private general college, medical institute and colleges of education mentioned that the data of total income of the colleges/ institutes during the year 2002- 2003 were not available.

5.2.3.6 Total expenditure

Table No. 57: Total expenditure for the colleges/institutes during the year 2002- 2003

The area on which total expenditure occured	Type of colleges/ institutes							
	General		Law	Hotel Managt	Colleges of Edu	Medic al	Technical	
	Govt	Pvt	Govt	Govt	Private	Private	Private	Pvt

	NA	NA	NA	NA	NA	NA		
Total operating expenditure	-	-	-	-	-	-	1305.20 (in lakhs)	-
Materials and services	-	-	-	-	-	-	159.43 (in lakhs)	35 %
Student scholarships and support	-	-	-	-	-	-	-	-
Operating expenditure for instructional salaries	-	-	-	-	-	-	208.54 (in lakhs)	48 %
Operating expenditure for administrative salaries	-	-	-	-	-	-	532.86 (in lakhs)	12 %
Overheads	-	-	-	-	-	-	404.37 (in lakhs)	05 %

It was found that 70 percent colleges/institutes such as the government general colleges, private general college, colleges of education, law college, and institute of hotel management mentioned that the data were not available. Dean of medical institute mentioned that institute is facing huge deficit annually so the data was not provided. Only the technical institutes provided information about the total expenditure of the institute. The Sikkim Manipal Institute of Technology mentioned that 1305.20 lakhs was the total expenditure of which 159.43 lakhs were spent on materials and services, 208.54 lakhs were spent on salaries of teaching staff, 532.86 lakhs were spent on administrative salaries and 404.37 lakhs on overheads. Himalayan Pharmacetical Institute mentioned that 35 percent were spent in materials ans services, 48 percent were spent on salaries of teaching staff, 12 percent were spent on administrative salaries and 5 percent were spent on overhead.

5.2.3.7 Sources of salaries of teaching staff

Table No. 58: Sources of salaries of teaching staff

	Type of colleges/ institutes

Sources of salaries of teaching staff	Type of colleges/ institutes						
	General		Law	Hotel Management	Colleges of Education	Medical	Technical
	Govt	Pvt	Govt	Govt	Private	Private	Private
Partly by the govt	-	-	-	50%	-	-	-
Entirely by the govt	100%	-	100%	-	-	-	-
Partly by Management	-	-	-	50%	-	-	-
Entirely by management	-	100%	-	-	100%	100%	100%

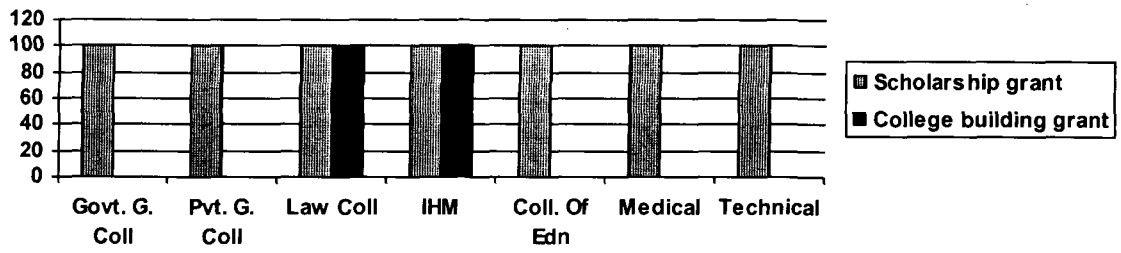
Dealing with the sources of salaries of teaching staff above table showed that 100 percent private colleges/institutes paid teachers salary entirely by management. However 100 percent government general colleges and law college paid salaries of teaching staff from the State Government. Only the salary of teaching staff of Institute of Hotel Management was paid partly by government and partly by management.

5.2.3.8 Financial assistance

For a college to run well a good amount of financial assistance is needed so that the college can make suitable buildings, recruit qualified teachers, buy good text books, appropriate teaching aids and other amenities.

It was seen that 20 percent colleges/institutes such as law college and institute of hotel management received College building grant. 100 percent colleges/institutes under study received scholarship grant. 100 percent colleges/institutes under study had never received the deficit grant-in-aid to pay to the teachers, science laboratory grant, post graduate development grant and library grant.

Graph 27: Types of Financial Assistance received by colleges/institutes



(Govt.G. Coll: Government General College, Pvt G. Coll: Private General College, Law Coll: Law College, IHM: Institute of Hotel Management, Coll of Edn: College of Education, Medical: Medical Institute, Technical: Technical Institute)

5.2.3.9 Scholarships

Scheme of scholarships to students will enable the students to overcome their financial difficulties and helps them to obtain higher education without much difficulty. So the different types of scholarships which were provided in ten colleges/institutes are given below in table no.

Table No. 59: Scholarships provided to students

Type of scholarships provided to students	Type of colleges/ institutes						
	General		Law	Hotel Managt	Colleges of Education	Medical	Technical
	Govt	Pvt	Govt	Govt	Private	Private	Private
Merit Scholarship	From state	From state	From state	From state	From state	From state	From state
Medical check up	-	-	-	-	50%	100%	-
Stipends to ST/SC/OBC	100%	100%	100%	100%	100%	100%	100%
Book Grant	-	-	-	-	-	-	-
Stipends for handicapped students	100%	-	-	-	-	-	-
Grants for excursion/field trips	100%	-	-	-	50%	100%	-

The study revealed that stipends to ST/SC/OBC were provided in 100 percent colleges/institutes. Stipends for handicapped students were provided in 20 percent colleges that is Sikkim Government general Colleges. Free medical check up as well as hospitalization was provided in 20 percent institutes such as Sikkim Manipal Institute of Medical Science and Sikkim Manipal Institute of Technology. Grants for excursion/field trip were provided in the 40 percent colleges/institutes such as government general colleges, medical institute and a college of education. 100 percent colleges/institutes under study did not provide Book Grant.

Sponsoring agency of scholarships

The study showed that different State government from where students belong had sponsored stipends to ST/SC/OBC students in 100 percent colleges/institutes under study. Financial assistance of amount Rs 2500 was given annually to all the students of Sikkimese origin in government general colleges. Human Resource Development Department, Government of Sikkim sponsored stipends for handicapped students and Grants for excursion/field trips that were provided in government general colleges. Management sponsored free medical check up in Sikkim Manipal Institute of Medical Science and Sikkim Manipal Institute of Technology. 100 percent student of all the colleges/institutes under study stated that students get merit scholarships from their respective state for higher education.

5.2.3.10 Allowances

Table No. 60: Allowances provided to teachers

Allowances provided to teachers	Type of colleges/ institutes						
	General		Law	Hotel Management	Colleges of Education	Medical	Technical
	Govt	Pvt	Govt	Govt	Private	Private	Private
House rent allowance	100%	100%	100%	100%	100%	100%	100%
Medical allowance	-	100%	100%	100%	50%	100%	100%
Dearness allowance	100%	100%	100%	100%	100%	100%	100%
G.P.F	100%	100%	100%	100%	-	100%	100%

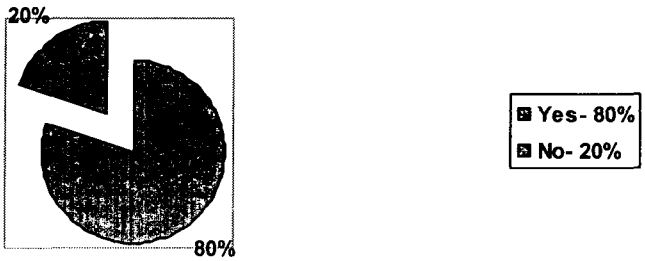
Pension	100%	-	100%	-	-	-	-
Hill Area allowance	100%	-	100%	-	50%	-	-
Border Area allowance	-	-	-	-	-	100%	-

The study indicated that 100 % colleges/institutes under study provided House Rent allowance and Dearness Allowance. Only 20 % institutes that is Medical institute and a technical institute that is Sikkim Manipal Institute of Technology provided Medical allowance. 80 % colleges/institutes such as Government general colleges, private general college, law college, technical institutes, medical institute and institute of hotel management provided GPF. A pension facility was provided by 30 % colleges such as government general colleges and Law College whereas rest of the college/institutes under study did not provide pension facilities. Hill Area allowance was provided by 70 % colleges/institutes such as government general colleges, law college, medical institute, technical institutes and Harka Maya College of Education.

5.2.3.11 Advanced increment

The study revealed that 80 percent colleges/institutes such as government general colleges, private college, law college, medical institute, technical institutes and Harka Maya College of Education provided advanced increment for higher qualification. Whereas 20 percent colleges/institutes such as institute of hotel management and Loyola College of Education did not provide advanced increment for higher qualification.

Graph 28: Advanced increment provided to teachers



5.2.3.12 Financial problem

Table No. 61: Financial problem faced by the colleges/ institutes

Financial problem faced by the colleges/ institutes	Type of colleges/ institutes						
	General		Law	Hotel Management	Colleges of Education	Medical	Technical
	Govt	Pvt	Govt	Govt	Private	Private	Private
No aids	-	-	-	-	50%	-	-
It is a self financing institution	-	-	-	-	50%	-	-
Increasing demand of fund	-	-	-	-	-	100%	-
For research and development	-	-	-	100%	-	-	100%
No problem	-	100%	-	-	-	-	-

Referring to the response provided in above table only forty percent colleges/ institutes under study mentioned financial problem. Loyola College of Education mentioned that no aids were provided to colleges and as it was a self financing institution so it was difficult to manage. Medical institute mentioned that increasing demand of fund was one of the financial problems. In case of technical institute (Sikkim Manipal Institute of Technology) and institute of hotel management needed additional funds for research and development purpose. Amazingly the private general college mentioned that there was no financial problem.

5.2.4 Administration

The word 'administration' has the Latin root 'minister' means service i.e, work dedicated to the good for others. The main objective of administration should therefore be to secure for an individual or society or the nation such as environment as may lead to their fullest growth and development. Thus it is universally accepted that administration means to get something done- that it has no other basis for existence. In educational administration the thing to be done is educating the students.

This section includes various sub headings such as

(i) Office Staff

(ii) Governing Body

(iii) Extension Activities

(iv) Self study report

(v) Innovation or changes in management tools

(vi) The factors which will occur to bring changes in the future of college/institute

(vii) Obstacles to desirable change in the future

(viii) Maintenance of record books

(ix) Information related to planning and improvement of colleges/ institutes

(x) Student's Welfare Activity

(xi) Administration problem

5.2.4.1 Adequate office staff

The responses from the principal of colleges revealed that the colleges/institutes were provided with adequate office staff to assist in the official work whereas the official staff of government and private general college mentioned that there was a lack of adequate number of office staff which has resulted to over burden the staff presently working in college office.

5.2.4.2 The Governing body

The study revealed that 30 percent colleges namely government general colleges and government Law College did not have governing body. However the Institute of Hotel Management is managed by government had governing body. Whereas all the private general and professional colleges/institutes had Governing bodies with varied functions.

Functions of the Governing Body

Table No. 62: Functions of the Governing Body

Functions of the Governing Body	Type of colleges/institutes				
	General	College Of Education	Medical	Technical	Hotel Managt
	Private	Private	Private	Private	Govt
Planning the whole one year programme of college.	-	100%	100%	100%	100%
Recruitment of teachers	100%	100%	-	100%	100%
Preparing budget of	100%	100%	100%	100%	-

institution/finance					
Disciplinary matters regarding teachers	-	100%	-	-	-
Disciplinary matters regarding students	-	100%	-	-	-

With regard to functions of the Governing Body in college above table revealed that planning the whole one year programme of college was one of the function of Governing Body of 60 percent colleges/institutes such as Loyola College of Education, Harka Maya College of Education, medical institute, Sikkim Manipal Institute of Technology, Himalayan Parmaceutical Institute and institute of hotel management. Recruitment of teachers was also decided by Governing body in 60 percent colleges/institute such as Damber Singh College, Loyola College of Education, Harka Maya College of Education, Sikkim Manipal Institute of Technology, Himalayan Parmaceutical Institute and institute of hotel management. Preparing budget of institute or decision on finance was also taken by the Governing Body in 80 percent colleges/institutes. Only in 20 percent colleges such as Loyola College of Education and Harka Maya College of Education the Governing Body takes decision on disciplinary matters regarding students and disciplinary matters regarding teachers.

5.2.4.3 Extension Activities

Extension activities are an important dimension of higher education as it build link between education and society. These activities enable the institutes of higher education to be involved in the community problems and make teaching and research more meaningful and relevant. That's why it is also said that no educational institution should remain isolated from the society.

The study revealed that 70 percent colleges/institutes that is government general colleges and private general college, colleges of education, medical institute and institute of hotel management conducted extension activities for extension of education to the society in general. Whereas 30 percent colleges/institutes such as law college and technical institutes did not conduct extension activities.

Types of Extension activities carried out in the colleges/ institutes

Table No. 63: Types of Extension Activities

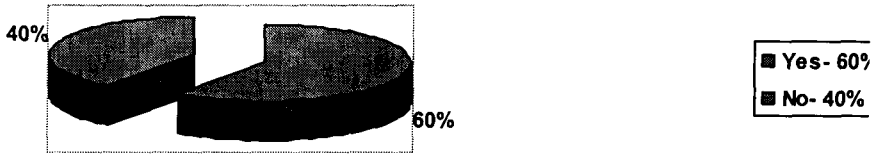
Types of Extension Activities	Type of colleges/institutes				
	General		College Of Education	Medical	Hotel Management
	Govt	Pvt	Private	Private	Govt
Environment education	100%	100%	50%	-	-
Health education/ Community Health Programme	-	-	-	100%	-
N.S.S	100%	100%	-	-	-
N.C.C	100%	-	-	-	-
Remedial classes for community children	-	-	50%	-	-
Hygiene and Food Science Education	-	-	-	-	100%

The government general colleges carried out Extension activities namely Environment education, National Social Service (N.S.S) and National Cadet Corps (N.C.C). The private general college had Environment education and National Social Service (N.S.S) as the Extension activities. The Harka Maya College of Education had Environment education and Loyola College of Education had Remedial classes for community children as the extension activities. Medical institute conducted Community Health Programme as the Extension activities. Hotel Management Institute carried out Hygiene and Food Science Education to the people in society.

5.2.4.4 Self Study Report

The study revealed that 40 percent colleges/institutes such as government general colleges, private general college and government Law College did not prepare Self Study Report. However 60 percent of the colleges/institutes such as Colleges of Education, Medical institute, Technical institutes and an Institute of Hotel Management prepared Self Study Report annually.

Graph 29: Colleges/institutes which prepared Self Study Report



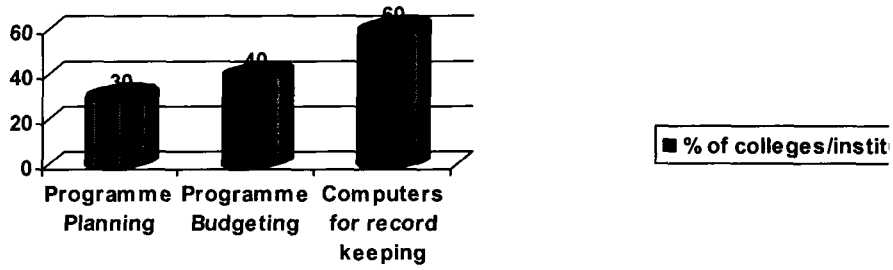
5.2.4.5 Innovation or Changes in the management tool

Concerning innovation or changes in the management since 1999, the study revealed that 70 percent colleges/institutes such as government general colleges, private general college, colleges of education, medical institute and Sikkim Manipal Institutes of Technology made innovation or changes in the management tool. However 30 percent colleges/institutes such as Law College, the institute of hotel management and Himalayan Pharmaceutical Institute revealed that there was no any important innovation or changes in management tool.

Type of innovation or changes

The study revealed that 30 percent colleges such as Sikkim Government College Gangtok, colleges of education had introduced programme planning. 40 percent colleges/institutes such as medical institute, Sikkim Manipal Institute of Technology, colleges of education had introduced Programme budgeting. 60 percent colleges/institutes such as a private general college, medical institute, Sikkim Government College Gangtok, Sikkim Manipal Institute of Technology and colleges of education used computers for record keeping. Though 100 percent colleges/ institutes under study did not use analytical models for bringing change in the management tool.

Graph 30: Types of Innovation/Changes in Management



5.2.4.6 Factors which will occur to bring change in the future of the colleges/ institutes

Visionary is one of the qualities of leaders and work according to vision in mind and plan in hand will make the achievement of aims easy. So the principals of ten colleges under study mentioned the factor which will occur in each colleges/institute to bring change for the future.

Table No. 64: Factors which will occur to bring change for the future of the colleges/ institutes

Factors which will occur to bring change in the future of the colleges/ institutes	Type of colleges/ institutes						
	General		Law	Hotel Management	Colleges of Education	Medical	Technical
Management	Govt	Pvt	Govt	Govt	Private	Pvt	Pvt
Increase in enrolments	100%	100%	100%	100%	100%	100 %	100 %
Improving the quality of incoming students	100%	100%	100%	100%	100%	100 %	100 %
Attracting teaching and research staff in increasing number	100%	100%	100%	-	100%	100 %	100 %
Improving the quality of teaching and research staff	100%	100%	100%	100%	100%	100 %	100 %
Changes in curriculum to keep pace with changing condition	100%	100%	100%	100%	100%	100 %	100 %
Changes in structural organi of college to meet changing needs	100%	100%	100%	100%	100%	100 %	100 %
Increasing the volume and sources of financing	100%	100%	100%	100%	100%	100 %	100 %
Expansion of facilities	100%	100%	100%	100%	100%	100 %	100 %

Though 100 percent colleges/ institutes under study agree that the factors will occur in the future such as increase in enrolments, improving the quality of incoming students, improving the quality of teaching and research staff, changes in curriculum to keep pace with changing condition, changes in structural organization of college to meet changing needs, increasing the volume and sources of financing and expansion of facilities. Except institute of hotel management, the other 90 percent colleges/ institutes under study felt that there will be need of attracting teaching and research staff in great number.

5.2.4.7 Obstacles to desirable changes in the colleges/ institutes

All the ten colleges/institute under study mentioned obstacles to desirable changes in the future. The responses are grouped into two categories such as (i) obstacles to the desirable changes in the Government colleges/ institutes (ii) obstacles to the desirable changes in the private colleges/ institutes

(i) Table No. 65: Obstacles to the desirable changes in the Government colleges/ institutes

General	Law	Hotel Management
Government	Government	Government
Shortage of NET qualified teachers	Space problem for the institution	Lack of adequate fund for development
Lack of Big lecture halls	Shortage of NET qualified teachers	-
Introduction of new subjects	Problem of play ground	-
Sports facilities	-	-
Lack of hostels	-	-
Lack of staff quarters	-	-

The above table revealed that 30 percent colleges (government general colleges and law college) had shortage of NET qualified teachers as the common obstacle. The major obstacles as mentioned by 20 percent college such as government general colleges were lack of big lecture halls, no introduction of new subjects, lack of adequate hostel facilities, lack of adequate staff quarters, and lack of adequate sports facilities. The main obstacles as stated by 10 percent college (law college) was small campus of the institute

and lack of play ground. 10 percent institute (Institute of Hotel Management) revealed that the lack of adequate fund for development was the main obstacle to desirable change in future.

(ii) Table No.66: Obstacles to desirable changes in the private colleges/ institutes

College of Education		General	Medical	Technical
Private	Private	Private	Private	Private
Lack of applications for the lecturers	Inadequate number of books in the library	Poor enrolment	Increasing need of fund for updating the college	Transportation
Inadequate Fund	Lack of UGC funds for upgradation of lab equipments & library	-	-	Placements of students after completion
-	-	-	-	Lack of Interaction with industry

Above table shows that of 10 percent college such as Loyola college of Education revealed that lack of applications for the lecturers and inadequate fund were the major obstacles to the changes in the college. Inadequate number of books in the library and lack of UGC funds for upgradation of laboratory equipments and library were the two major obstacles for 10 percent college (Harka Maya College of Education). 10 percent college (Damber Singh College) revealed that poor enrolment was the only major obstacles for changes in the future. The Sikkim Manipal Institute of Medical Science mentioned that increasing need of fund for updating the college as a major obstacle for the changes in the future. Inadequate transportation, placements of students after completion of course and lack of interaction with industry were the main obstacles as stated by 20 percent institutes such as Sikkim Manipal Institute of Technology and Himalayan Pharmaceutical Institute.

5.2.4.8 Maintenance of Record books

Referring to the maintenance of records in colleges/ institutes the study revealed that

- 100 percent colleges/institutes under study maintained the Stock Register, Admission register, Leave register, Cash book, Receipt register, Salary register, Fee register, Personal file of teachers, Pupil attendance register, Library catalogue and issue book register.
- Staff Confidential register were maintained by 40 percent colleges/institutes such as general colleges, Law College and Institute of Hotel management.
- Transfer and certificate register were maintained by 60 percent colleges/institutes such as general colleges, Law College, Technical institutes and Institute of Hotel management.
- Except the Institute of Hotel management all the rest 90 percent colleges/institutes under study maintained Staff council proceeding.

5.2.4.9 Information related to planning and improvement

Long term planning is required to match the development need of higher education institute and manpower needs in the country. Therefore the availability of information related to planning and improvement of colleges/institutes are provided below.

Table No. 67: Information related to planning and improvement of college / institutes

Information related to planning and improvement of college/ institutes	Type of colleges/ institutes						
	General		Law	Hotel Managt	Colleges of Education	Medical	Technical
	Govt	Pvt	Govt	Govt	Pvt	Pvt	Pvt
Student/ teaching staff ratio	A-100%	A-100%	A-100%	A- 100%	A- 100%	A-100%	A-100%
Rate of drop out-student wastage	NA	NA	NA	NA	NA	NA	NA
Ratio of books available per student	NA	NA	NA	NA	NA	NA	NA
Unit costs per graduating students	NA	NA	NA	NA	NA	NA	NA
Distribution of staff time among	A-100%	A-100%	A-100%	A- 100%	A- 100%	NA	NA

teaching, research and other activities							

Note: A is for available, NA is for Not Available

The study revealed that 100 percent colleges/institutes under study maintained information about student/ teaching staff ratio. Whereas 100 percent colleges/institutes under study did not maintained information about rate of drop out- student wastage, ratio of books available per student and unit costs per graduating students. 70 percent colleges/institutes such as government general colleges, private general college, colleges of education, Law College, and the Institute of Hotel Management maintained record of distribution of staff time among teaching, research and other activities. 100 percent colleges/institutes under study did not maintain records of rate of wastage of students, ration of books available per student and unit cost per graduating students.

5.2.4.10 Student's welfare activity

Student welfare activity called Teacher Guardian scheme was provided in Sikkim Manipal Institute of Medical Science and Sikkim Manipal Institute of Technology where students were taken care by each nominated teacher gaurdian. Rest 80 percent colleges/institutes under study mentioned that teachers gave personal advice related to academic area, extra classes when student asked them and remedial classes seeing the need of the students and subject area.

5.2.4.11 Administration problem

Majority 70 percent colleges/institutes under study stated that they did not have any problem regarding administration. Whereas 30 percent colleges/institutes such as Loyola College of Education, Harka Maya College of Education and Sikkim Government College, Gangtok mentioned that there was problem regarding administration.

The colleges of education revealed that undue pressure from university was the problem. Whereas Sikkim Government College Gangtok mentioned that inadequate class IV staff, lack of adequate class rooms, classrooms were small to accommodate large number of students, lack of provision of microphone, lack of library fund leading to

inadequate library reading materials and lack of library staff were some problem regarding administration.

5.2.5 Academic

This section includes various subheadings such as (i) Course (ii) Research Studies (iii) Intensive course (iv) Academic programme (v) Curriculum (vi) Library (vii) Co Curricular activities (viii) Examination and Evaluation (ix) Problems of higher education in State.

5.2.5.1 Course

New courses added in between 1999-2003

The study revealed that 60 percent colleges/institutes under study such as government general colleges, private general college, law college, institute of hotel management and Sikkim Manipal Institute of Technical institute mentioned that the new courses had been added between 1999 and 2003. Whereas 20 percent colleges/institutes under study such as Loyola College of Education and Himalayan Pharmaceutical Institute mentioned that new courses had not been added and 20 percent colleges/institutes under study such as Harka College of Education and medical institute were newly established colleges.

Type of new courses added

Table No. 68. Type of new courses added

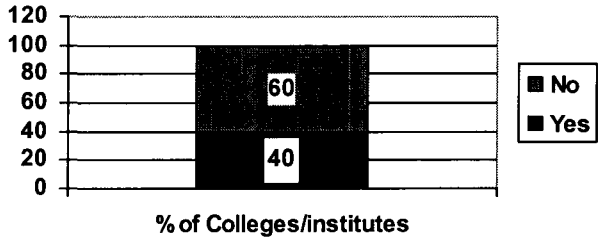
General			Law	Technical	Hotel Management
Govt.	Govt.	Pvt.	Govt.	Pvt.	Govt.
B.Sc Mathematics Honours	BA English Honours	Diploma and certificate course in computer	LLM	MBA	B.Sc in Hotel Management and Hospitality
BA Economics Honours	BA Economics Honours	Certificate in communicative English	-	MCA	Certificate course in FP and PB
BA Sociology pass course	BA Nepali Honours	-	-	-	-
-	BA Education Honours	-	-	-	-

Referring to above table the study revealed that the Sikkim Government College had added three year bachelor degree course in B.Sc Mathematics Honours, BA Economics Honours and BA Sociology pass course. The Namchi Government College had added three year degree course in humanities like BA English Honours, BA Economics Honours, BA Nepali Honours and BA Education Honours. Institute of Hotel Management added the three year course of B.Sc in Hotel Management and Hospitality, Certificate course in Food Production and PB were already been run in the institute. The Damber Singh College added the Certificate in communicative English and Diploma and certificate course in computer. Loyola College of Education and Himalayan Pharmaceutical Institute did not add any other course beside their usual course such as B.Ed. and B. Pharm and D. Pharm. Post graduate degree course such as LLM was added in law college and MBA, MCA were added in Sikkim Manipal Institute of Technology.

5.2.5.2 Research Studies

The study revealed that only 40 percent colleges/institutes such as Sikkim Government College, law college, medical institute, Gangtok and Sikkim Manipal Institute of Technology had undertaken research studies. However 60 percent colleges/institutes such as private general college, colleges of education, institute of hotel management, Sikkim Government College, Namchi and Himalayan pharmaceutical institute had not undertaken any research studies.

Graph 31: Colleges/institutes which had undertaken research studies



Type of research studies undertaken in college/ institutes

The study also revealed that 30 percent colleges/institutes such as Sikkim Government College Gangtok, medical institute, and Sikkim Manipal Institute of Technology had undertaken project. Sikkim Government College Gangtok, medical institute, and Sikkim Manipal Institute of Technology had undertaken doctoral research studies. However individual research studies were undertaken only in Sikkim Government College, Gangtok.

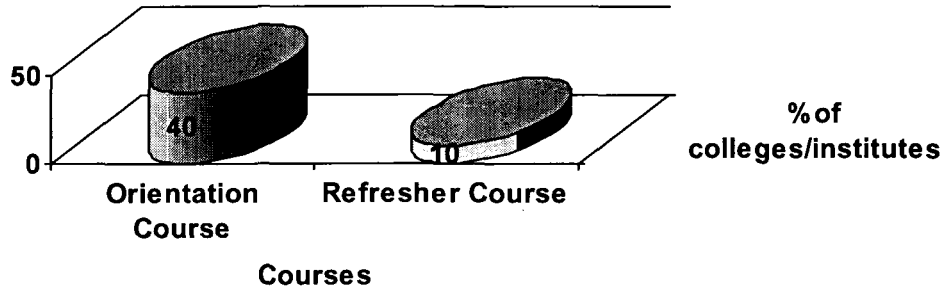
5.2.5.3 Intensive course

The Kothari Commission, 1964-66 for the first time very strongly pleaded for training and orientation of teachers in higher education of our country. The training and orientation programmes are of different types depending on the purpose for which these are meant or conducted and on resource available.

The study revealed that 40 percent colleges/institutes under study such as private general college, medical institute, Loyola College of education and Sikkim Manipal Institute of Technology organized intensive course for professional development of teachers in college. 60 percent colleges/institutes such as government general colleges, law college, institute of hotel management and Harka Maya College of education, Himalayan pharmaceutical institute did not organize any intensive course for professional development of teachers in college.

It was revealed that 40 percent colleges/institutes such as private general college, Loyola College of Education, Sikkim Manipal Institute of Technology and medical institute conducted Orientation course for the professional development of teachers. However only 10 percent institute that is Sikkim Manipal Institute of Technology conducted Refresher course for the professional development of teachers. 100 percent colleges under study did not conduct any certificate course and diploma course for the professional development of teachers.

Graph 32: Course Conducted for professional development of teachers

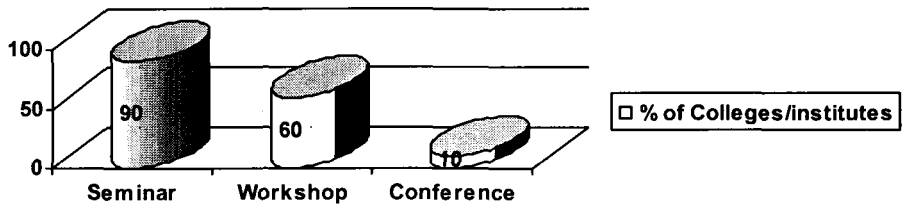


5.2.5.4 Academic programme

With regard to the organization of academic programme in the college, the study revealed that the 100 percent colleges/institutes under study such as government general colleges, private general college, colleges of education, law college, technical institutes, medical institute and institute of hotel management mentioned that the academic programme was organized in their respective colleges.

With regard to the type of academic programme organized by the college it was revealed that 90 percent colleges/institutes under study such as government general colleges, private general college, law college, colleges of education, technical institutes and medical institute organized seminar as an academic programme. 60 percent colleges/institutes such as government general colleges, private general college, institute of hotel management, Loyola college of education, and Sikkim Manipal Institute of Technology organized workshop as one of the academic programme. However only 10 percent institute (Sikkim Manipal Institute of Technology) organized conference.

Graph 33: Type of Academic programe organized in colleges/institutes



5.2.5.5 Curriculum

Curriculum is the sum total of all learning experiences that are provided by the educational institution through its different programmes, curricular as well as co-curricular. All this aims at bringing about desired changes in learners. This is framed by the various experts in various subjects. So the study revealed that the University frames the curriculum in 90 percent colleges/institutes under study, whereas only in case of institute of hotel management the curriculum is framed by University and National Council for Hotel Management and Catering Technology.

Satisfaction with curriculum

It was found out that 80 percent colleges/institutes under study were satisfied with the existing curriculum except the government general colleges which stated that the curriculum was theoretical and it is vast.

Revision of Curriculum

With regard to the revision of curriculum the study revealed that 100 percent colleges/institutes such as government general colleges, private general college, colleges of education, law college, technical institutes, medical institute and institute of hotel management stated that curriculum was revised.

Frequency of revision of curriculum

Table No. 69: Frequency of revision of curriculum

Frequency of revision of curriculum	Type of colleges/ institutes						
	General		Law	Hotel Managt	Colleges of Education	Medical	Technical
	Govt	Pvt	Govt	Govt	Private	Private	Private
Every 2-4 years	-	-	100%	-	-	100%	50%
Every 5-7 years	100%	100%	-	100%	-	-	50%
Every 8-10 years	-	-	-	-	-	-	-

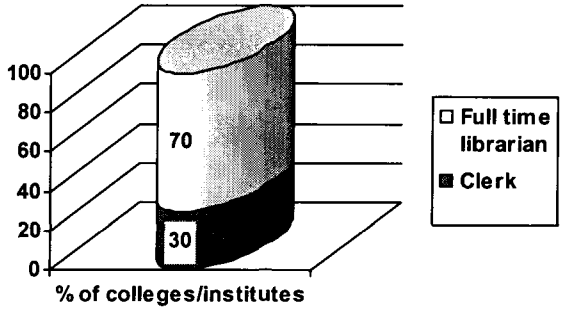
With the regard to the frequency of revision of curriculum 50 percent colleges/institutes such as government general colleges, private general college, institute of hotel management and Himalayan Pharmaceutical Institute mentioned that the curriculum was revised every 5-7 years. 30 percent colleges/institutes such as law college, medical institute and Sikkim Manipal Institute of Technology mentioned that the curriculum was revised every 2-4 years. The colleges of education did not mention the frequency of revision of curriculum.

5.2.5.6 Library

With regard to the maintenance and timely updating of library to the principal of colleges the study revealed that 100 percent colleges/institutes maintained and updated library in time.

Library in charge

The study revealed that 70 percent colleges/institutes such as government general colleges, law college, technical institutes, medical institute and institute of hotel management had full time librarian. Whereas 30 percent colleges/institutes such as colleges of education, private general college mentioned that the college had clerk of the institution who is the in charge of library.



Graph 34: Library Incharge

Working hour of the library

Table No.70: Working hour of the library in college /institutes

Working hour of the library in colleges/institute	Type of colleges/ institutes						
	General		Law	Hotel Managt	Colleges of Education	Medical	Technical
	Govt	Pvt	Govt	Govt	Private	Private	Private
8AM – 4PM	50%	-	-	-	-	-	-
9AM- 5PM	-	100%	-	-	50%	-	50%
10 AM- 4PM	50%	-	100%	100%	-	-	-
10AM- 5 PM	-	-	-	-	50%	-	-

10AM-9PM	-	-	-	-	-	100%	-
8.30AM-8PM	-	-	-	-	-	-	50%

Referring to the response given in above table the study revealed that 8AM- 4PM was the working hour of library in Sikkim Government College Gangtok. The working hour of library in 30 percent colleges/institute such as law college, institute of hotel management and Sikkim Government College, Namchi was 10 AM- 4PM. The working hour of library in 30 percent colleges/institutes such as private general college, Loyola College of Education and Himalayan Pharmaceutical Institute was 9AM-5PM. The working hour of library in 10 percent college that is Harka Maya College of Education was 10AM- 5PM. The working hour of library in 10 percent institute that is medical institute was 10AM- 9PM. The working hour of library in 10 percent institute that is Sikkim Manipal Institute of Technology was 8.30AM- 8PM.

Stocks of the library

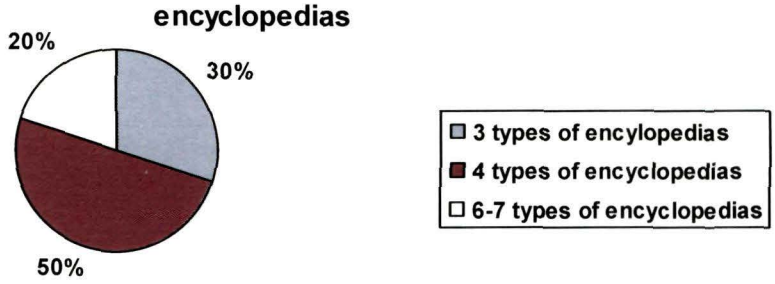
With regard to the availability of stocks in the library the study revealed that

- 100 percent colleges/institutes under study had reference books, encyclopedias, journals and text books.
- 80 percent of colleges/institutes such as private general college, colleges of education, law college, medical institute, technical institutes and institute of hotel management had periodicals.
- 90 percent colleges/institutes under study provided newspapers except Himalayan Pharmaceutical Institute did not provide newspapers in the library.

Types of encyclopedias in library

The study revealed that 30 percent colleges/institutes such as law college, institute of hotel management and Sikkim Government College, Namchi provided three types of encyclopedias in the college library. 50 percent colleges/institutes such as colleges of education, private general college, Sikkim Government College, Gangtok and Himalayan Pharmaceutical Institute provided four types of encyclopedias in the college library. 20 percent colleges/institute (medical institute and Sikkim Manipal Institute of Technology) provided six and seven types of encyclopedias respectively in the college library.

Graph 35: Colleges/institutes providing different types of encyclopedias



Types of journals in the library

The study revealed that 30 percent colleges/institutes that are government general colleges and Himalayan Pharmaceutical Institute had three types of journals in the college library. Whereas 10 percent institute (Institute of hotel management) had four types of journals. 10 percent college (private general college) had six types of journals. 30 percent colleges/institutes such as Law College and colleges of education had eight types of journals stocked in college library. Sikkim Manipal Institute of Medical Science and Sikkim Manipal Institute of Technology had eleven types of journals stocked in the college library.

Internet facility in the colleges/ institutes library

The study revealed that only 20 percent institutes such as a medical institute and Sikkim Manipal Institute of Technology provided internet facility in the library. Whereas 80 percent colleges/institutes under study did not provide internet facility in the library due to lack of funds.

Problems related to library

With regard to the types of problem related to college library the study revealed that the 30 percent colleges/institutes that are government general colleges, private general college pointed that insufficient space in library and lack of fund had caused the inability to acquire more books. Law college stated that librarian had to assist office work due to the lack of office staff. Sikkim Manipal Institute of Technology mentioned that

sufficient books were not available and books, journals were too costly. Scientific categorization and there was no full time librarian were the problems faced by the colleges of education.

5.2.5.7 Co Curricular Activities

The study revealed that 20 percent colleges/institutes such as law college and institute of hotel management did not organize any co curricular activities whereas it was organized in 80 percent colleges/institutes under study.

Table No. 71: Types of Co- Curricular activities organized

Types of Co-Curricular activities organized	Type of colleges/ institutes						
	General		Law	Hotel Managt	Colleges of Education	Medical	Technical
	Govt	Pvt	Govt	Govt	Private	Private	Private
Literary	100%	100%	-	-	100%	100%	100%
Cultural	-	-	-	-	100%	100%	100%
Games	100%	-	-	-	50%	100%	100%
Painting	-	-	-	-	-	-	-
NSS	100%	100%	-	-	-	-	-
NCC	50%	-	-	-	-	-	-

It was revealed that the literary activities were organized by 50 percent colleges/institutes such as government general colleges, private general colleges, colleges of education. 80 percent colleges of education conducted cultural activities. 40 percent colleges/institutes such as government general colleges and colleges of education conducted games and sports. National Social Service was one of organized by 30 percent colleges both government general colleges and private general college and 10 percent college (Sikkim Government College Gangtok) organized NCC. Whereas cultural, games and literary activities were organized during college week in 20 percent institutes (Sikkim Manipal Institute of Medical Science and Sikkim Manipal Institute of Technology). 100 percent colleges/institutes under study did not organize activities such as painting.

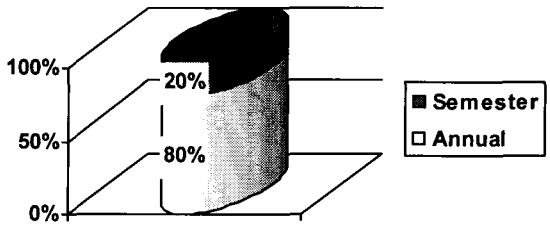
5.2.5.8 Examination and Evaluation

Examination and evaluation aims at improving academic standards of educational institutions and promoting excellence in teachers and student performance. It is the

means of achieving the goals and objective of higher education in general and also of specific course. There are various modes of examination and evaluation of pupil performance as a means of ascertaining the productivity of the education system at national, regional and institutional level.

Formative and summative evaluations are two main types of evaluation which can be used in semester and annual type of examination system. Similarly the study revealed that 80 percent colleges/institutes such as government general colleges, private general college, colleges of education, law college, insitute hotel management and Himalayan Pharmaceutical Institute conducted Annual examination system. Whereas 20 percent institutes (Sikkim Manipal Institute of Medical Science and Sikkim Manipal Institute of Technology) conducted semester examination system.

Graph 36: Types of examination conducted in colleges



Problem related to examination and evaluation

The study revealed that 70 percent colleges/institutes which were affiliated to North Bengal University stated that the results were delayed number of times.

Sending student out side the college/institutes for examination

10 percent of college(Sikkim Government College Gangtok) stated students were sent outside the college for examination because as per North Bengal University norms Honours practical in B.Sc are held outside the home centre. 90 percent of the colleges/institutes under study mentioned that students were not sent outside the college to face any examination.

5.2.5.9 Problems of Higher Education

The principals of colleges/institutes under study expressed various problems of higher education which are given below.

80 percent colleges/institutes such as government general colleges, colleges of education, law college, technical institutes, and institute of hotel management stated that colleges were insufficient in number. 80 percent colleges/institutes such as government general colleges, colleges of education, law college, technical institutes, and medical institute mentioned that qualified teachers were not available. 70 percent colleges/institutes such as government general colleges, private general college, colleges of education, Law College, Himalayan Pharmaceutical Institute stated that lack of general University in the State. 70 percent colleges/institutes such as government general colleges, colleges of education, law college, and institute of hotel management, Himalayan Pharmaceutical Institute mentioned that the state lacked State Higher Education Committee. 70 percent colleges/institutes such as government general colleges, technical institutes, medical institute, institute of hotel management, Loyola of college of education mentioned that funds were not enough for Higher education. 40 percent colleges/institutes such as law college and medical institute, Harka Maya college of education and Sikkim Manipal Institute of Technology stated that teachers were not sufficient to teach. 40 percent colleges/institutes such as government general colleges, Loyola college of education and Sikkim Manipal Institute of Technology agreed that proper academic atmosphere were lacking. 30 percent colleges/institutes such as Law College, Harka Maya college of education and Himalayan Pharmaceutical Institute stated parents were not aware and students were not motivated for further education.

5.3.0 College Teachers

Ten colleges/institutes of general education and professional education were selected for the study out of which 140 teachers were taken for the study. Out of 140 only 130 teachers responded fully, remaining teachers could not return the questionnaire due to various problems and two questionnaires had to be dropped as these questionnaire were not complete. Thus 130 questionnaires were analysed and interpreted accordingly.

Therefore the Questionnaire designed for teachers of different colleges/institutes were grouped under the following different headings: (a) General Information (b) Infrastructure (c) Finance (d) Administration (e) Academic (f) Miscellaneous.

5.3.1 General Information: This section includes various subheadings such as

(i) Recruitment of teachers (ii) Teaching experience

5.3.1.1 Recruitment of teachers

The study revealed that in 70 percent colleges/institutes teachers were recruited as per UGC norms and on the basis of interview in 30 percent colleges/institutes under study.

5.3.1.2 Teaching Experience

Table No.72: Teaching experience

Teaching experiences of teachers of colleges/institutes	Type of colleges/ institutes						
	General		Law	Hotel Management	Colleges of Education	Medical	Technical
	Govt	Pvt	Govt	Govt	Private	Private	Private
Courses							
BA	2-12yrs 16- 29yrs	3-5yrs	-	-	-	-	-
B.Sc	2-17yrs	-	-	-	-	-	-
B.Com	2-10 yrs						
B.Ed	-	-	-	-	2- 9 yrs	-	-
LLB	-	-	2-5, 14-20yrs	-	-	-	-
B.Sc (HM)	-	-	-	4- 8 yrs	-	-	-
B. Pharm	-	-	-	-	-	-	2-3yrs
BE	-	-	-	-	-	-	2-8yrs
MBBS	-	-	-	-	-	2-10 11-25yrs	-

The table shows that

- Teachers of government general colleges had 2-12 and 16- 29 years teaching experience in teaching BA, 1-17 years teaching B Sc and 2-10 years in teaching B.Com whereas private general college had teachers with 3-5 years teaching experience only.
- Teachers of government Law College had 2-5 years, 14-20 years of teaching experience.
- The teaching experiences of teachers of college of education were 2-9 years.

- The teachers of technical institute such as teachers of Himalayan Pharmaceutical Institute had 2-3 years and teachers of Sikkim Manipal Institute of Technology had 2-8 years of teaching experience.
- The private medical institute had teachers with 2-10 years and 11- 25 years teaching experience.
- Teachers of government institute of hotel management had 4-8 years of teaching experience.

5.3.2 Infrastructure

This section includes following sub headings such as (i) College building (ii) Class room (iii) Teaching Aids (iv) Teacher's common room (v) Computer facility (vi) Library (vii) Housing facility (viii) Transport facility (ix) Satisfaction with existing infrastructure (x) Suggestion for improvement of infrastructure

5.3.2.1 College building

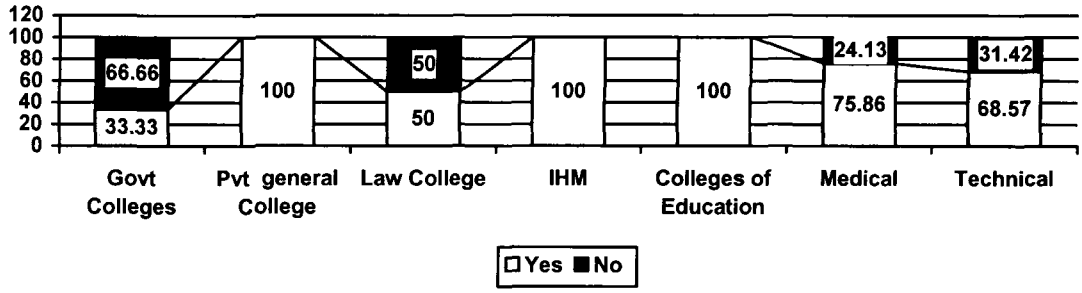
The study revealed that 100 percent teachers of government general colleges, private general college, colleges of education, technical institutes and medical institute stated that the college/institutes had its own building. 100 percent teachers of law college and institute of hotel management mentioned that the college/institute did not have its own building.

The study also revealed that 100 percent teachers of law college and institute of hotel management mentioned that classes were held in rented building.

5.3.2.2 Classroom

With regard to the classroom condition the study revealed that 100 percent teachers of private general college, colleges of education and government institute of hotel management were satisfied with the classroom condition. 66.66 percent teachers of government general colleges and 50 percent teachers of law college were not satisfied with the classroom. 31.42 percent teachers of medical institute and 24.13 percent teachers of technical institutes were not satisfied with the classroom condition.

Graph 37: Teachers who were satisfied with classroom condition

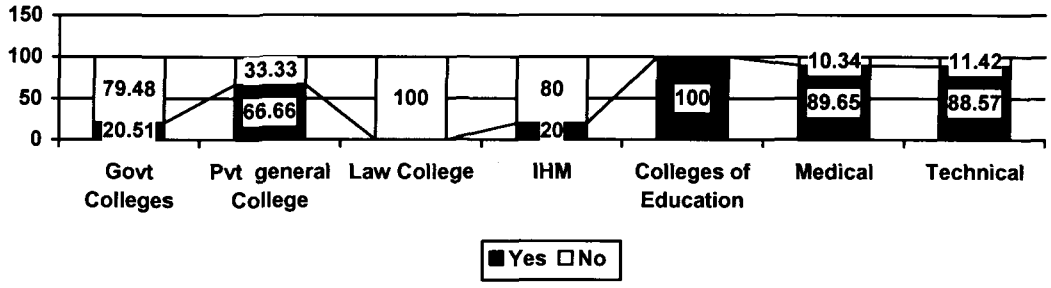


(Govt.G. Coll: Government General College, Pvt G. Coll: Private General College, Law Coll: Law College, IHM: Institute of Hotel Management, Coll of Edn: College of Education, Medical: Medical Institute, Technical: Technical Institute)

5.3.2.3 Teaching aids

The study indicated that 100 percent teachers of colleges of education, 89.65 percent teachers of medical institute, 88.57 percent teachers of technical institutes and 66.66 percent teachers of private general college agreed that facility for use of teaching aids were available whereas 100 percent teachers of law college, 80 teachers of government general colleges and 79.48 percent teachers of government institute of hotel management stated that the college/institute was not well equipped with teaching aids.

Graph 38: Availability of teaching aids



(Govt.G. Coll: Government General College, Pvt G. Coll: Private General College, Law Coll: Law College, IHM: Institute of Hotel Management, Coll of Edn: College of Education, Medical: Medical Institute, Technical: Technical Institute)

5.3.2.4 Teachers' Common Room

The study revealed that 100 percent teachers of private general college and institute of hotel management, 55.55 pecrent teachers of college of education (Harka Maya College of Education), 30.76 percent teachers of government general college (Sikkim Governemnt College Namchi) stated that teacher's common room was large enough to accommodate all teachers. Whereas 100 percent teachers of government law college, technical institutes, medical institute and 69.23 percent teachers of government general college (Sikkim Government College, Gangtok) commented that a room for two to three teachers were provided in each department. Whereas 44.44 percent teachers of colleges of education that is Loyola College of Education mentioned that single room was provided for each teacher.

Facilities provided in the teacher's common room

Table No. 73: Facilities provided in the teacher's common room

Teacher's Common Room Facilities	Type of colleges/institutes			
	General		Colleges of education	Hotel Management
	Govt	Pvt.	Govt	Govt
Magazines	15.38%	-	-	80%
Journals	-	-	-	60%
Newspaper	15.38%	66.66%	50%	80%
TV set	-	-	-	-
Lockers for each lecturer	15.38%	-	50%	60%
Writing table	100%	100%	-	100%

The study found out the facilities provided in the teachers' common room which are as follows;

a. Magazines- 15.38 percent teachers of Sikkim Government College Namchi and 80 percent teachers of institute of hotel management stated that magazines were provided in the teacher's common room.

b. Journals- 60 percent teachers of institute of hotel management stated that journals were provided in the teacher's common room.

c. Newspapers- 15.38 percent teachers of government general colleges, 66.66 percent teachers of private general college, 50 percent teachers of colleges of education, 80

percent teachers of government institute of hotel management quoted that newspaper were provided in the teacher's common room.

d. Lockers- 15.38 percent teachers of government general college, 50 percent teachers of colleges of education and 60 percent teachers of government institute of hotel management stated that lockers for each lecturer were provided in teacher's common room.

e. Writing Table- 100 percent teachers colleges/institutes such as government general colleges, private general college and government institute of hotel management stated that writing table was provided in the teacher's common room.

None of the colleges/institutes provided television set in teacher's common room as the response provided by teachers of these colleges/institutes under study.

5.3.2.5 Computer facility

It is revealed that 100 percent teachers of private general college mentioned that they had to use computer available in the college for computer course. 100 percent teachers of colleges of education, government institute of hotel management, technical institute (Sikkim Manipal Institute of Technology) and 82.75 percent teachers of medical institute agreed that computer facility was provided to the teachers. While 100 percent teachers of government general colleges, law college, technical institute (Himalayan Pharmaceutical Institute) pointed that computer facility was not provided to the teachers. 12.82 percent teachers of medical institute stated that computer facility was not adequate for teachers.

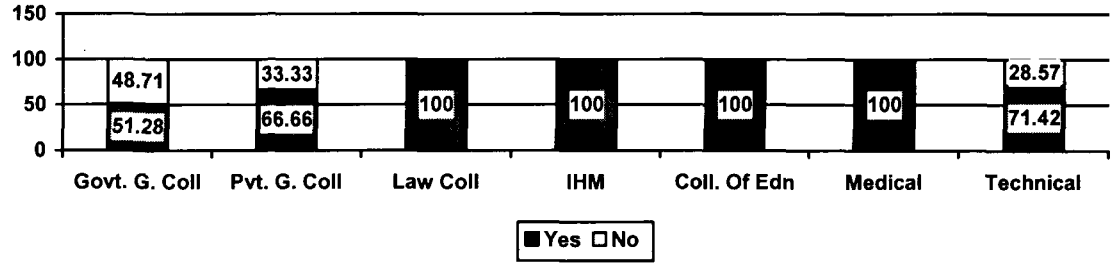
5.3.2.6 Library

Condition of reading room in library

It was revealed that 100 percent teachers of colleges of education, law college, institute of hotel management, 71.42 percent teachers of technical institutes, 66.66 percent teachers of private general college and 51.28 percent teachers of government general college stated that the reading room in library was well lighted. Whereas 48.71 percent teachers of government general college, 33.33 percent teachers of private general

college and 28.57 percent teachers of private technical institutes mentioned that the reading room in the library was not well lighted.

Graph 39: Availability of well lighted library as stated by teachers



(Govt.G. Coll: Government General College, Pvt G. Coll: Private General College, Law Coll: Law College, IHM: Institute of Hotel Management, Coll of Edn: College of Education, Medical: Medical Institute, Technical: Technical Institute)

5.3.2.7 Housing facility

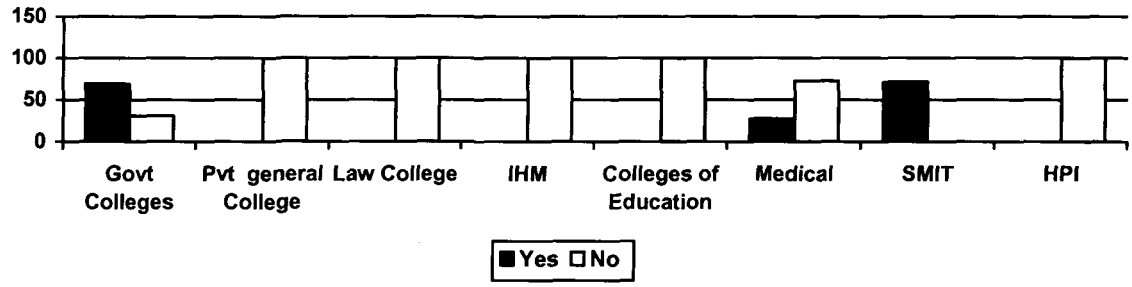
With regard to the availability of housing facility for teachers, the study revealed 100 percent teachers of Sikkim Government College Gangtok, Sikkim Manipal Institute of Technology and medical institute mentioned that the housing facility available for teachers. While 100 percent teachers of Sikkim Government College Namchi, private general college, colleges of education, law college stated that the housing facilities were not provided to the teachers. However teachers of Sikkim Government College Gangtok and medical institute mentioned that the housing facility that was provided to teachers was not sufficient.

5.3.2.8. Transport facility

Regarding availability of transport facility for teachers, the study revealed that 100 percent teachers of Sikkim Government College Gangtok, Sikkim Manipal Institute of Technology and 27.58 percent teachers of medical institute stated that transport facility was provided to teachers. 100 percent teachers of private general college, colleges of education, law college, institute of hotel management, Sikkim Government College, Namchi, Himalayan Pharmaceutical Institute mentioned that transport facility were not

available for teachers. Majority teachers of Sikkim Government College Gangtok (69.23 percent) and 72.41 percent teachers of medical institute stated that transport facility for teachers were not adequate.

Graph 40: Availability of transport facilities as stated by teachers

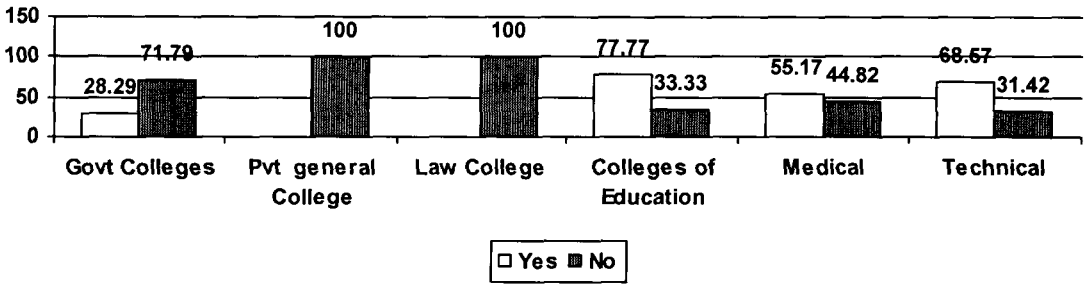


(Govt.G. Coll: Government General College, Pvt G. Coll: Private General College, Law Coll: Law College, IHM: Institute of Hotel Management, Coll of Edn: College of Education, Medical: Medical Institute, Technical: Technical Institute)

5.3.2.9 Satisfaction with facility related to infrastructure

It was found out that 77.77 percent teachers of colleges of education, 68.57 percent teachers of private technical institutes, 55.17 percent teachers of medical institute and 28.29 percent teachers of government general colleges were satisfied with the facility provided related to infrastructure. While 100 percent teachers of law college, private general college, 71.79 percent teachers of government general colleges, 44.82 percent teachers of medical institute, 33.33 percent teachers of colleges of education and 31.42 percent teachers of private technical institutes were not satisfied with the with existing infrastructure provided for teachers.

Graph 41: Teachers satisfied with the infrastructural facility



(Govt.G. Coll: Government General College, Pvt G. Coll: Private General College, Law Coll: Law College, IHM: Institute of Hotel Management, Coll of Edn: College of Education, Medical: Medical Institute, Technical: Technical Institute)

5.3.2.10 Suggestions to improve infrastructure

Teachers of colleges/institutes under study provided suggestion for improvement of infrastructure which are categorised into two categories (i) Suggestion to improve infrastructure by teachers of government colleges/institutes (ii) Suggestion to improve infrastructure by infrastructure of private general and professional college

Table No. 74: Suggestions to improve infrastructure by teachers of government colleges/institutes

Suggestions to improve infrastructure	Type of colleges/institutes		
	General	Law	Hotel Managt
Single room should be provided for at least senior teachers	35.89%	-	-
Single room for HOD	5.12%	-	-
Computer facility to work	23.07%	-	-
Minibus should be provided for teachers	5.12%	-	-
Departmental room should be provided with newspapers magazines, journals	10.25%	-	-
Teaching aids should be available	33.33%	100%	-
Reference books, journals, magazines in library	33.33%	100%	-
Proper staff room with safe drinking water, recreation items	17.94%	-	100%
Improvement of laboratory in science department	15.38%	-	-
Sufficient housing facility	20.51%	80%	60%
Good library	12.82%	80%	40%

Classrooms for honours student	5.12%	-	-
Separate department	2.56%	-	-
Own college building		100%	100%

The study revealed that teachers of government general colleges such as 35.89 percent teachers suggested that single room should be provided for senior teachers, 5.12 percent teachers suggested single room for Head of Department was essential, minibus should be provided for teachers, classrooms for honours student should be provided, 23.07 percent teachers suggested that there should be computer facility, 10.52 percent teachers suggested that departmental room should be provided with newspapers, magazines, journals, 15.38 percent teachers suggested that improvement of laboratory in science department is essential and 2.56 percent teachers suggested that separate department should be formed. 100 percent teachers of law college and 33.33 percent teachers of government general college suggested that teaching aids should be available and reference books, journals, magazines should be provided in library. 100 percent teachers of institute of hotel management and 17.94 percent teachers of government general college suggested that proper staff room with safe drinking water, recreation items should be provided. 80 percent teachers of law college, 60 percent teachers of institute of hotel management, 20.51 percent teachers of government general college suggested that there should be sufficient housing facility for teachers. 80 percent teachers of law college, 40 percent teachers of institute of hotel management, 12.82 percent teachers of government general college suggested that library should be well maintained.

Table No. 75: Suggestions to improve infrastructure by teachers of private general and professional college

Suggestion to improve infrastructure by teachers of private general and professional college	Type of College/Institute			
	General	College Of Education	Medical	Technical
	Private	Private	Private	Private
More advanced laboratory in all discipline should setup	-	-	-	14.28 %
More classroom are required	-	-	-	5.71%
Examination halls should be separate	-	-	-	5.71%
Housing facility should be provided	100%	-	-	20%
Computer facility with internet in college	-	-	-	5.71%

should be provided				
Single room with journals and newspapers should be provided	33.33%	44.44%	-	5.71%
Well ventilated cubicles for each teachers	-	-	3.44%	-
Transport facility	-	33.33%	10.34%	-
Recreation facility	-	-	3.44%	-
Improve teaching aids	-	-	3.44%	-
Heaters should be provided in winters cold	-	-	13.79%	-
Free access to computer and internet	-	-	10.34%	-
Locker for each teacher in a common room	66.66%	-	-	-

The study revealed that 14.28 percent teachers of technical institutes suggested that more advanced laboratory in all discipline should be setup, 5.71 percent teachers of technical institutes suggested that more classroom were required, examination halls should be separate and computer facility with internet in college should be provided. 100 percent teachers of private general college and 20 percent teachers of technical institutes mentioned that Housing facility for teachers should be provided. 44.44 percent teachers of colleges of education, 33.33 percent teachers of private general college and 5.71 percent teachers of technical institutes mentioned that single room with journals and newspapers should be provided. Teachers of medical institute such as 3.44 percent teachers suggested that there should be well ventilated cubicles for each teachers, recreation facility, teaching aids should be improved, 10.34 percent teachers suggested that there should be free access to computer and internet and 13.49 percent teachers suggested that in the cold season heaters should be provided. 33.33 percent teachers of colleges of education and 10.34 percent teachers of technical institute mentioned that transport facility should be provided. 66.66 percent teachers of private general college mentioned that locker for each teacher in a common room should be provided.

5.3.3 Finance

This section includes following sub headings such as (i) Salary (ii) Allowances (iii) Advanced increment.

5.3.3.1 Salary of teachers

The study revealed that 100 percent teachers of government general colleges, private general college, colleges of education, law college, private technical institutes,

medical institute and government institute of hotel management agree that they received salary regularly.

Table No. 76: Type of pay scales teachers were receiving

Type of pay scales teachers were receiving	Type of colleges/ institutes						
	General		Law	Hotel Managt	Colleges of Education	Medical	Technical
	Govt	Pvt	Govt	Govt	Private	Private	Private
State government	-	-	-	100%	-	-	-
UGC scale if UGC criteria is fulfilled	100%	100%	100%	-	100%	-	17.14%
Management scale	-	-	-	-	-	-	11.42%
UGC but modified	-	-	-	-	-	100%	-

Above table revealed that 100 percent teachers of government general colleges, private general college, colleges of education, law college stated that UGC scale was given if teachers were regular appointee and had fulfilled the UGC criteria. The teachers of government colleges also revealed that adhoc teachers were given consolidated pay scale of 12000 per month. 100 percent teachers of government institute of hotel management mentioned that they were paid State Government Pay Scale. Teachers of technical institutes: 17.14 percent teachers of teachers agreed that they were paid UGC scale if teachers were regular appointee and had fulfilled the UGC criteria and 11.42 percent teachers of mentioned that they were paid management scale. 100 percent teachers of medical institute mentioned that they were paid UGC but modified pay scale.

5.3.3.2 Allowances

The study showed that 100 percent teachers of government general college, private general college, law college, institute of hotel management, colleges of education, medical institute and technical institute mentioned that they were given house rent allowance and dearness allowance. 100 percent teachers of medical institute and technical institute mentioned that they were provided medical allowance. 100 percent teachers of government general college, private general college, law college, institute of hotel management, medical institute, technical institute mentioned that they were given G.P.F. 100 percent teachers of government general colleges and law college mentioned that they were granted pension whereas rest of the college/institutes under study were not provided

pension. 100 percent teachers of government general colleges, law college and Harka Maya College of Education mentioned that they were provided Hill compensatory allowance. 100 percent teachers of all the colleges/institutes under study were not provided winter allowance and North Eastern Council allowance.

5.3.3.3 Advanced increment

The study found out that 100 percent teachers of government general colleges, private general college, law college, medical institute, technical institute and a college of education agreed that they were provided advanced increment for higher qualification. 100 percent teachers of hotel management and a college of education mentioned that they did not get advanced increment for higher qualification.

5.3.4 Administration

This section includes various subheadings such as (i) Leave facilities (ii) Service rules and Promotion (iii) Promotion (iv) Member of governing body

5.3.4.1 Leave facilities

The study revealed that 100 percent of teachers of government general colleges and private general college, law college, colleges of education, technical institutes, medical institute and institute of hotel management enjoyed leave facilities.

Types of leave enjoyed by the teachers

Table No.77: Types of leave

Types of leave enjoyed by the teachers	Type of colleges/institutes						
	General		Law	Hotel Manag	Colleges of Education	Medical	Technical
	Govt	Pvt	Govt	Govt	Private	Private	Private
Earned leave	100%	-	100%	100%	-	100%	50%
Medical leave	100%	100%	100%	100%	100%	100%	100%
Half day leave	100%	-	100%	-	50%	-	50%
Study leave	100%	-	100%	100%	50%	100%	50%
Extraordinary leave	100%	100%	100%	100%	100%	100%	100%
Maternity leave	100%	100%	100%	100%	100%	100%	100%
Casual leave	100%	100%	100%	100%	100%	100%	100%

Sabbatical leave	-	-	-	-	-	-	-
Special leave on principal's discretion	-	-	80%	-	-	-	-

The study revealed that 100 percent teachers of government general colleges, law college, institute of hotel management, medical institute and technical institutes provided earned leave facilities. 100 percent teachers of all ten colleges/institutes under study provided casual leave, extra ordinary leave, medical leave and maternity facilities facilities. 100 percent teachers of 50 percent colleges/institutes such as government general colleges, law college, a college of education and a technical institute were provided half day leave facilities. 100 percent teachers of government general colleges, law college, institute of hotel management, a college of education, medical institute and a technical institute were provided study leave facilities. Special leave on principal's discretion was given only in law college as mentioned by 80 percent teachers. Sabbatical leave was not granted to 100 percent colleges/institutes under study as stated by teachers.

5.3.4.2 Service rules

With regard to the availability of written rules and regulations related to service condition the study revealed that 100 percent teachers of government general colleges, private general college, colleges of education, law college, technical institutes, medical institute and government institute of hotel management mentioned that there were written rules and regulations related to service condition.

5.3.4.3 Promotion

The study revealed that 100 percent teachers of all the ten colleges/institutes under study such as government general colleges, private general college, colleges of education, law college, technical institutes, medical institute and government institute of hotel management agreed that there was a prospect for promotion.

Criteria used in determining eligibility for advancement in rank and increase in salary.

Table No.78: Criteria used in determining eligibility for advancement in rank and increase in salary.

Criteria for determining for advancement in rank and increase in salary	Type of colleges/institutes						
	General		Law	Hotel Management	Colleges of Education	Medical	Technical
	Govt	Pvt	Govt	Govt	Private	Private	Private
UGC criteria	100%	33.33%	100%	-	22.22%	-	42.85%
Qualification	-	100%	-	60%	-	-	48.57%
Length of service	30.76 %	-	-	40%	-	79.31 %	51.42%
Teaching experience	-	100%	-	-	44.44%	10.34 %	-
Personal appraisal report	-	-	-	-	-	3.44%	17.14%
Rules are not clear	-	-	-	-	-	6.89%	-

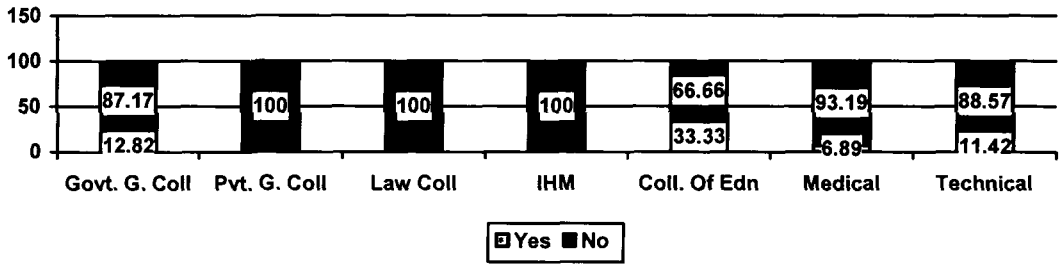
The study revealed that 100 percent teachers of government general colleges and law college, 42.85 percent teachers of technical institutes, 33.33 percent teachers of private general college, 22.22 percent teachers of colleges of education mentioned that UGC criteria was considered for determining eligibility for advancement in rank and increase in salary. Higher qualification was one of the criteria as mentioned by 100 percent teachers of private general college, 60 percent teachers of institute of hotel management and 48.57 percent teachers of technical colleges. Whereas 79.31 percent teachers of medical institute, 51.42 percent teachers of technical institutes, 40 percent teachers of institute of hotel management and 30.76 percent teachers of a government general college mentioned that length of service was one of the criteria. 100 percent teachers of private general college, 44.44 percent teachers of colleges of education and 10.34 percent teachers of medical institute mentioned that teaching experience was the criteria. 17.14 and 3.44 percent of technical institutes and medical institute mentioned that personal appraisal report was also considered. Teachers of medical institute such as 6. 89 percent teachers mentioned that rules were not clear.

5.3.4.4 Member of governing body

It was found out that 12.82 percent teachers of government general colleges, 33.33 percent teachers of colleges of education, 11.42 percent teachers of technical

institute and 6.89 percent teachers of medical institute were the member of governing body. Whereas 100 percent teachers of private general college, law college, institute of hotel management, 93.19 percent teachers of medical institute, 88.57 percent teachers of technical institute, 87.17 percent teachers of government general colleges and 66.66 percent teachers of colleges of education were not the member of any governing body.

Graph 42: Teachers in Governing Body



(Govt.G. Coll: Government General College, Pvt G. Coll: Private General College, Law Coll: Law College, IHM: Institute of Hotel Management, Coll of Edn: College of Education, Medical: Medical Institute, Technical: Technical Institute)

Member of type of governing body

Table No.79: Member of type of governing body

Member of type of governing agency	Type of colleges/institutes			
	General	College Of Education	Technical	Medical
	Govt	Private	Private	Private
Government committee	5.12%		11.42%	-
Management	-	33.33%	5.71%	6.89%
University	7.69%	-	-	-
College level	5.12%	-	-	-

With regard to the member of type of governing agency, the study revealed 5.12 percent teachers of government general colleges and 11.42 percent teachers of a technical institute that is Sikkim Manipal Institute of Technology were member of Government committee. 33.33 percent teachers of colleges of education, 6.89 percent teachers of medical institute and 6.89 percent teachers of technical institute that is Sikkim Manipal

Institute of Technology were members of management. Teachers of government of general colleges such as 7.69 percent were a member of University and 5.12 percent were a member of College level governing body respectively.

5.3.5 Academic

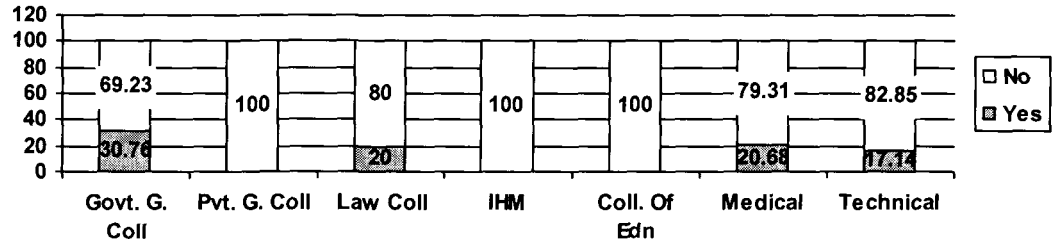
This section includes following sub headings such as (i) Research Project (ii) Monographs/books published (iii) attendance of Intensive courses (iv) Involvement in imparting continuing education (v) Method of teaching (vi) Teaching aids (vii) Innovation in teaching (viii) Curriculum (ix) Library (x) Co curricular activities (xi) Examination and evaluation

5.3.5.1 Research Project

Higher Education programme should be flexible and meet the growing demands of specialization.

The study revealed that 30.76 percent teachers of government general colleges, 20.68 percent teachers of medical institute, 20 percent teachers of law college and 17.14 percent teachers of technical institutes had undertaken research project. 100 percent teachers of private general college, colleges of education, institute of hotel management, 82.85 percent teachers of technical institutes, 80 percent teachers of law college, 79.31 percent teachers of medical institute and 69.23 percent teachers of general government college had not undertaken any research project.

Graph 43: Teachers who had undertaken Research Project



(Govt.G. Coll: Government General College, Pvt G. Coll: Private General College, Law Coll: Law College, IHM: Institute of Hotel Management, Coll of Edn: College of Education, Medical: Medical Institute, Technical: Technical Institute)

Type of research project undertaken by teachers

Table No. 80: Type of research project undertaken

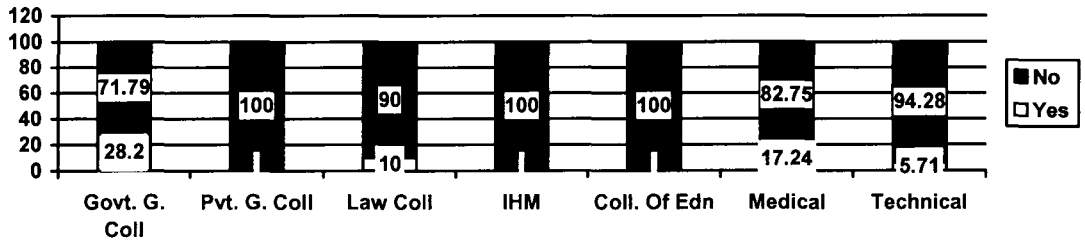
Type of research project undertaken by teachers	Type of Colleges/institutes			
	General	Law	Technical	Medical
	Government	Government	Private	Private
National	20.51%	20%	17.14%	6.89%
International	-	-	-	3.44%
State	-	-	-	3.44%
Institutional	-	-	-	6.89%

It was also revealed that National project was taken by 20.51 percent teachers of government general colleges, 20 percent teachers of law college, 17.14 percent teachers of technical institutes and 6.89 percent teachers of medical institute. Whereas teachers of medical insttute 3.44 percent have taken International, State research project and 6.89 percent have taken Institutional research project.

5.3.5.2 Monographs/books published by teachers

The study revealed that 28.20 percent teachers of government general colleges, 17.24 percent teachers of medical institute, 10 percent teachers of law college and 5.71 percent teachers of private technical institutes had published monographs/books. Whereas 100 percent teachers of private general college, colleges of education and government institute of hotel management, 94.28 percent teachers of technical institutes, 90 percent teachers of law college, 82.75 percent teachers of medical institute and 71.79 percent teachers of government general colleges had not published any monographs/books.

Graph 44: Teachers who had published books



(Govt.G. Coll: Government General College, Pvt G. Coll: Private General College, Law Coll: Law College, IHM: Institute of Hotel Management, Coll of Edn: College of Education, Medical: Medical Institute, Technical: Technical Institute)

Number of monographs/books published by the teachers

Table No. 81: Number of monographs/books published

Number of monographs/books published by the teachers	Type of College/Institution			
	General	Law	Technical	Medical
	Government	Government	Private	Private
One	15.38%	10%	20%	13.79%
Two	10.25%	-	2.85%	3.44%
Three	2.56%	-	-	-

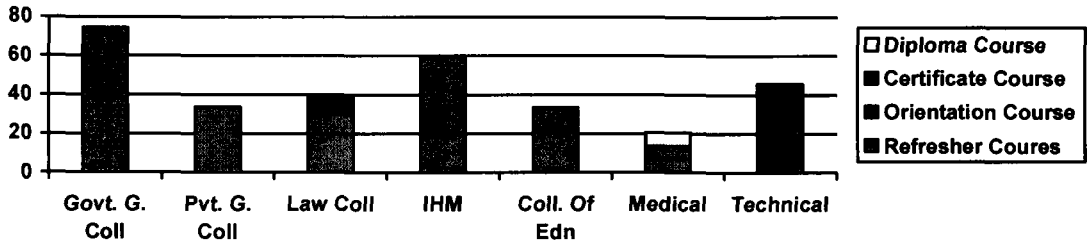
From the above table it was revealed that 15.38 percent teachers of Sikkim Government College Gangtok, 13.79 percent teachers of medical institute, 20 percent teachers of technical institutes, 10 percent teachers of law college had published one monograph/book. 10.25 percent teachers of government general colleges, 3.44 percent teachers of medical institute and 2.85 percent teachers of private technical institutes had published two monographs/books. 2.56 percent teachers of Sikkim Government College, Gangtok had published three monographs/books.

5.3.5.3 Attendance of Intensive courses

With regard to the attendance of intensive courses 38.46 percent teachers of government general colleges, 22.22 percent teachers of colleges of education, 20 percent teachers of law college and government institute of hotel management, and 6.89 percent teachers of medical institute, 5.71 percent teachers of private technical institutes had attended Refresher Course. Whereas Orientation Course were attended by 40 percent teachers of institute of hotel management, 35.89 percent teachers of government general college, 33.33 percent teachers of private general college, 22.85 percent teachers of technical institutes, 11.11 percent teachers of colleges of education, 10 percent teachers of law college and 6.89 percent teachers of private medical institute. 17.14 percent teachers of private technical institutes and 10 percent teachers of law college had

attended Certificate course. Whereas diploma course was attended by 6.89 percent teachers of medical institute only.

Graph 45: Teachers who had attended Intensive Course

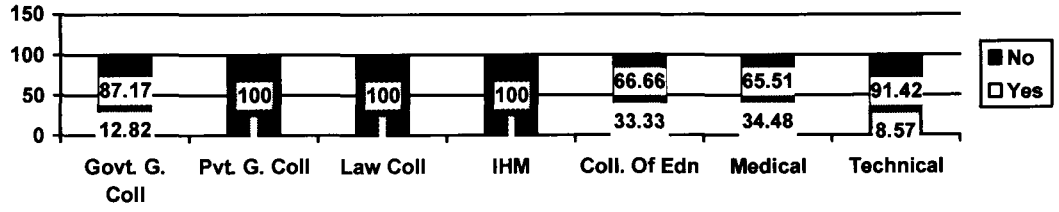


(Govt.G. Coll: Government General College, Pvt G. Coll: Private General College, Law Coll: Law College, IHM: Institute of Hotel Management, Coll of Edn: College of Education, Medical: Medical Institute, Technical: Technical Institute)

5.3.5.4 Involvement in imparting continuing education

With regard to the involvement of teacher in continuing education the study revealed that 100 percent teachers of private general college, law college, institute of hotel management, 91.42 percent teachers of technical institutes, 87.17 percent teachers of government general colleges, 66.66 percent teachers of colleges of education and 65.51 percent teachers of medical institute had never been involved in imparting continuing education. Whereas 34.48 percent teachers of medical institute, 33.33 percent teachers of colleges of education, 12.82 percent teachers of government general colleges and 8.57 percent teachers of technical institutes had been involved in imparting continuing education.

Graph 46: Teachers who had involved in imparting continuing education



(Govt.G. Coll: Government General College, Pvt G. Coll: Private General College, Law Coll: Law College, IHM: Institute of Hotel Management, Coll of Edn: College of Education, Medical: Medical Institute, Technical: Technical Institute)

Those teachers who had involved in continuing education mentioned their role that 24.13 percent teachers of medical institute, 11.11 percent teachers of colleges of education, 10.25 percent teachers of government general college and 5.71 percent teachers of private technical institutes had been a faculty in imparting continuing education. 2.85 percent teachers of technical institutes and 2.56 percent teachers of government general college had been an organizer in imparting continuing education. 10.34 percent teachers of medical institute had been both organizer and faculty in imparting continuing education.

5.3.5.5 Method of teaching

Teaching is the most fundamental responsibility of teachers irrespective of their time and stage of education. A good lesson is an artistic creation and a unique presentation of facts. So with regard to the freedom to teach in the own style the study revealed that 100 percent teachers of all the ten colleges/institutes such as government general colleges, private general college, colleges of education, law college, private technical institutes, medical institute and government institute of hotel management mentioned that they had the freedom to teach in own style.

Method of teaching followed by teachers in the classroom

At the stage of higher education a great quantum of knowledge is required to be imparted and a vast area of topics need be covered by teachers. Teachers should not only acquire the quantum of knowledge that is required for various groups of learners but also use different methods and techniques of teaching for which that have to master a good number of skills.

Table. No. 82: Method of teaching followed by teachers in the classroom

Method of teaching followed by teachers in the classroom	Type of colleges/ institutes						
	General		Law	Hotel Management	Colleges of Education	Medical	Technical
	Govt	Pvt	Govt	Govt	Private	Private	Private
Lecture	100%	100%	100	100%	100%	100%	100%

Method			%				
Discussion	33.33%	33.33 %	50%	60%	66.66%	44.82%	77.14%
Demonstration	46.15%	-	-	60%	44.44%	68.96%	45.71%
Questioning	56.41%	-	50%	80%	44.44%	48.27%	22.85%
Dictating notes	64.10%	66.66 %	70%	80%	22.22%	6.89%	54.28%
Field study	10.24%	-	-	-	11.11%	3.44%	5.71%
Project Method	5.12%	-	-	-	22.22%	17.24%	22.85%

The above table revealed that

- Lecture method was used by teachers of 100 % colleges/institutes under study.
- 77.14 percent teachers of private technical institutes, 66.66 percent teachers of colleges of education, 60 percent teachers of institute of hotel management, 50 percent teachers of law college, 44.82 percent teachers of medical institute and 33.33 percent teachers of private general college and a government general college stated that they followed discussion method in the classroom.
- 68.96 percent teachers of medical institute, 60 percent teachers of government institute of hotel management, 46.15 percent teachers of government general colleges, 45.71 percent teachers of technical institutes and 44.44 percent teachers of colleges of education stated that they followed demonstration method in the classroom.
- 80 percent teachers of government institute of hotel management, 56.41 percent teachers of government general colleges, 50 percent teachers of law college, 48.27 percent teachers of medical institute, 44.44 percent teachers of colleges of education and 22.85 percent teachers of technical institutes mentioned that they followed questioning method in the classroom.
- 80 percent teachers of government institute of hotel management, 70 percent teachers of law college, 66.66 percent teachers of private general college, 64.10 percent teachers of government general colleges, 54.28 percent teachers of technical institutes 22.22 percent teachers of colleges of education and 6.89 medical institute stated that they dictate notes in the classroom.
- Field study and project method was followed by teachers of those colleges/institutes which had science stream as 11.11 percent teachers of colleges of education, 10.24 percent teachers of government general colleges, 5.71 percent teachers of technical

institutes and 3.44 medical institute stated that they take students for field study and 22.85 percent teachers of technical institutes, 22.22 percent teachers of colleges of education, 17.24 percent teachers of medical institute and 5.12 percent teachers of government general colleges followed project method.

Way to ensure the active participation of students in class

The teaching process is not a one- way transmission of knowledge from the teachers to the students. So in the process of teaching and learning process the involvement of stuents depends upon the skills and ability of teachers.

Table No.83: Way to ensure the active participation of students in class

Way to ensure the active participation of students in class	Type of colleges/ institutes						
	General		Law	Hotel Manag t	Colleges of Education	Medical	Technical
	Govt	Pvt	Govt	Govt	Private	Private	Private
Encouraging the student to make queries	76.92 %	66.66 %	90%	80%	17.94%	79.31 %	91.42 %
Proper distribution of question to students	10.25 %	33.33 %	-	20%	15.38%	27.58 %	25.71 %
Equal distribution of work	12.82 %	-	-	40%	15.38%	17.24 %	54.28 %
Organizing group discussion	33.33 %	-	40%	20%	15.38%	51.72 %	17.14 %

The above table revealed that 90 percent teachers of law college, 91.42 percent teachers of private technical institutes, 80 percent teachers of government institute of hotel management, 79.31 percent teachers of medical institute, 76.92 percent teachers of government general colleges, 66.66 percent teachers of private general college and 17.94 percent teachers of colleges of education stated that they ensured the active participation of students in class by encouraging the student to make queries. 33.33 percent teachers of private general college, 27.58 percent teachers of medical institute, 25.71 percent teachers of private technical institutes, 20 percent teachers of government institute of hotel management, 15.38 percent teachers of colleges of education and 10.25 percent teachers of government general college stated that they ensured the active participation of students in class by proper distribution of question to students. 54.28 percent teachers of

technical institutes, 40 percent teachers of government institute of hotel management, 17.24 percent teachers of medical institute, 15.38 percent teachers of colleges of education and 12.82 percent teachers of government general college agreed that they ensured the active participation of students in class by equal distribution of work. 51.72 percent teachers of medical institute, 40 percent teachers of law college, 33.33 percent teachers of government general colleges, 20 percent teachers of government institute of hotel management, 17.14 percent teachers of technical institutes and 15.38 percent teachers of colleges of education agreed that they ensured the active participation of students in class by organizing group discussion.

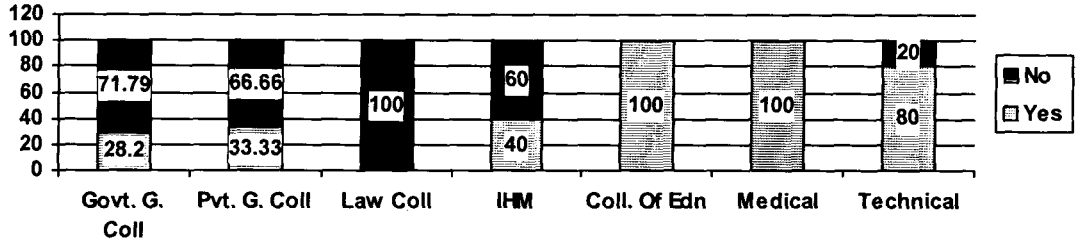
5.3.5.6 Teaching aids

A vast range of technologies are now available for making the teaching-learning process effective as well as interesting. Educational T.V and radio programmes, audio-video programmes, computer and programmed learning software, flims and slides, maps, charts, models can be used by teachers according to the availability of time and facilities.

The study revealed that 100 percent teachers of colleges of education and medical institute, 80 percent teachers of technical institutes, 40 percent teachers of institute of hotel management, 33.33 percent teachers of private general college and 28.20 percent teachers of government general college mentioned that they used teaching aids. While 100 percent teachers of law college, 71.79 percent teachers of government general colleges, 66.66 percent teachers of private general college, 60 percent teachers of institute of hotel management and 20 percent teachers of technical institutes mentioned that they did not use teaching aids.

The study also revealed that majority of professional colleges/institutes under study except law college used teaching aids while less percentage of teachers of general colleges used teaching aids.

Graph 47: Teachers who used teaching aids



(Govt.G. Coll: Government General College, Pvt G. Coll: Private General College, Law Coll: Law College, IHM: Institute of Hotel Management, Coll of Edn: College of Education, Medical: Medical Institute, Technical: Technical Institute)

5.3.5.7 Innovation in teaching

With regard to the innovation in teaching in colleges the study revealed that 66.66 percent teachers of colleges of education, 54.28 percent teachers of technical institutes and 51.72 percent teachers of medical institute agreed that there was an innovation in teaching in college. Whereas 100 percent teachers of government general colleges, private general college, institute of hotel management, 48.27 percent teachers of medical institute, 45.71 percent teachers of technical institutes and 44.44 percent teachers of colleges of education mentioned that there was no any innovation in teaching in college.

Type of innovation in teaching in colleges/institutes

Table No. 84: Type of Innovation in Teaching in colleges/institutes

Type of innovation in teaching in colleges/institutes	Type of colleges/ institutes		
	College of Education	Technical	Medical
	Private	Pvt	Private
Instructional television	-	-	-
Instructional radio	-	-	-
Computer assisted instruction	22.22%	40%	34.48%
Independent study course	11.11%	-	-
Programmed instruction	11.11%	20%	-
Team teaching	44.44%	20%	17.24%
Simulated teaching	44.44%	-	-

It was revealed that 40 percent teachers of technical institutes, 34.48 percent teachers of medical institute and 22.22 percent teachers of colleges of education agreed that there was Computer Assisted Instruction. The teachers of colleges of education; 44.44 percent mentioned that college practiced simulated teaching and 11.11 percent mentioned that the college had developed independent study course. 20 percent teachers of technical institutes and 11.11 percent teachers of college of education had developed programmed instruction. 44.44 percent teachers of college of education, 20 percent teachers of technical institutes and 17.24 percent teachers of medical institute had developed team teaching.

It was also found out that private and professional colleges/institutes under study such as colleges of education, technical institutes and medical institute had innovation in teaching whereas the government and general colleges/institute lagged behind in innovation in teaching.

5.3.5.8 Curriculum

Table. No. 85: Framing of curriculum

Type of colleges/ institutes	General		Law	Hotel Management	Colleges of Education	Medical	Technical
Management	Govt	Pvt	Govt	Govt	Private	Private	Private
The university	100%	100%	100%	100%	100%	University based on MCI recommendation- 100%	100%
State Government	-	-	-	-	-	-	-
Managing committee	-	-	-	-	-	-	-
National Council	-	-	-	NCH MCT	-	-	-

The study revealed that 100 percent teachers of government and private general colleges, colleges of education, law college, private technical institutes and medical institute stated that the curriculum was framed by university. Except in case of medical institute the 100 percent teachers stated that University framed curriculum based on Medical Council of India (MCI) recommendation and institute of hotel management also

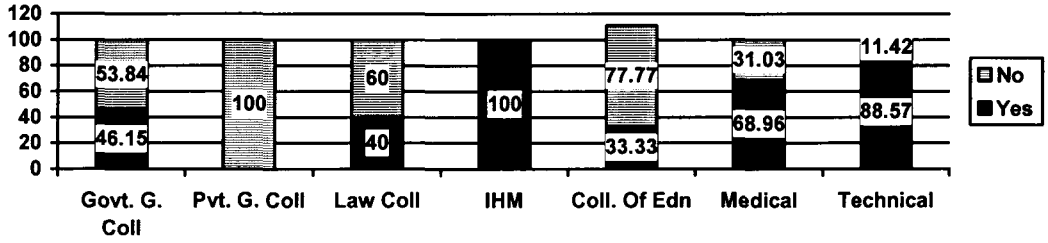
mentioned that the curriculum was framed by university and National Council for Hotel Management and Catering Technology (NCHMCT).

Satisfaction with the curriculum

The teacher plays a pivotal role in implementing the curriculum. He has to know and understand the content and process of learning, elaborate and interpret the syllabi and textbooks. It was therefore appropriate to collect information whether the teachers of the ten colleges/institutes under study were satisfied with the curriculum.

The study revealed that 100 percent teachers of government institute of hotel management, 88.57 percent teachers of technical institutes, 68.96 percent teachers of medical institute, 46.15 percent teachers of government general college, 40 percent teachers of law college and 33.33 percent teachers of colleges of education were satisfied with the curriculum. Whereas 100 percent teachers of private general college, 77.77 percent teachers of colleges of education, 60 percent teachers of law college, 53.84 percent teachers of government general college, 31.03 percent teachers of medical institute and 11.42 percent teachers of technical institutes were not satisfied with the existing curriculum.

Graph 48: Satisfaction with the Curriculum as stated by teachers



(Govt.G. Coll: Government General College, Pvt G. Coll: Private General College, Law Coll: Law College, IHM: Institute of Hotel Management, Coll of Edn: College of Education, Medical: Medical Institute, Technical: Technical Institute)

Revision of curriculum

The study revealed that 100 percent teachers of government general college, private general college, law college, technical institutes, medical institute, government

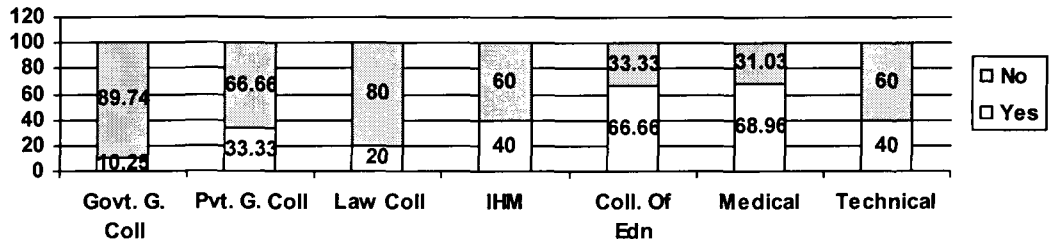
institute of hotel management and a college of education agreed that curriculum was revised. 100 percent teachers of a Harka Maya College of education claimed that they did not answer as the college was established only in 2001.

5.3.5.9 Library

Timely maintenance of library

The study revealed that 68.96 percent teachers of medical institute, 66.66 percent teachers of colleges of education, 40 percent teachers of technical institutes and institute of hotel management, 33.33 percent teachers of private general college, 20 percent teachers of law college and 10.25 percent teachers of government general colleges stated that the library was properly maintained and updated timely. Whereas 89.74 percent teachers of government general colleges, 80 percent teachers of law college, 66.66 percent teachers of private general college, 60 percent teachers of technical institutes and institute of hotel management, 33.33 percent teachers of colleges of education and 31.03 percent teachers of medical institute mentioned that the library was not properly maintained and updated timely.

Graph 49: Well maintained library as stated by teachers



(Govt.G. Coll: Government General College, Pvt G. Coll: Private General College, Law Coll: Law College, IHM: Institute of Hotel Management, Coll of Edn: College of Education, Medical: Medical Institute, Technical: Technical Institute)

Library In charge

With regard to the library in charge the study revealed that 100 percent teacher of 30 percent colleges under study such as private general college and colleges of education mentioned that the college had clerk of the institution as the library incharge. While100

percent teacher of 70 percent colleges/institutes under study government general college, law college, private technical institutes, medical institute and government institute of hotel management had full time librarian as the in charge of library.

Working hour of the library

With regard to the working hour of the library above table revealed that 100 percent teachers of Sikkim Government College Gangtok stated that 8AM- 4PM was the working hour of library. 100 percent teachers of Damber Singh College, Loyola College of Education and Himalayan Pharmaceutical Institute stated that 9AM- 5PM was the working hour of the library. 10AM-4PM was the library working hour as mentioned by 100 percent teachers of Sikkim Government College, Namchi, Law College and institute of hotel management. 10AM- 5PM was the library working hour as stated by 100 percent teachers of Harka Maya College of Education. 100 percent teacher of medical institute and technical institutes mentioned that 10AM-9PM and 8.30AM- 8PM respectively was the working hour of the library.

Stocks in library

Table No. 86: Stocks in library

Stocks in library	Type of colleges/ institutes						
	General		Law	Hotel Management	Colleges of Education	Medical	Technical
	Govt	Pvt	Govt	Govt	Private	Private	Private
Reference books	100%	100%	100%	100%	100%	100%	100%
Encyclopedias	84.61 %	33.33 %	20%	80%	66.66%	100%	34.28%
Journals	84.61 %	66.66 %	100%	100%	100%	100%	42.85%
Periodicals	-	-	40%	80%	66.66%	100%	94.28%
Text books	100%	100%	100%	100%	100%	100%	100%
Newspapers	100%	66.66 %	90%	100%	77.77%	100%	77.14%

The above table revealed that 100 percent teacher of government and private general colleges, Law College, colleges of education, private technical institutes, medical institute and government institute of hotel management mentioned that reference books and text books were stocked in library.

- 100 percent teachers of private medical institute, 84.61 percent teachers of government general college, 80 percent teachers of institute of hotel management, 66.66 percent teachers of colleges of education, 34.28 percent teachers of technical institute and 33.33 percent teachers of private general college stated that Encyclopedias are stocked in library.
- 100 percent teachers of colleges of education, law college, medical institute and government institute of hotel management, 84.61 percent teachers of government general college, 66.66 percent teachers of private general college and 42.85 percent teachers of technical institutes agreed that Journals are stocked in library.
- 100 percent teacher of medical institute, 94.28 percent teachers of technical institutes, 80 percent teachers of government institute of hotel management, 66.66 percent teachers of colleges of education and 40 percent teachers of law college agreed that periodicals are stocked in library.
- 100 percent teachers of government general college, institute of hotel management and medical institute, 90 percent teachers of law college, 77.77 percent teachers of colleges of education, 77.14 percent teachers of technical institute that is Sikkim Manipal Institute of Technology and 66.66 percent teachers of private general college stated that newspaper were available in library whereas teachers of Himalayan Pharmaceutical Institute had mentioned that newspapers were not available in the library.

Availability of adequate books on different subjects in library

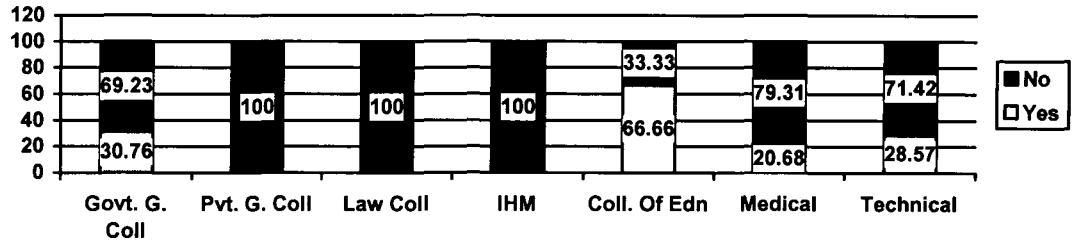
The study revealed that 68.96 percent teachers of medical institute, 66.66 percent teachers of colleges of education, 40 percent teachers of technical institutes, government institute of hotel management, 33.33 percent teachers of private general college, 20 percent teachers of law college and 10.25 percent teachers of government general college stated that library was stocked adequately with books on different subjects. Whereas 89.74 percent teachers of government general colleges, 80 percent teachers of law college, 66.66 percent teachers of private general college, 60 percent teachers of technical institutes and institute of hotel management, 33.33 percent teachers of colleges of education and 31.03 percent teachers of medical institute mentioned that library was not stocked adequately with books on different subjects.

5.3.5.10 Co curricular activities

Co curricular activities (CCA) has psychological, physiological, ethical, academic, social, civic, aesthetic, cultural and recreational values and due attention should be given on their effective organization and management. Teachers should be held responsible for organization of these activities according to the interests and experience of students.

The study revealed that 30.76 percent teachers of government general colleges, 66.66 percent teachers of colleges of education, 28.57 percent teachers of technical institute, 20.68 percent teachers of medical institute revealed that they took responsibility towards co curricular activities in the college. 100 percent teachers of private general college, institute of hotel management and Law College, 80 percent teachers of government institute of hotel management, 79.31 percent teachers of medical institute, 71.42 percent teachers of technical institutes, 69.23 percent teachers of government general colleges and 33.33 percent teachers of colleges of education mentioned that they did not take any responsibility towards co curricular activities in the college.

Graph 50: Teachers who took resonsibility towards CCA



(Govt.G. Coll: Government General College, Pvt G. Coll: Private General College, Law Coll: Law College, IHM: Institute of Hotel Management, Coll of Edn: College of Education, Medical: Medical Institute, Technical: Technical Institute)

Incharge of the type of co curricular activities

Table No.87: Incharge of the type of co curricular activities

Type of Colleges/ institutes	General	Colleges Of Education	Technical (only one college)	Medical

Management	Govt	Private	Pvt	Private
Response category				
NSS	12.82%	-	-	-
NCC	2.5%	-	-	-
Literary activities	15.38%	44.44%	-	
Sports	15.38%	44.44%	-	3.44%
Cultural	10.25%	44.44%	-	
College function	-	-	40%	20.68%

It was found out that teachers of government general colleges 12.82 percent took responsibility of National Social Service (NSS) and 2.5 percent took responsibility of National Cadet Corps (NCC). 15.38 teachers of government general colleges and 44.44 percent teachers of colleges of education took responsibility of literary activities and sports respectively. 3.44 percent teachers of medical institute took responsibility of sports. 10.25 teachers of government general colleges and 44.44 percent teachers of colleges of education took responsibility of cultural activities. 40 percent teachers of technical institutes and 20.68 percent teachers of medical institute took responsibility on college function.

5.3.5.11 Examination and evaluation

The NPE 1986 stated, "Assessment of performance is an integral part of any process of learning and teaching. As part of sound educational strategy, examinations should be employed to bring about qualitative strategy/improvement in the education". The POA in 1986 has also reiterated the suggestions of the NPE and recommended for introducing continous institutional evaluation particularly at the Post Graduate level. But the study revealed that maximum colleges and institutes under study still had not started semester type of examination.

With regard to the type of examination system that was conducted in college the study revealed that 100 percent teachers of government general colleges, private general college, colleges of education, law college, government institute of hotel management and Himalayan Pharmaceutical Institute agreed that the college had annual type of examination system. 100 percent teachers of a Sikkim Manipal Institute of Medical

Science and Sikkim Manipal Institute of Technology agreed that the college had semester type of examination system.

It was also found that 100 percent teachers of only government general colleges agreed that students of their college were sent outside the State to face science and geography practical examination.The teachers of government general colleges as 25.64 percent mentioned the reason was due to lack of State general university, 10.25 pecrent stated that as per the instruction of University, science students had to go outside the college for practical examination as University had selected few colleges for that examination and 5.12 percent stated that the reason was due to lack of up-to-date laboratory respectively.

5.4.0 Students of Colleges/Institutes

852 students of colleges/institutes were selected for the study, out of which the investigator could collect questionnaire from 800 students. The remaining fifty two students could not return the questionnaire due to various problems. Thus 800 questionnaires were analysed and interpreted accordingly.

The Questionnaire designed for the students of the different colleges/institutes were grouped under the following different headings: (a) General Information (b) Infrastructure (c) Finance (d) Academic (f) Miscellaneous.

5.4.1 General Information: This section includes various subheadings such as
(i) Discipline chosen (ii) Admission (iii) Student Organization (iv) Options Offered
5.4.1.1Discipline chosen by the students

Table No. 88: Discipline chosen by the students

Discipline chosen by the students	Type of colleges/ institutes						
	General		Law	Hotel Managt	Colleges of Education	Medical	Technical
	Govt	Pvt	Govt	Govt	Private	Private	Private
Humanities	61.01 %	100 %	-	-	-	-	-
Science	19.49 %	-	-	-	-	-	-
Commerce	9.74%	-	-	-	-	-	-
Engineering	-	-	-	-	-	-	88.23%

Law	-	-	100 %	-	-	-	
Pharmacy	-	-	-	-	-	-	11.76%
Maths	9.74%	-	-	-	-	-	-
B.Ed	-	-	-	-	100%	-	-
Hotel Management	-	-	-	100%	-	-	-
Physiotherapy	-	-	-	-	-	20%	-
Nursing	-	-	-	-	-	13.33%	-
Medical	-	-	-	-	-	46.66%	-
M.Sc in Medical microbiology, Bio chemistry	-	-	-	-	-	20%	-

The above table revealed that of the sample taken 100 percent students of private general college and 61.01 percent students of government general colleges had opted Humanities. 19.49 percent students of Sikkim Government College had opted for Science discipline. 9.74 percent students of Sikkim Government College had opted Commerce and Mathematics discipline. 100 percent students of colleges of education, law college, institute of hotel management and Himalayan Pharmaceutical Institute had taken B.Ed, law, hotel management and pharmacy respectively. 88.23 percent students of Sikkim Manipal Institute of Technology had taken Engineering and the students of medical institute: 46.66 percent had opted Medical course, 20 pecrent had opted Physiotherapy, 20 percent had opted M.Sc in Medical microbiology, Bio chemistry and 13.33 had opted nursing.

Reason the particular discipline was chosen

Table No. 89: Reason the particular discipline was chosen

Reason the particular discipline was chosen	Type of colleges/ institutes						
	General		Law	Hotel Management	Colleges of Education	Medical	Technical
	Govt	Pvt	Govt	Govt	Private	Private	Private
It was easier than other subjects	28.46%	15%	-	-	-	-	-
They had interest in this subject	52.04%	65%	80%	50%	75%	62.66%	60.78%
It was easy to get job after	19.49%	20%	20%	50%	25%	37.33%	39.21%

job after completing this course							

The study revealed that 28. 46 percent students of government general colleges and 15 percent students of private general college where the majority of students were in humanities mentioned that the discipline they had opted was easier than other subjects. 80 percent students of law college, 75 percent students of colleges of education, 65 percent students of private general college, 62.66 percent students of medical institute, 60.78 percent students of technical institutes, 52.04 percent students of government general colleges and 50 percent students of government institute of hotel management mentioned that they had interest in the subject they had opted. 50 percent students of government institute of hotel management, 39.21 percent students of technical institutes, 37.33 percent students of medical institute, 25 percent students of colleges of education, 20 percent students of law college and private general college, 19.49 percent students of government general college mentioned that it was easy to get job after completing that course.

5.4.1.2 Students' organization

With regard to the students' organization the study revealed that only 100 percent students of 30 percent colleges (Sikkim Government CollegeGangtok, Sikkim Government College Namchi and Loyola College of education) stated that student organization existed in the colleges. It was also revealed that 100 percent students of 80 percent colleges/institutes such as private general college, law college, private technical institutes, medical institute, government institute of hotel management and Harka Maya College of education did not have student organization. Students of 30 percent colleges/institutes mentioned various functions of students' organization.

Functions of the students' organization

Table No. 90: Functions of the students' organization

Functions of the students' organization	Type of colleges/ institutes	
	General	College of Education
	Government	Private
To help students to cope with present problem	-	-
To work for welfare of students	19.49%	20%

Disciplinary matters regarding students	-	-
Funding it	-	-
Organization of co curricular activities	22.02%	30%
It had no function and survives for the name sake	58.47%	-

It was revealed that 20 percent students of Loyola College of education and 19.49 percent students of government general colleges mentioned that the function of students organization was to work for welfare of students. 30 percent students of Loyola College of education and 22.02 percent students of government general colleges mentioned that organization of co curricular activities was the function of student organization. 58.47 percent students of government general colleges mentioned that the student organization had no function and survives for the name sake.

5.4.1.4 Options offered

The study showed that 51.26 percent students of government general colleges mentioned that there were not enough options to choose from subjects provided in colleges. Whereas the students from rest 80 percent colleges/institutes mentioned that enough optional subjects were available to choose.

5.4.2 Infrastructure

This section includes various subheadings such as (i) College/ institute building (ii) Furniture (iii) Laboratory/workshops/clinic (iv) Room for Indoor Games (v) Auditorium (vi) Boys and Girls Common Room (vii) Internet facilities (viii) Playground for different games (ix) Transport facility (x) Hostel

5.4.2.1 College/ institute building

With regard to the availability of college building the study revealed that 100 percent students of government general colleges mentioned that the college had their own building of which 51.26 percent students also mentioned that the college building was insufficient.100 percent students of private general college, colleges of education, technical institutes and medical institute mentioned that the college had their own

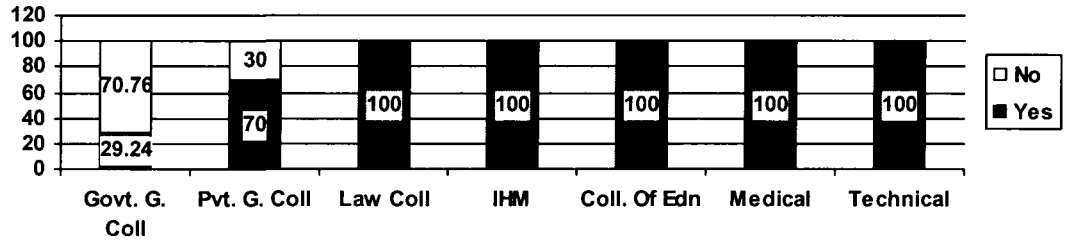
building. 100 percent students of 20 percent college/institute (Law College and institute of hotel management) mentioned that the college did not have their own building.

The students of Law College and institute of hotel management mentioned that the classes were held at the rented building.

5.4.2.2 Furniture

With regard to the availability of sufficient furniture 100 percent students of colleges of education, law college, private technical institutes, medical institute and government institute of hotel management, Sikkim Government College, Namchi, 70 percent students of private general college mentioned that the college had sufficient furniture. While 70.76 percent students of Sikkim Government College, Gangtok and 30 percent students of private general college mentioned that the college did not have the sufficient number of furniture.

Graph 51: Availability of sufficient furniture as stated by students



(Govt.G. Coll: Government General College, Pvt G. Coll: Private General College, Law Coll: Law College, IHM: Institute of Hotel Management, Coll of Edn: College of Education, Medical: Medical Institute, Technical: Technical Institute)

Type of furniture provided to the students

Table No.91: Type of furniture provided to the students

Type of furniture provided to the students	Type of colleges/ institutes						
	General		Law	Hotel Management	Colleges of Education	Medical	Technical
	Govt	Pvt	Govt	Govt	Pvt	Pvt	Pvt
Long bench and desk	100%	100%	100%	100%	-	100 %	100 %

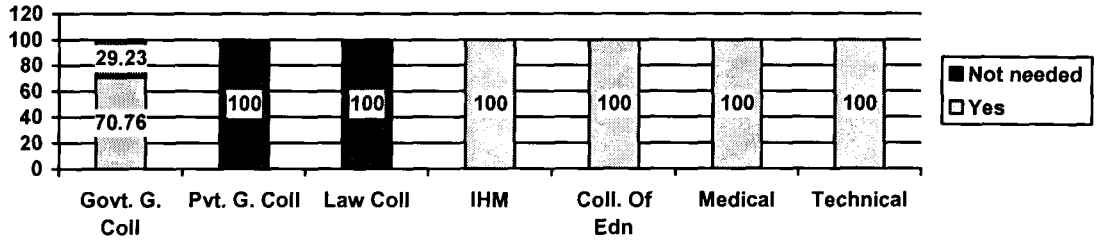
Single bench and desk	-	-	-	-	50%		
Long desk and plastic chairs	-	-	-	-	50%	-	-

With regard to the type of furniture provided to the students it was revealed that 100 percent students of 80 percent colleges/institute such as government general colleges, private general college, law college, institute of hotel management, private technical institutes and medical institute stated that long bench and desk was provided to the students. 100 percent students of 20 percent colleges such as Loyola College of Education mentioned that single bench and desk was provided and students of Harka Maya College of Education mentioned that long desk and plastic chairs were provided.

5.4.2.3 Laboratory/ workshops/clinic in the colleges/institutes

With regard to the availability of laboratory/ workshops/clinic in the colleges/ institutes the above table revealed that 100 percent students of colleges of education, technical institutes, medical institute, institute of hotel management and 70.76 percent students of Sikkm Government College Gangtok stated that the science laboratory/workshops/clinic were available in college. 29.23 percent students of Sikkim Government College Namchi and 100 percent students of private general college and law college mentioned that the laboratories were not available as it was not needed in the college/institutes.

Graph 52: Availability of laboratory/workshops/clinic



(Govt.G. Coll: Government General College, Pvt G. Coll: Private General College, Law Coll: Law College, IHM: Institute of Hotel Management, Coll of Edn: College of Education, Medical: Medical Institute, Technical: Technical Institute)

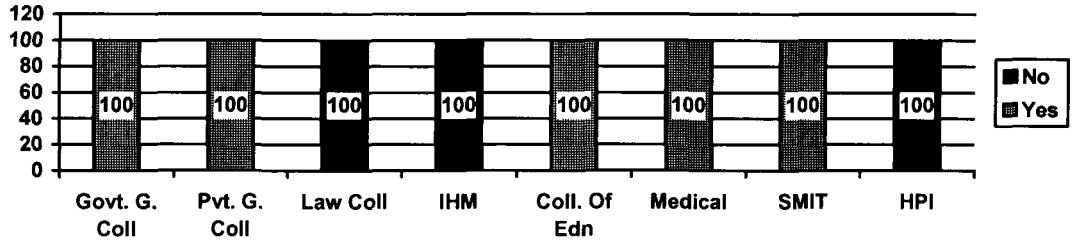
5.4.2.4 Room for Indoor Games

The study indicated that 100 percent students of technical institutes that is Sikkim Manipal Institute of Technology, Loyola College of education and Sikkim Government College Namchi mentioned that indoor games room were available. 100 percent students of Sikkim Government College Gangtok, private general college, law college, institute of hotel management, medical institute and technical institute (Himalayan Pharmaceutical institute) mentioned that the college/institute did not have indoor games room.

5.4.2.5 Auditorium

The study revealed that 100 percent students of 70 percent colleges/institutes such as government general colleges, private general college, colleges of education, medical institute and Sikkim Manipal Institute of Technology stated that the college had Auditorium hall. While100 percent students of 30 percent college/institute such as law college, government institute of hotel management and Himalayan Pharmaceutical Institute mentioned that Auditorium hall was not available in the college/institute.

Graph 53: Availability of auditorium hall as stated by students



(Govt.G. Coll: Government General College, Pvt G. Coll: Private General College, Law Coll: Law College, IHM: Institute of Hotel Management, Coll of Edn: College of Education, Medical: Medical Institute, Technical: Technical Institute)

5.4.2.6 Boys and Girl's Common Room

The study indicated that 100 percent students of 20 percent colleges only such as technical institutes (Sikkim Manipal Institute of Technology), a government general college (Sikkim Governemnt College, Namchi) mentioned that the college had Boys and Girls' common room. Whereas 100 percent students of 80 percent colleges/institutes such as private general college, law college, institute of hotel management, colleges of

education, medical institute, government general college (Sikkim Government College Gangtok) and technical institute (Himalayan Pharmaceutical institute) mentioned that college/institute did not have boys and girls common room.

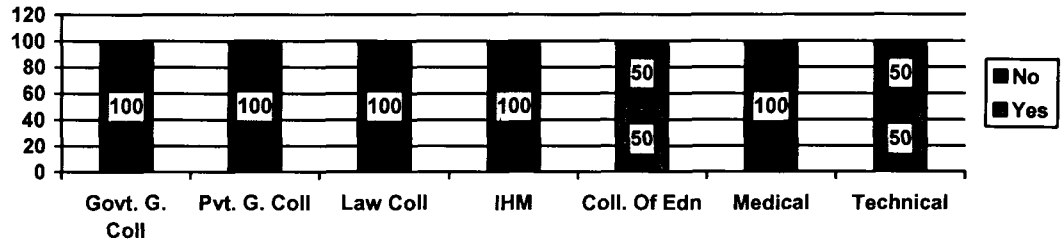
5.4.2.7 Internet facilities

The study revealed that 100 percent students of technical institute(Sikkim Manipal Institute of Technology), Loyola College of Education, 73.33 percent students of medical institute stated that internet facilities were provided for students in the college. 100 percent students of government general college, private general college, law college, institute of hotel management, Harka Maya College of Education and Himalayan Pharmaceutical Institute mentioned that internet facilities were not provided for students in the college. 26.66 percent students of medical institute mentioned that the internet was not working most of the time.

5.4.2.8 Playground

The study indicated that 100 percent students of 20 percent college/institute such as Loyola College of Education and a technical institute (Sikkim Manipal Institute of Technology) had separate playground for different games. Whereas 100 percent students of 80 percent colleges/institutes such as government general colleges, private general college, law college, institute of hotel management, medical institute, Harka Maya College of Education and technical institute (Himalayan Pharmaceutical Institute) did not have separate playground for different games.

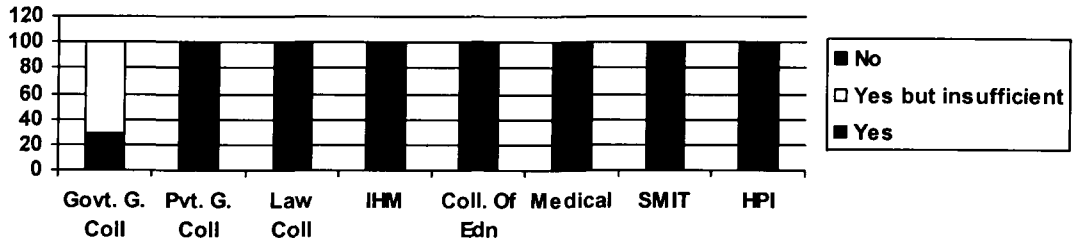
Graph 54: Availability of separate playground as stated by students



5.4.2.9 Transport facility

It was revealed that 100 percent students of technical institute that is Sikkim Manipal Institute of Technology (SMIT) stated that the transport facilities were provided for students. 70.76 percent students of government general college stated that transport facilities were available but it was insufficient. 100 percent students of private general college, colleges of education, law college, medical institute and institute of hotel management, Sikkim Government College, Namchi and Himalayan Pharmaceutical Institute (HPI) mentioned that transport facilities were not provided.

Graph 55: Availability of transport facility as stated by students



(Govt.G. Coll: Government General College, Pvt G. Coll: Private General College, Law Coll: Law College, IHM: Institute of Hotel Management, Coll of Edn: College of Education, Medical: Medical Institute, Technical: Technical Institute)

5.4.2.10 Hostel

Of the total sample of students 80 percent students of colleges of education, 56.86 percent students of technical institutes, 53.33 percent students of medical institute and 2.53 percent students of Sikkim Government College Gangtok were hostellers. While 100 percent students of private general college, law college, institute of hotel management and 97.46 percent students of a government general college mentioned that they were day scholar as the college did not provide hostel facility.

Well furnished and equipped hostel

Table No.92: Availability of well furnished and equipped hostel

Availability of well furnished and equipped hostel	Type of colleges/ institutes			
	General	College of Education	Technical	Medical
	Govt	Private	Pvt	Private
Yes		50%	52.94%	53.33%

No	2.53%	30%	3.92%	-

With regard to the availability of well furnished and equipped hostel it was revealed that 53.33 percent students of medical institute, 52.94 percent students of technical institute and 50 percent students of college of education mentioned that the hostel was well furnished and well equipped. While 30 percent students of colleges of education, 3.92 percent students of technical institute and 2.53 percent students of government general college mentioned that the hostel was not well furnished and well equipped.

Type of hostel accommodation

Table No.93: Availability of type of hostel accommodation

Availability of type of hostel accommodation	Type of colleges/ institutes			
	General	College Of Education	Technical	Medical
	Govt	Private	Pvt	Private
Two bedded	-	50%	49.01%	53.33%
Dormitory	-	-	7.84%	-
Two- three in a room	2.53%	-	-	-
Four in a room	-	50%	-	-

The study revealed that 100 percent students of Loyola College of Education, 53.33 percent students of medical institute and 49.01 percent students of technical institute (Sikkim Manipal Institute of Technology) mentioned that they were given accommodation of two bedded room in a hostel. 7.84 percent students of technical institutes that is Himalayan Pharmaceutical Institute mentioned that the students were given accommodation of dormitory in the hostel. 2.35 percent students of Sikkim Government College Gangtok mentioned that they were given a room accommodation of two- three in a room. 50 percent students of college of education (Harka Maya College of Education) mentioned that they were given accommodation of four in a room.

5.4.3 Finance

This section includes various subheadings such as (i) Scholarships (ii) Fees

5.4.3.1 Scholarships

The study revealed that 100 percent students of government general colleges, private general college, colleges of education, law college, private technical institutes, medical institute and government institute of hotel management stated that students were given scholarships.

Type of scholarships

Table No.94: Type of scholarships

Type of scholarships provided to students	Type of colleges/ institutes						
	General		Law	Hotel Management	Colleges of Education	Medical	Technical
	Govt	Pvt	Govt	Govt	Pvt	Pvt	Pvt
OBC/ST/SC from respective state	100%	100%	100%	-	100%	-	-
National scholarships	-	-	-	-	-	-	-
State's merit scholarships for higher education	-	-	-	100%	-	100 %	100 %
Financial aid for all the students of Sikkimese origin	100%	-	-	-	-	-	-
University scholarships	-	-	-	-	-	-	-

The study revealed that 100 percent students of all the colleges/institutes under study stated that OBC/ST/SC scholarships were given from respective state. 100 percent students of government general college stated that financial assistance of amount Rs 2500 was given to all the students of Sikkimese origin which was sponspored by Human Resource Development Department Government of Sikkim. That department also sponspored stipends for handicapped and for college excursions/field trips. 100 percent student of private technical institutes, medical institute and institute of hotel management agree that students get merit scholarships from their respective state for higher education. 100 percent students of all the colleges/institutes under study mentioned that the national scholarships and university scholarships was not given to them.

The study also revealed that 40 percent students of law college, 36.45 percent students of government general college, 20 percent students of institute of hotel management, 19.60 percent students of private technical institutes and 5 percent students of colleges of education mentioned that the amount given as scholarships was adequate for liabilities. Whereas100 percent students of medical institute, 68.62 percent students of technical institute that is Sikkim Manipal Institute of Technology, 63.54 percent students of government general college and 60 percent students of law college stated that amount given as the scholarships was inadequate for liabilities.

Table No. 95: What the students were doing if the amount of scholarships given was not adequate.

What the students were doing if the amount of scholarships given was not adequate.	Type of colleges/institutes				
	General	Law	Hotel Managt	Colleges of Education	Technical
	Govt	Govt	Govt	Private	Private
Opting for more	-	-	-	-	-
Not interested in making any move	16.17%	30%	20%	5%	78.43%
Complaining to the principal or the government	-	-	-	-	-
We don't know what to do	19.49%	30%	-	-	-

The above table revealed that 78.43 percent students of technical institutes, 30 percent students of law college, 20 percent students of institute of hotel management, 16.17 percent students of government general college and 5 percent students of colleges of education mentioned that they were not interested in making any move. 30 percent students of law college and 19.49 percent students of government general college did not know what to do. 100 percent students of all the colleges/institutes under study were neither opting for more nor complaining to the principal or the government.

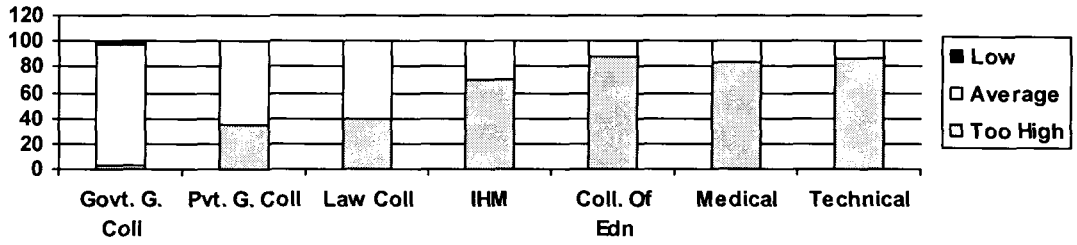
Free ship

The study revealed that 100 percent student of all the colleges/institutes under study such as government general college, private general college, colleges of education, law college, private technical institutes, medical institute and government institute of hotel management mentioned that free ships were not given to students.

5.4.3.2 Fees

It was indicated that 87.5 percent students of colleges of education, 86.27 percent students of technical institutes, 84 percent students of medical institute, 70 percent students of institute of hotel management, 40 percent students of law college, 35 percent students of private general college and 3.70 percent students of government general college mentioned that the fees charged are too high. 94.15 percent students of government general college, 65 percent students of private general college, 60 percent students of law college, 30 percent students of institute of hotel management, 16 percent students of medical institute, 13.72 percent students of technical institutes and 12.5 percent students of colleges of education mentioned that fees charged is average. However 2.14 percent students of government general college agree that the fee charged in college is low.

Graph 56: Fees Charged



(Govt.G. Coll: Government General College, Pvt G. Coll: Private General College, Law Coll: Law College, IHM: Institute of Hotel Management, Coll of Edn: College of Education, Medical: Medical Institute, Technical: Technical Institute)

5.4.4 Academic

This section includes various subheadings such as (i) Classroom (ii) Extension activities (iii) Method of instruction (iv) Lecture (v) Method of teaching (vi) Teaching aids (vii) Curriculum (viii) Library (ix) Co curricular activities (x) Examination and evaluation

5.4.4.1 Classroom

Type of classroom climate

Table No.96: Type of classroom climate

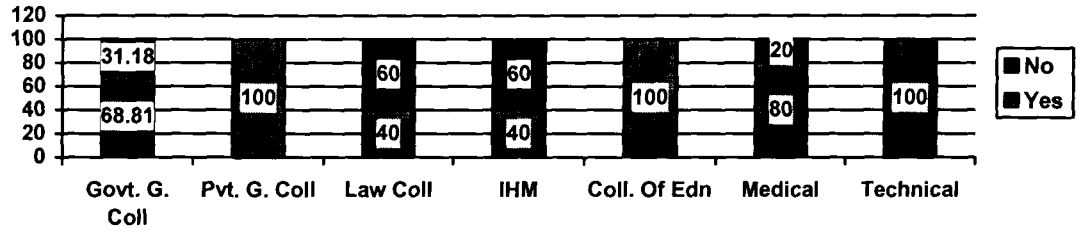
Type of classroom climate prevalent in colleges/institutes	Type of colleges/institutes						
	General		Law	Hotel Management	Colleges of Education	Medical	Technical
	Govt	Pvt	Govt	Govt	Pvt	Pvt	Pvt
Friendly and open	64.32%	65%	60%	100%	100%	80%	70.58%
Tense and strict	1.16%	-	-	-	-	-	14.70%
Indifferent towards students need	34.50%	35%	40%	-	-	20%	14.70%

With regard to the type of classroom climate the study revealed that 100 percent students of colleges of education, institute of hotel management, 80 percent students of medical institute, 70.58 percent students of technical institutes, 65 percent students of private general college, 64.32 percent students of government general college and 60 percent students of law college mentioned that the classroom climate was friendly and open. 14.70 percent students of technical institutes and 1.16 percent students of government general colleges respectively mentioned that the classroom climate was tense and strict. However 40 percent students of law college, 35 percent students of private general college, 34.50 percent students of government general colleges, 20 percent students of medical institute and 14.70 percent students of technical institutes mentioned that the teachers were indifferent towards students need.

Favourable classroom environment

It was revealed that 100 percent students of colleges of education, private general college, technical institutes, 80 percent students of medical institute, 68.81 percent students of government general college, 40 percent students of law college and institute of hotel management stated that environment in the college was favorable for study. However 60 percent students of law college, institute of hotel management, 31.18 percent students of government general colleges and 20 percent students of medical institute did not agree that the environment was favorable for study.

Graph 57: Favourable classroom environment as stated by students

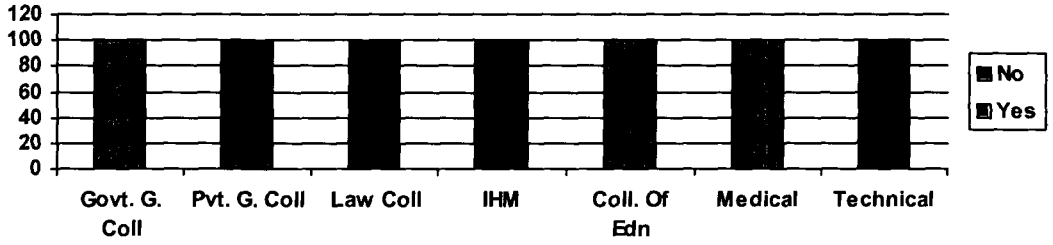


(Govt.G. Coll: Government General College, Pvt G. Coll: Private General College, Law Coll: Law College, IHM: Institute of Hotel Management, Coll of Edn: College of Education, Medical: Medical Institute, Technical: Technical Institute)

5.4.4.2 Extension activities

With regard to the extension activities carried out in the college it was revealed that 100 percent students of 70 percent colleges/institutes such as government general colleges and private general college, colleges of education, medical institute and institute of hotel management conducted extension activities for extension of education to the society in general. Whereas 100 percent students of 30 percent colleges/institutes such as law college and technical institutes did not conduct extension activities.

Graph 58: Extension education as stated by students



(Govt.G. Coll: Government General College, Pvt G. Coll: Private General College, Law Coll: Law College, IHM: Institute of Hotel Management, Coll of Edn: College of Education, Medical: Medical Institute, Technical: Technical Institute)

Type of extension activities carried out in the colleges/ institutes.

The study revealed that government general colleges carried out Extension activities such as Environment education, National Social Service (N.S.S) and National Cadet Corps (N.C.C). The private general college had Environment education and National Social Service (N.S.S) as the Extension activities. The Harka Maya College of Education had Environment education and Loyola College of Education had Remedial classes for community children as the extension activities. Medical institute conducted Community Health Programme as the Extension activities. Hotel Management Institute carried out Hygiene and Food Science Education to the people in society. 100 percent students of all the colleges/ institutes under study mentioned that the extension activities such as Adult education programme, Continuing education, Population education, Agriculture education and rural education were not organized.

5.4.4.3 Medium of instruction

Table No.97: Medium of instruction used in class

Medium of instruction used in class by teachers	Types of colleges/institutes						
	General		Law	Hotel Management	Colleges of Education	Medical	Technical
	Govt	Pvt	Govt	Govt	Pvt	Pvt	Pvt
English except in other language class	37.62 %	-	10%	80%	100%	93.33 %	88.23 %
State common language	9.74%	-	-	-	-	-	-
Mixture of English and state common language	42.49 %	50%	90%	20%	-	-	1.96%
English and Hindi	10.13 %	50%	-	-	-	6.66%	9.80%

With regard to the medium of instruction used in class by teachers it was revealed that 100 percent students of colleges of education, 93.33 percent students of medical institute, 88.23 percent students of technical institutes, 80 percent student of institute of hotel management, 37.62 percent students of government general colleges and 10 percent

students of law college mentioned that teachers used English except in other language class. 9.74 percent students of government general college only mentioned that teachers used state common language. 90 percent students of law college, 50 percent students of private general college, 42.49 percent students of government general colleges, 20 percent students of institute of hotel management and 1.96 percent students of technical institutes mentioned that teachers use mixture of English and state common language. 50 percent students of private general college, 10.13 percent students of government general colleges, 9.80 percent students of technical institutes and 6.66 percent students of medical institute mentioned that teachers used English and Hindi.

5.4.4.4 Lectures

Table No.98: Satisfaction of lectures given in the classroom

Satisfaction of lectures given in the classroom		Type of colleges/ institutes						
		General		Law	Hotel Managt	Colleges of Education	Medical	Technical
	Yes	Govt	Pvt	Govt	Govt	Pvt	Pvt	Pvt
		38.79%	20%	35%	80%	60%	90%	86.27%
	No	15%	5%	25%	-	40%	10%	9.80%
No answer		46.19%	25%	40%	20%	-	-	3.92%

With regard to the satisfaction with lectures given in the class room it was revealed that 90 percent students of medical institute, 86.27 percent students of technical institutes, 80 percent students of institute of hotel management, 60 percent students of colleges of education, 38.79 percent students of government general colleges, 35 percent students of law college and 20 percent students of private general college mentioned that they were satisfied with lectures given in the classroom. Whereas 40 percent students of colleges of education, 25 percent students of law college, 15 percent students of government general colleges, 10 percent students of medical institute, 9.80 percent students of technical institutes and 5 percent students of private general college mentioned that they were not satisfied with the lectures given in the classroom.

5.4.4.5 Method of teaching

Table No. 99: Method of teaching used by teacher in the classroom

Method of teaching used by teacher in the classroom	Type of colleges/institutes						
	General		Law	Hotel Manag t	Colleges of Education	Medic al	Techni cal
	Govt	Pvt	Govt	Govt	Pvt	Pvt	Pvt
Lecture Method	99.80%	90%	100 %	100%	95%	100%	100%
Discussion Method	16.17%	30%	10%	40%	55%	40%	52.94 %
Demonstration Method	8.77%	-	-	80%	75%	40%	63.72 %
Questioning	22.02%	10%	25%	40%	75%	37.33 %	56.86 %
Dictating notes	78.36%	100 %	85%	50%	20%	33.33 %	39.21 %
Field study	8.77%	-	-	-	22.5%	-	-
Project Method	-	-	-	-	-	-	49.01 %

With regard to the method of teaching that were used by teacher in the classroom it was revealed that

- 100 percent students of law college, technical institutes, medical institute, institute of hotel management, 99.80 percent students of government general colleges, 95 percent students of colleges of education and 90 percent students of private general college stated that teachers used lecture method in the classroom.

- 55 percent students of colleges of education, 52.94 percent students of technical institutes, 40 percent students of medical institute and institute of hotel management, 30 percent students of private general college, 16.17 percent students of government general colleges and 10 percent students of law college mentioned that the teachers used discussion method.

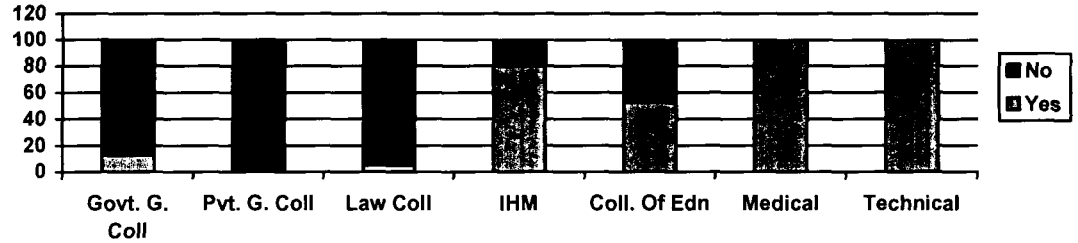
- 80 percent students of institute of hotel management, 75 percent students of colleges of education, 63.72 percent students of technical institutes, 40 percent students of medical institute and 8.77 percent students of government general colleges mentioned that the teachers used demonstration method.

- 75 percent students of colleges of education, 56.86 percent students of technical institutes, 40 percent students of institute of hotel management and 37.33 percent students of medical institute, 25 percent students of law college, 22.02 percent students of government general colleges and 10 percent students of private general college mentioned that teacher used questioning method.
- 100 percent students of private general college, 85 percent students of law college, 78.36 percent students of government general college and 50 percent students of institute of hotel management, 39.21 percent students of technical institutes, 33.33 percent students of medical institute and 20 percent students of colleges of education mentioned that teachers dictated notes.
- 22.5 percent students of college of education and 8.77 percent students of government general colleges mentioned that field study was also conducted.
- 49.01 percent students of technical institutes mentioned that teacher used project method.

5.4.4.6 Teaching Aids

The study indicated that 100 percent students of technical institutes and medical institute, 80 percent students of institute of hotel management and 52.5 percent students of colleges of education, 12.4 percent students of government general colleges and 5 percent students of law college stated that the teacher used teaching aids while teaching. However 100 percent students of private general college, 95 percent students of law college and 87.52 percent students of government general college, 47.5 percent students of college of education and 20 percent students of institute of hotel management stated that teachers did not use innovative technique while teaching.

Graph 59: Availability of favourable environment as stated by students



Type of teaching aids

Table No. 100: Type of teaching aids

Type of teaching aids available in colleges/institutes	Type of colleges/institutes					
	General	Law	Hotel Managt	Colleges of Education	Medical	Technical
	Govt	Govt	Govt	Pvt	Pvt	Pvt
OHP to clear important points	-	-	40%	10%	60%	58.82%
Computer	-	-	-	-	6.66%	34.31%
Charts	10.52%	5%	40%	37.5%	46.66%	75.49%
Working model	-	-	-	-	88%	86.27%
Static model	1.94%	-	-	5%	90.66%	77.45%

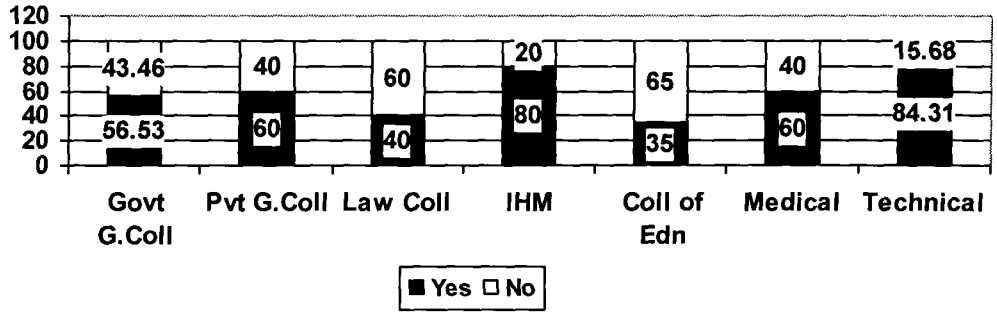
The above table showed that 60 percent student of medical institute, 58.82 percent students of technical institutes that is Sikkim Manipal Institute of Technology, 40 percent students of institute of hotel management and 10 percent students of college of education that is Loyola College of Education mentioned that teacher used Over Head Projector (OHP) to clear important points. 34.31 percent students of technical institutes that is Sikkim Manipal Institute of Technology and 6.66 percent students of Sikkim Manipal Institute of Medical Science mentioned that the teachers also used computer to clear points. 75.49 percent students of technical institutes, 46.66 percent students of medical institute, 40 percent students of institute of hotel management, 37.5 percent students of colleges of education, 10.52 percent students of government general college and 5 percent students of law college mentioned that teachers used Charts. Whereas only 88 percent students of medical institute and 86.27 percent students of technical institutes mentioned that the teachers used working model. 90.66 percent students of medical institute, 77.45 percent students of technical institutes, 5 percent students of colleges of education and 1.94 percent students of government general colleges mentioned that teachers used static model while teaching.

5.4.4.7 Curriculum

With regard to the satisfaction with existing curriculum 84.31 percent students of technical institutes, 80 percent students of institute of hotel management, 60 percent students of medical institute and private general college, 56.53 percent students of

government general college, 40 percent students of law college and 35 percent students of colleges of education were satisfied with the existing curriculum. 65 percent students of colleges of education, 60 percent students of law college, 43.46 percent students of government general colleges, 40 percent students of private general college and medical institute, 20 percent students of institute of hotel management and 15.68 percent students of technical institutes mentioned that they were not satisfied with the existing curriculum.

Graph 60: Students statisfied with curriculum



(Govt.G. Coll: Government General College, Pvt G. Coll: Private General College, Law Coll: Law College, IHM: Institute of Hotel Management, Coll of Edn: College of Education, Medical: Medical Institute, Technical: Technical Institute)

Involvement in the framing of curriculum

It was found that 70 percent students of colleges of education, 60 percent students of Institute of hotel management, 40 percent students of law college, 36.45 percent students of government general colleges, 13.33 percent students of medical college, 10 percent students of private general college and 9.80 percent students of technical insitutes stated that students should be involved in framing the curriculum. Whereas 90.19 percent students of technical colleges, 90 percent students of private general college, 86.66 percent students of medical college, 63.54 percent students of government general college, 60 percent students of law college, 40 percent students of institute of hotel management and 30 percent students of colleges of education mentioned that students should not be involved in framing the curriculum.

Reason for the involvement of students in the framing of curriculum

Table No. 101: Reason for the involvement of students in the framing of curriculum

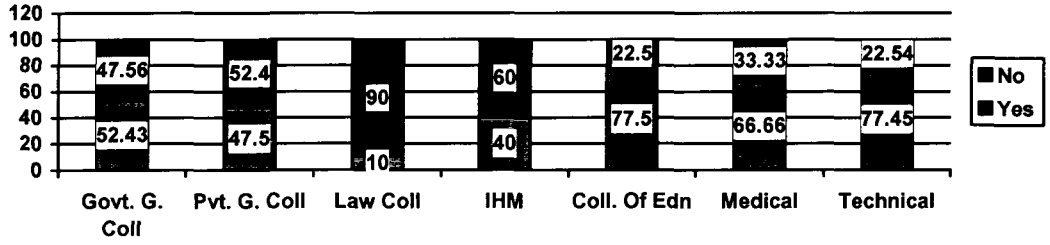
Reason for the involvement of students in the framing of curriculum	Type of colleges/institutes						
	General		Law	Hotel Management	Colleges of Edu	Medical	Technical
	Govt	Pvt	Govt	Govt	Pvt	Pvt	Pvt
Because students were the ones who have to study	19.10 %	-	40%	-	5.45%	13.33%	9.80 %
Its better to take students views also so the students needs also taken into consideration	8.38%	-	-	-	-	-	-
They might not select properly	8.96%	-	-	-	-	-	-
Its not a duty of students	-	-	-	-	1.94%	-	-
Its very important to know students views and need	-	-	-	20%	-	-	-
Students might come up with new ideas & they were energetic and enthusiastic	-	-	-	40%	-	-	-

With regard to the reason for the involvement of students in the framing of curriculum it was revealed that 40 percent students of law college, 19.10 percent students of government general colleges, 13.33 percent students of medical institute, 9.80 percent students of technical institutes and 5.45 percent students of colleges of education mentioned that students were the ones who had to study. 8.96 percent students of government general colleges mentioned that it was better to take students views also so the student's needs were also taken into consideration but 8.38 percent students of government general colleges mentioned that students might not select the curriculum properly. 1.94 percent students of colleges of education mentioned that framing of curriculum is not the duty of students. 40 percent students of institute of hotel management mentioned that students might come up with new ideas as they were energetic and enthusiastic and 20 percent students mentioned that it was very important to know students views and need.

5.4.4.8 Library

With regard to the timely maintenance and updating it was revealed that 77.5 percent students of colleges of education, 77.45 percent students of technical institutes, 66.66 percent students of medical institute, 52.43 percent students of government general colleges, 47.5 percent students of private general college, 40 percent students of institute of hotel management and 10 percent students of law college mentioned that library was properly maintained and updated timely. Whereas 90 percent students of law college, 60 percent students of institute of hotel management, 52.4 percent students of private general college, 47.56 percent students of government general college, 33.33 percent students of medical college, 22.54 percent students of technical institute and 22.5 percent students of colleges of education mentioned that library was not properly maintained and updated timely.

Graph 61: Library updated timely as stated by students



(Govt.G. Coll: Government General College, Pvt G. Coll: Private General College, Law Coll: Law College, IHM: Institute of Hotel Management, Coll of Edn: College of Education, Medical: Medical Institute, Technical: Technical Institute)

In charge of library

Table No. 102: Library in charge

In charge of library	Type of colleges/institutes						
	General		Law	Hotel Management	Colleges of Education	Medical	Technical
	Govt	Pvt	Govt	Govt	Pvt	Pvt	Pvt
Teacher on a part time basis	-	-	-	-	-	-	-

Clerk of the Institution	-	100%	-	-	100%	-	-
Full time librarian	100%	-	100%	100%	-	100 %	100%

It was found out that 100 percent students of 20 percent college such as private general college and colleges of education mentioned that clerk of the institute was in charge of library. 100 percent students of 80 percent colleges/institutes such as government general colleges, law college, technical institutes, medical institute and institute of hotel management mentioned that full time librarian was the in charge of library.

Working hour of library

The study revealed that 100 percent students of college of education that is Loyola College of Education and technical institute that is Himalayan Pharmaceutical Institute mentioned that 9AM- 5PM was the working hour of library. 100 percent students of law college, Sikkim Government College Namchi mentioned that 10AM-4PM but library opens from 10AM till 3PM. 100 percent students of institute of hotel management, government general colleges mentioned that 10AM- 4PM was the working hour of library. 100 percent students of medical institute and technical institute (Sikkim Manipal Institute of Technology) mentioned that 10AM-9PM and 8.30AM- 8PM respectively was the working hour of library. 100 percent students of private general college, Harka Maya College of education mentioned that there was no fixed timing of the library. 58 percent students of government general college that is Sikkim Government College, Namchi mentioned that library opens late at around 10 AM which caused problem for the students of morning shift. 100 percent students of Sikkim Government College, Gangtok that library opens from 10 AM- 3PM which caused inconvenience for students of morning and evening shift.

5.4.4.9 Co curricular activities

Table No. 103: Type of co curricular activities organized in colleges/ institutes

Type of co curricular activities organized in colleges/ institutes	Type of colleges/institutes					
	General	Law	Hotel Managt	Colleges of Education	Medical	Technical

	Govt	Pvt	Govt	Govt	Pvt	Pvt	Pvt
Cultural	100%	100%	-	-	100%	-	-
Sports	100%	-	-	-	50%	-	-
Academic	100%	-	-	-	100%	-	-
Painting	-	-	-	-	-	-	-
NSS	100%	100%	-	-	-	-	-
NCC	50%						
Not organized	-	-	100%	100%	-	-	-
All organized during the college week	-	-	-	-	-	100%	100%

With regard to the type of co curricular activities organized in colleges/ institutes the above table revealed that 100 percent students of government general colleges, private general college and colleges of education stated that cultural activities were organized in college. 100 percent students of government general colleges and Loyola College of Education stated that sports were organized in college. 100 percent students of government general colleges and colleges of education agreed that academic activities were organized in college. National Social Service was organized only in government general colleges and private general college as stated by their 100 pecrent students. Only Sikkim Government College Namchi conducted NCC. 100 percent students of technical institutes and medical institute respectively mentioned that all cultural, sports and academic activities were organized during the college week. 100 percent students of law college and institute of hotel management mentioned that co curricular activities were not organized in college.

Participation in co curricular activities organized in colleges/ institutes.

Table No.104: Participation in co curricular activities organized in colleges/ institutes

Type of Colleges/institutes		General		College of Education	Technical	Medical
Management		Govt	Pvt.	Private	Pvt	Private
Participation in co curricular activities.	Yes	42.10%	25%	100%	39.21%	48%
	No	55.94%	75%	-	49.01%	52%

It was found that 100 percent students of colleges of education, 48 percent students of medical institute, 42.10 percent students of government general college, 39.21 percent students of technical institutes and 25 percent students of private general college stated that they participated in co curricular activities organized in colleges/ institutes. Whereas 75 percent students of private general college, 55.94 percent students of government general colleges, 52 percent students of medical institute and 49.01 percent students of technical institutes mentioned that they did not participate in co curricular activities organized in colleges/institutions.

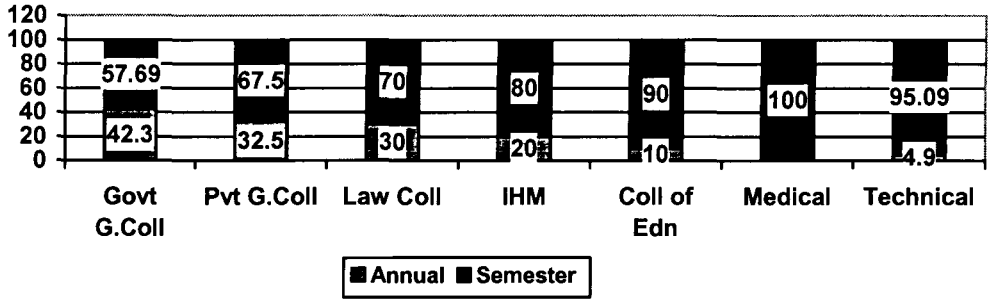
5.4.4.10 Examination and Evaluation

A programme for reforms in the examination system, and various experiments have been conducted to ensure that students are freed from the burden of annual examinations and are encouraged to continue to study throughout the entire period of study but it is revealed that only two institutes conduct semester type of examination and rest colleges/institutes still carry on annual type of examination. It was also revealed that 100 percent students of government general colleges, private general college, colleges of education, law college and technical institute (Himalayan Pharmaceutical Institute) mentioned that Annual examination was conducted. 100 percent students of medical institute and technical institute (Sikkim Manipal Institute of Technology) mentioned that semester examination was conducted.

Preference for type of examination conducted in colleges/institutes.

It was revealed that majority of students such as 100 percent students of medical institute, 95.09 percent students of technical institutes, 90 percent students of college of education, 80 percent students of institute of hotel management, 70 percent students of law college, 67.5 percent students of private general college and 57.69 percent students of government general college preferred semester type of examination. Whereas 42.30 percent students of government general college, 32.5 percent students of private general college, 30 percent students of law college, 20 percent students of institute of hotel management, 10 percent students of college of education and 4.90 percent students of technical institutes preferred annual examination.

Graph 62: Students showing the preference for two types of examination



(Govt.G. Coll: Government General College, Pvt G. Coll: Private General College, Law Coll: Law College, IHM: Institute of Hotel Management, Coll of Edn: College of Education, Medical: Medical Institute, Technical: Technical Institute)

Reason for preferring the type of examination

Table No.105: Reason for preferring the type of examination

Reason for preferring the type of examination		Type of colleges/institutes						
		General		Law	Hotel Managt	College Of Education	Medical	Technical
		Govt	Pvt.	Govt	Govt	Pvt	Pvt	Pvt
SEMESTER	Easy to study	26.12 %	-	-	40%	-	20%	-
	Easy to score	44.24 %	67.5 %	30%	-	40%	-	-
	It keeps the student in touch with studies	30.60 %	-	10%	-	40%	-	-
	Less burden during examination	-	-	80%	-	50%	-	6.86%
	It keeps students updated	-	-	-	-	-	60%	88.23 %
	It doesn't allow students to keep aside studies for end	-	-	-	-	-	20%	-
ANNUAL	We are used to annual exam	31.18 %	-	-	-	-	-	-
	We can pass in one time	-	-	-	-	-	-	6.86%

The study revealed that reason for preference for particular type of examination.

Reasons for prefering Semester type of examination:

- 40 percent students of institute of hotel management, 26.12 percent students of government general colleges and 20 percent students of medical institute mentioned that semester type of examination was easy to study.
- 67.5 percent students of private general college, 44.24 percent students of government general college, 40 percent students of colleges of education, 30 percent students of law college and medical institute mentioned that semester type of examination was easy to score.
- 40 percent students of colleges of education, 30.60 percent students of government general college and 10 percent students of law college mentioned that semester type of examination keeps the student in touch with studies.
- 80, and percent students of law college, 50 percent students of colleges of education and 6.86 percent students of technical institutes mentioned that semester type of examination gives less burden during examination.
- 88.23 percent students of technical institutes and 60 percent students of medical institute stated that semester type of examination keeps student updated.
- 20 percent students of medical institute mentioned that semester type of examination doesn't allow students to keep aside studies for the last minute preparation.

Reasons for prefering Annual type of examination:

- 31.18 percent students of government general college and 6.86 percent students of technical institutes mentioned that they were used to annual examination and they can pass in one time in annual type of examination.

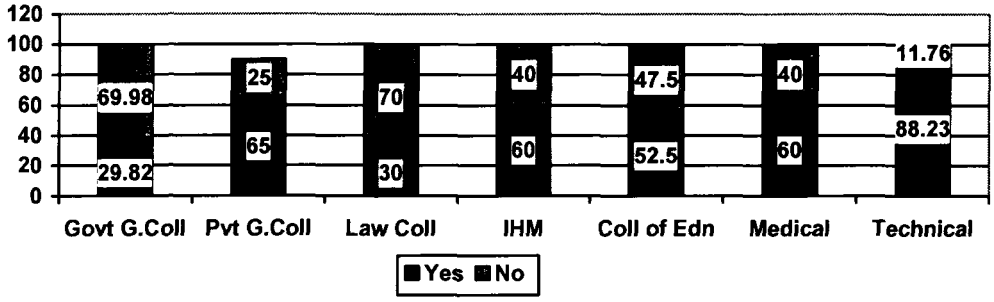
Whether students have to go outside the state to face any examination

The study revealed that 100 percent students of government general colleges stated that students of B.Sc honours had to go outside the state to face honours practical examination. When inquired about the reason for sending students outside the college to face examination, it was revealed that 36.64 percent students of government general colleges mentioned that due to the lack of general university the students were sent outside the state to face some examination. While 18.71 percent student of government general colleges mentioned the reason as the lack of up-to-date laboratory.

5.4.5 Miscellaneous: This section is about satisfaction with facilities provided in colleges /institutes

With regard to the satisfaction with facilities provided in colleges/institutes it is revealed that 88.23 percent students of technical institutes, 65 percent students of private general college, 60 percent students of medical institute and institute of hotel management, 52.5 percent students of college of education, 30 percent students of law college and 29.82 percent students of government general college stated that they were satisfied with the facilities provided by college. Whereas 70 percent students of law college, 69.98 percent students of government general college, 47.5 percent students of colleges of education, 40 percent students of medical institute and institute of hotel management, 25 percent students of private general college and 11.76 percent students of technical institutes mentioned that they were not satisfied with the facilities provided by colleges/institutes.

Graph 63: Satisfaction with facilities as stated by students



(Govt.G. Coll: Government General College, Pvt G. Coll: Private General College, Law Coll: Law College, IHM: Institute of Hotel Management, Coll of Edn: College of Education, Medical: Medical Institute, Technical: Technical Institute)

5.5.0 Analysis regarding the problems of Teachers of colleges /institutes

The study revealed that the problems of the government colleges were more intense than the private professional college and institutes. The investigator had provided open ended questions where most of the teachers enthusiastically provided information about the problems. The problems of the college teachers were also arranged into various sub headings like (a) General information (b) Infrastructure (c) Finance (d) Administration (e) Academic

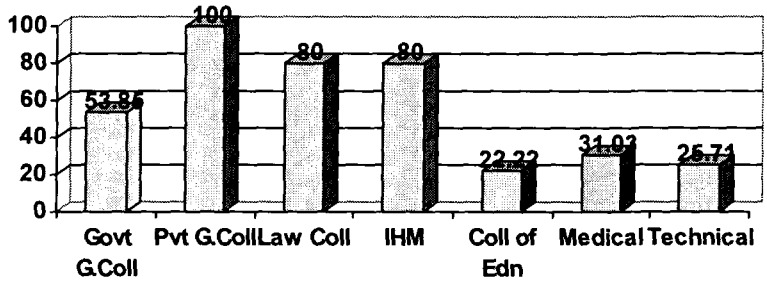
5.5.1 General Information

This section includes (i) work load (ii) Job satisfaction (iii) recruitment problem

5.5.1.1 Work Load

Work load Information collected from the respondents revealed that 100 percent teachers of private college, 80 percent teachers of government Law College and institute of hotel management, 53.85 percent teachers of general government colleges, 31.03 percent of teachers of medical institute, 25.71 percent teachers of private technical institutes and 22.22 percent teachers of colleges of education found the work load heavy.

Graph 64: Work load of teachers



(Govt.G. Coll: Government General College, Pvt G. Coll: Private General College, Law Coll: Law College, IHM: Institute of Hotel Management, Coll of Edn: College of Education, Medical: Medical Institute, Technical: Technical Institute)

Problems due to heavy work load

The teachers from different colleges had mention different problem due to the heavy work load.

Table No. 106: Problems due to heavy work load

Problems due to heavy work load	Type of colleges/institutes						
	General		Law	Hotel Managt	Colleges of Education	Medical	Technical
	Govt	Pvt	Govt	Govt	Pvt	Pvt	Pvt
Teaching and administration cause burden	10.25 %	-	-	-	-	-	-
No time to involve in other works	2.56%	-	20%	-	-	-	-

Having to work two shift- morning and day, too hectic	12.82 %	-	-	-	-	-	-
No time for personal study and research work	17.94 %	-	20%	20%	11.11%	4.44%	14.28 %
No time for proper preparation of class	-	-	60%	-	33.33%	3.44%	-
Continue classes for 3 hours in a day	-	-		-	-	13.79 %	-

The study revealed that the problems of teachers due to heavy work load which are as follows:

- 10.25 percent teachers of general government colleges expressed that teaching and administration caused burden.
- 20 percent of teachers of Law College and 2.56 percent teachers of general government colleges expressed that there was no time to involve in other related works.
- 12.82 percent of teachers of general government colleges expressed that it was too hectic to work two- three shifts a day.
- Most of the teachers of the colleges had expressed that there was no time for personal reading and research work and the percentages were 17.94 percent teachers of general government colleges, 11.11 percent teachers of colleges of education, 20 percent teachers of government Law College and institute of hotel management, 14.28 percent teachers of private technical institute and 4.44 percent teachers of medical institute.
- 60 percent teachers of law college, 33.33 percent teachers of colleges of education and 3.44 percent teachers of medical institute showed that they did not have time for preparation of many classes a day.
- 13.49 percent teachers of medical institute expressed that they had to take continue classes for three hours a day which was very tiring.

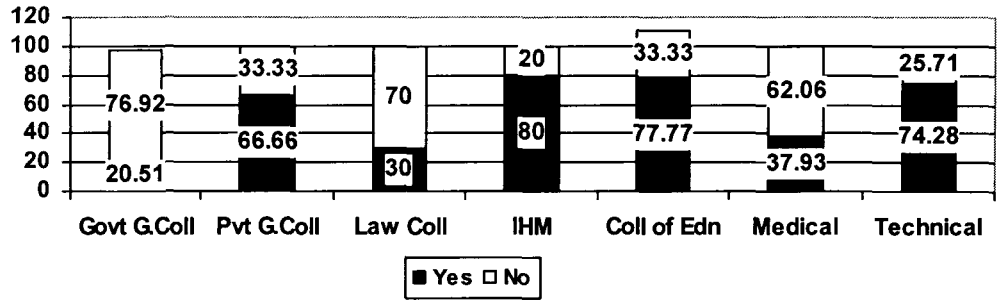
5.5.1.2 Job satisfaction

As per the information contributed by the respondents the study revealed that the 80 percent teachers of the government institute of hotel management, 77.77 percent teachers of the college of education, 74.28 percent of the technical institutes, 66.6 percent

teachers of private general college, 37.93 percent the teachers of medical institute, 30 percent teachers of law college and only 20.51 percent teachers of government general colleges were satisfied with their job.

It was revealed that majority of private colleges/institute were satisfied whereas only small percentage of teachers of government colleges were satisfied with their job.

Graph 65: Job satisfaction of teachers



(Govt.G. Coll: Government General College, Pvt G. Coll: Private General College, Law Coll: Law College, IHM: Institute of Hotel Management, Coll of Edn: College of Education, Medical: Medical Institute, Technical: Technical Institute)

Reason for dissatisfaction with the present job

Table No. 107: Reason for dissatisfaction with the present job

Reason for dissatisfaction with the present job	Type of colleges/institutes						
	General		Law	Hotel Management	Colleges of Education	Medical	Technical
	Govt	Private	Govt	Govt	Pvt	Pvt	Pvt
Poor salary	10.25 %	33.33 %	10 %	-	-	44.82 %	-
Low social status	5.12 %	-	-	20 %	22.22 %	3.44 %	-
Heavy load	20.51 %	-	10 %	-	22.22 %	6.89 %	-
Inadequate facilities	35.89 %	-	30 %	-			-
College was too small & congested	43.58 %	-	10 %	-	-	-	-
College was located far& communication problem	-	-	-	-	-	34.48 %	11.42 %
No place for teachers	10.25	-	60 %	-	-	13.79	17.14

to act freely	%					%	%
No consultation in decision making	12.82 %	-	50 %	-	-	-	-
Stagnation in profession	7.69 %	-		-	-	-	-

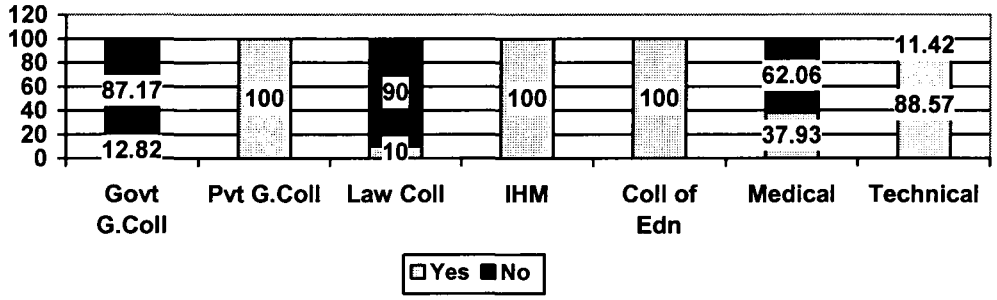
The above table showed reasons for job dissatisfaction such as follows:

- 10.25 percent teachers of government general colleges and 33.33 percent teachers of private colleges, 10 percent teachers of government law college and 44.82 percent teachers of medical institute marked that the job had low salary.
- 5.12 percent teachers of the government general colleges, 22.22 percent teachers of college of education, 20 percent teachers of government institute of hotel management and 3.44 percent teachers of medical institute respectively showed that their job was associated with low status.
- 20.51 percent teachers of the government general colleges, 22.22 percent teachers of college of education, 10 percent teachers of law college and 6.89 percent teachers of medical institute respectively showed that the work load was heavy.
- 35.85 percent teachers of the government general colleges and 30 percent teachers of law college showed that their job had inadequate facilities.
- 43.58 percent teachers of the government general colleges and 10 percent teachers of law college showed that college was too small and congested.
- 11.42 percent teachers of the technical institutes and 34.48 percent teachers of medical institute has expressed that college was located far and had communication problem.
- 10.25 percent of the teachers of the government general colleges, 60 percent teachers of law college, 17.14 percent teachers of technical institutes and 13.79 percent teachers of medical institute respectively showed that there was no place for them to act freely.
- 50 percent teachers of law college and 12.85 percent teachers of government general colleges stated that there was no consultation of teachers in decision making.
- 7.69 percent teachers of the general government colleges stated that they suffered from stagnation in profession.

5.5.1.3 Method of recruitment

It was found out that 90 percent of teachers of law college, 87.17 percent teachers of government general colleges, 62.06 percent of teachers of medical institute, 11.42 percent teachers of technical institutes were not satisfied with the method of recruitment. However 100 percent teachers of the private general college, college of education and institute of hotel management, 88.57 percent teachers of technical institute, 37.93 percent teachers of medical institute, 12.82 percent teachers of government general colleges and 10 percent teachers of law college were satisfied with the method of recruitment.

Graph 66: Satisfaction with method of recruitment as stated by teachers



(Govt.G. Coll: Government General College, Pvt G. Coll: Private General College, Law Coll: Law College, IHM: Institute of Hotel Management, Coll of Edn: College of Education, Medical: Medical Institute, Technical: Technical Institute)

Table No. 108: Reasons for dissatisfaction with the method of recruitment

Reasons for dissatisfaction with the method of recruitment	Type of colleges/institutes			
	General	Law	Technical	Medical
	Government	Govt.	Private	Private
a. No proper advertisement	43.58%	-	-	-
b. Biasness in selection	76.92%	90%	8.57%	62.06%
c. Political interference in selection	25.64%	60%	-	-
d. No place for merit	10.25%	-	-	-

Referring to the reasons behind the dissatisfaction of teachers with the method recruitment it was seen that majority of 90 percent teachers of law college, 76.95 percent teachers of general government colleges, and 62.06 percent of teachers medical institute and 8.57 percent of teachers of private technical institutes specified that there was

biasness in the recruitment of teachers. While 60 percent teachers of Law College and 25.64 percent teachers of government general colleges specified that there was political interference in the recruitment of teachers. The teachers of government general colleges such as 43.58 percent specified that there was no proper advertisement of post and 10.25 specified that teachers were not selected based on merit.

5.5.2 Infrasturctural problem

This section includes (i) classroom (ii) housing facility

5.5.2.1 Classroom condition

Table. No.109: Problems related to unsatisfactory classroom condition

Problems related to unsatisfactory classroom condition	Type of colleges/institutes			
	General	Law	Technical	Medical
	Govt	Govt	Pvt	Private
Overcrowded	66.66%	-	-	3.44%
Not well lighted	5.12%	50%	5.71%	13.79%
Not well ventilate	-	-	-	17.24%
Insufficient number of benches & chairs	-	-	5.71%	-
Need of sound system	7.69%	-	-	24.13%
Black board conditon is not good	-	-	20%	
No proper Audio- V equipment	-	-	-	24.13%

The study indicated that 66.66 percent teachers of government general colleges and 3.44 percent teachers of medical institute mentioned that one of the problems was over crowded classroom. Classroom was not well lighted as pointed by the 50 percent teachers of Law College, 13.79 percent teachers of medical institute, 5.71 percent teachers of technical institutes and 5.12 percent teachers of government general college. Only 5.71 percent teachers of private technical institutes and 7.69 percent teachers of government general colleges and 24.13 percent teachers of medical institute pointed that there was insufficient numbers of benches, chairs and need of sound system. 20 percent teachers of technical institutes pointed that black board condition was not good and 24.13 percent teachers of medical institute pointed out that audio- visual equipment was not proper.

5.5.2.2 Problem due to lack of housing facility for teachers

The study revealed that 100 percent teachers of government general colleges, private general college, colleges of education, law college, government institute of hotel management and 28.57 percent teachers of private technical institutes mentioned that the teachers had to manage on their own.

5.5.3 Financial problem

The main financial problem as expressed by teachers of colleges/institutes under study was that the salary was not matching with the cost of living and large amount was spent in transport as all the colleges/institutes did not provide adequate transport facilities for teachers. The study showed that 11.42 percent teachers of private technical institutes mentioned that medical reimbursement was not given which was one financial problem.

5.5.4 Administrative problem

This section includes (i) Leave problem (ii) problem with advancement in rank or salary

5.5.4.1 Leave problem

The problems faced by teachers related to leave facility provided in the colleges/institutes are given below.

Table No.110: Problem faced by teachers related to leave facility

Problem faced by teachers related to leave facility	Type of colleges/institutes						
	General		Law	Hotel Management	Colleges of Education	Medical	Technical
	Govt	Pvt	Govt	Govt	Private	Private	Private
Half pay was commutable only in medical ground	5.13%	-	-	-	-	-	-
Leave rule is inconsistent	-	-	-	-	-	-	24.13%
Too less casual leave	-	-	-	-	22.22%	5.71%	6.89%
Biasness in granting leave						10.34 %	6.89%

The study revealed that 5.13 percent teachers of government general colleges mentioned that Half pay leave was commutable only in medical ground. Leave rule was

inconsistent which was one of the problem stated by 24.13% teachers of medical institute. Too less casual leave which forced them to take medical leave and earned leave was the problem mentioned by 22.22 percent teachers of colleges of education, 6.89 percent teachers of private technical institutes and 5.71 percent teachers of medical institute.

5.5.4.2 Problem with advancement in rank or salary

It was found out that 6.89 percent teacher of technical institute and 10.34 percent teachers of medical institute mentioned that rules were not clear and there was biasness which influenced advancement in rank or increase in salary.

5.5.5 Academic problem

This section includes (i) Curriculum (ii) Teaching (iii) Teaching aids (iv) Classroom teaching (v) Library (vi) Co curricular activities (vii) Examination and evaluation (viii) Service condition (ix) Educational Qualification (x) College/institute atmosphere (xi) Proble of Higher Education in the state.

5.5.5.1 Curriculum

Reason for unsatisfaction with existing curriculum

Table No.111: Defects of the curriculum

Defects of the curriculum	Type of colleges/institutes					
	General		Law	Colleges of Education	Medical	Technical
	Govt	Pvt	Govt	Private	Private	Private
It is theoretical	5.12%	33.33%	40%	-	20.68%	-
It is too vast	12.82%	33.33%		66.66%	10.34%	11.42%
It is inappropriate for graduate level	10.25%	66.66%	-	11.11%	10.34%	-
It does not fulfill the objectives of Higher education	28.20%	33.33%	10%	44.44%	24.13%	5.71%
It is not relevant to societal needs	33.33%	-	10%	11.11%	17.24%	-

Regarding the defects of the curriculum the study revealed the reasons that teachers were not satisfied with the curriculum.

- The curriculum was theoretical was stated by 40 percent teachers of law college, 33.33 percent teachers of private general college, 20.68 percent teachers of medical institute and 5.12 percent teachers of government general colleges.
- The curriculum was too vast was stated by 66.66 percent teachers of colleges of education, 33.33 percent teachers of private general college, 12.82 percent teachers of government general colleges, 11.42 percent teachers of private technical institutes and 10.34 percent teachers of medical institute.
- The curriculum was inappropriate for graduate level was agreed by 66.66 percent teachers of private general college, 11.11 percent teachers of colleges of education, 10.34 percent teachers of medical institute and 10.25 percent teachers of government general colleges.
- 44.44 percent teachers of colleges of education, 33.33 percent teachers of private general college, 28.20 percent teachers of government general college, 24.13 percent teachers of medical institute, 10 percent teachers of law college and 5.71 percent teachers of private technical institutes mentioned that the curriculum did not fulfill the objectives of Higher education.
- 33.33 percent teachers of government general colleges, 17.24 percent teachers of medical institute, 11.11 percent teachers of colleges of education and 10 percent teachers of law college stated that the curriculum was not relevant to societal needs.

5.5.5.2 Problem related to teaching

Table. No.112: Problem related to teaching

Problem related to teaching	Type of colleges/institutes						
	General		Law	Hotel Management	Colleges of Education	Medical	Technical
	Govt	Pvt	Govt	Govt	Private	Private	Private
Heavy burden prevents from teaching thoroughly	7.69%	-	-	-	-	-	-
Students from vernacular medium faced difficulty when taught in English	2.56%	-	20%	-	22.22%	-	28.57%

Lack practical area	-	-	-	60%	-	-	-
Poor student participation	-	-	-	-	-	17.24 %	-
Poor students attendance	-	-	-	-	-	6.89%	-
Lack of time to elaborate topics	-	-	-	-	-	17.24 %	-

With regard to the problem related to the method of teaching, the study revealed teachers of government general colleges, 7.69 percent mentioned the problems like heavy burden prevent from teaching thoroughly. 28.57 percent teachers of technical institute, 22.22 percent teachers of colleges of education, 20 percent teachers of law college and 2.56 percent teachers of government general college mentioned that students from vernacular medium faced difficulty when taught in English. 60 percent teachers of only institute of hotel management mentioned that there was a lack of practical area. Teachers of medical institute such as 6.89 percent mentioned that poor students attendance, 17.24 percent stated poor student participation and lack of time to elaborate topics.

5.5.5.3 Teaching aids

Table No.113: Problems related to teaching aids in the colleges/institutes

Problems related to teaching aids in the colleges/institutes	Type of colleges/institutes						
	General		Law	Hotel Management	Colleges of Education	Medical	Technical
	Govt	Pvt	Govt	Govt	Pvt	Pvt	Pvt
Lack of teaching aid	46.14%	66.66 %	80%	20%	-	-	-
Lack different types of maps, charts	15.38%	-	-	-	-	-	-
Lack of A-V aids	30.76%	-	20%	60%	-	-	34.28 %
Black board was not in good condition	-	-	-	-	-	-	28.57 %
Need to procure multimedia projection system for better A-V demonstration in	-	-	-	-	-	34.48%	-

class							
No facility for 35mm film processing	-	-	-	-	-	34.48%	-

The study revealed that 80 percent teachers of law college, 66.66 percent teachers of private general college, 46.14 percent teachers of government general college and 20 percent teachers of institute of hotel management mentioned that there was a lack of teaching aids in college. 15.38 percent teachers of government general colleges mentioned that there were lack different types of maps, charts in the college. 60 percent teachers of institute of hotel management, 34.28 percent teachers of technical institutes, 30.76 percent teachers of government general colleges and 20 percent teachers of law college mentioned that there was a lack of Audio- visual (A-V) aids. 28.57 percent teachers of technical institute mentioned that the black board was not in good condition. 34.48 percent teachers of medical institute mentioned that there was a need to procure multimedia projection system for better A-V demonstration in class and there was no facility for 35mm film processing.

Table No.114: Way teachers coped with the problem without teaching aids

Way teachers coped with the problem without teaching aids	Type of colleges/institutes					
	General		Law	Hotel Managt	Technical	Medical
	Govt	Pvt.	Govt	Govt	Pvt	Private
Using blackboard	25.64%	33.33%	40%	40%	11.42%	10.34%
Using books and notes in the classroom	15.38%	-	-	-	-	-
Use of lecture method	48.71%	33.33%	80%	40%	-	-

The study revealed that 40 percent teachers of law college and government institute of hotel management, 33.33 percent teachers of private general college, 25.64 percent teachers of government general colleges, 11.42 percent teachers of private technical institutes and 10.34 percent teachers of medical institute claimed that they were coping the problem by using black board. 15.38 percent of teachers of government general colleges claimed that they were using books and notes in the classroom. A

traditional and widely used lecture method was used by teachers due to unavailability of teaching aids as stated by 80 percent teachers of law college, 48.71 percent teachers of government general colleges, 40 percent teachers of government institute of hotel management and 33.33 percent teachers of private general college.

5.5.5.4 Classroom teaching

Table No.115: Problem related to classroom teaching faced by teachers of government colleges/institute

Problem related to classroom teaching faced by teachers of government colleges/institute	Type of colleges/institutes		
	General Govt	Law Govt	Hotel Managt Govt
Overcrowded class	76.92%	-	-
Inadequate furniture	35.89%	-	-
Blackboards were not in good condition	56.41%	-	-
Insufficient classrooms	58.97%	-	-
Lots of disturbance as college was very near to National highway	100%	-	-
Lack of proficiency of students in English	38.46%	-	-
Laboratory was not updated	30.76%	-	-
Lack of general awareness of the students	30.76%	-	-
Lack of basic concept of knowledge among the rural students	30.76%	-	-
Communication gap between teachers and students	30.76%	-	-
Couldn't give individual attention to students	56.41%	-	-
Attendance consumes time due to large number of students	30.76%	-	-
We had to speak aloud, no P.A system	61.53%	-	-
Students were not responsive	28.20%	-	-
Voice was echoed in a hall caused disturbance in hearing	58.97	-	-
No separate class for honours students	25.64%	-	-
Poor attendance	-	-	20%
Noise from market place caused disturbances	-	100 %	-

Regarding the problem related to classroom teaching the study revealed numerous classroom problems of teachers which are as follows;

- Teachers of government general colleges such as 100 percent stated that noise from vehicles from continuous traffic from National highway near the college disturbed the

classroom teaching greatly, 76.92 percent stated that the classes were overcrowded, 61.53 percent stated that there they had to speak aloud as P.A system was not provided, 58.97 percent stated that the voice wais echoed in a hall which caused disturbance in hearing and insufficient classrooms which hampered running the classes smoothly according to the routine, 56.41 percent stated that blackboards were not in good condition and they couldn't give individual attention to students. 38.46 percent stated that there was lack of efficiency of students in English, 35.89 percent stated that there was inadequate furniture, 30.76 percent stated that there the laboratory was not updated, lack of general awareness of the students, lack of basic concept of knowledge among the rural students, communication gap between teachers and students, attendance consumed time due to large number of students, 25.64 percent stated that there was no separate class for honours students.

- Teachers of government institute of hotel management claimed that 20 percent stated that there was poor attendance of students.
- 100 percent teachers of law college mentioned that noise from market area disturbed the classroom teaching.

Table No.116: Problem related to classroom teaching faced by teachers of private colleges/institutes

Problem related to classroom teaching faced by teachers of private colleges/institutes	Type of colleges/institutes			
	General	College of Education	Technical	Medical
	Pvt	Private	Pvt	Private
Irregularity of students	66.66%	-	-	-
Students were more interested to take down notes than explanation	-	11.11%	-	-
Poor interaction from students	-	-	22.85%	-
Time constraint	-	-	20%	-
Insufficient time to cover vast syllabus	-	-	-	31.03%
Microphone didn't work sometime	-	-	-	20.68%
One hour was too long period to hold attention of students				13.79%

It was found that 66.66 percent teachers of private general college mentioned that students were not regular in attending classes. 11.11 percent teachers of college of

education mentioned that students were more interested to take down notes than explanation. Teachers of technical institutes 22.85 percent stated that there was poor interaction from students, 20 percent stated that there was limited time period which prevents them from explaining elaborately. Teachers of medical institute 31.03 mentioned that time was not sufficient to cover the syllabus and 20.68 percent stated that there sometime microphone did not work. 13.79 percent teachers of medical institute mentioned that one hour was too long period to hold attention of students.

5.5.5.5 Library

100 percent teacher of private general college and colleges of education mentioned that the college had clerk of the institution as the library incharge.

48.71 percent teachers of government general college, 33.33 percent teachers of private general college and 28.57 percent teachers of private technical institutes did not agree that the reading room in the library was well lighted which created unfavourable environment for reading.

Teachers of 100 percent colleges/institutes under study stated the problem due to unavailability of adequate books on different subjects in library

Table No.117: Way teachers were cope the problem of unavailability of adequate books

Way teachers are coping the problem of unavailability of adequate books	Type of colleges/institutes						
	General		Law	Hotel Management	Colleges of Education	Medical	Technical
	Govt	Pvt	Govt	Govt	Private	Private	Private
Using personal copies	61.53%	66.66 %	80%	40%	33.33%	-	42.85 %
Purchasing the books ourselves	10.25%	-	10%	-	-	-	-
Using internet	12.82%	-	20%	20%	22.22%	10.34%	20%
Visiting other libraries	17.94%	33.33 %	-	-	-	10.34%	20%
Taking help from senior teachers	5.12%	-	-	-	-	-	-

The study revealed that 80 percent teachers of law college, 66.66 percent teachers of private general college, 61.53 percent teachers of government general college, 42.85 percent teachers of private technical institutes, 40 percent teachers of institute of hotel

management and 33.33 percent teachers of colleges of education mentioned that they used their personal copies. 10.25 percent teachers of government general college and 10 percent teachers of law college mentioned that they purchased the books due to unavailability of books in library. 22.22 percent teachers of colleges of education, 20 percent teachers of law college, private technical institutes and government institute of hotel management, 12.82 percent teachers of government general college and 10.34 percent teachers of medical institute mentioned that they used internet and search needed information. 33.33 percent teachers of private general college, 20 percent teachers of private technical institutes, 17.94 percent teachers of government general colleges and 10.34 percent teachers of medical institute mentioned that they visited other libraries. 5.12 percent teachers of government general college mentioned that they took help from senior teachers.

Problems related to library

Table No.118: Problems related to library faced by teachers of government colleges/institutes

Problems related to library	Type of colleges/institutes		
	General	Law	Hotel Management
No rule	15.38%	80%	-
No purchase of new books	7.69%	20%	-
Too small space	15.38%	-	-
No cataloguing	51.28%	100%	-
No updating according to the change in syllabus	20.51%	-	-
No periodicals/journals on different subjects	25.64%	-	-
Insufficient books	15.38%	80%	60%
Only old books were available	12.82%	-	-
Lack of books prescribed by the university	5.12%	-	-
No open shelf system for students	10.25%	-	-
No computer and internet facility in library	-	80%	-
Librarian overburdened with official work	-	90%	-
Rotation of books were done faster among students	-	-	40%

The study revealed various problems related to library faced by the teachers of government colleges such as 15.38 percent stated that library had small space, 20.51

percent stated that there was no updating according to the change in syllabus, 25.64 percent stated that there was no periodicals/journals on different subjects, 12.82 percent stated that only old books were available, 5.12 percent stated that there was lack of books prescribed by the university and 10.25 percent stated that there was no open shelf system for students.Teachers of law college such as 80 percent stated that there was no computer and internet facility in library and 90 percent stated that librarian was overburdened with official work. 40 percent teachers of institute of hotel management mentioned that the rotation of books was done faster among students due to which students could not use the issued books properly. 15.38 percent teachers of government general colleges and 80 percent teachers of law college mentioned that there was no any proper rule in the library. 7.69 percent teachers of government general college and 20 percent teachers of law college mentioned that there the new books were not purchased. 51.28 percent teachers of government general colleges and 100 percent teachers of law college mentioned that there was no cataloguing of the books in the library. 15.38 percent teachers of government general college, 80 percent teachers of law college and 60 percent teachers of institute of hotel management mentioned that there was insufficient books in the library.

Table No.119: Problems related to library faced by teachers of private colleges/institutes

Problems related to library faced by teachers of private colleges/institutes	Type of colleges/institutes			
	General	Colleges of Education	Technical	Medical
Lack of adequate number of books	100%	-	28.57%	17.24%
No full time librarian	66.66%	75%	-	-
Library time is flexible		50%	-	-
Inadequate journals, periodicals	-	-	28.57%	10.34%
No computer and internet facility	-	-	8.57%	10.34%
No international journal	-	-	8.57%	13.79%
Less book available in issuing section	-	-	11.42%	-
Less book available for M.Tech	-	-	17.14%	-
No supply of heater as library was cold and damp	-	-	-	20.68%
Reading cabins lack proper ventilation	-	-	-	10.34%

With regard to the problems related to library by teachers of private colleges the study revealed that 100 percent teachers of private general college, 28.57 percent teachers of technical institutes and 17.24 percent teachers of medical institute mentioned that there was inadequate books in the library. 66.66 percent teachers of general college and 75 percent teachers of college of education revealed that there was no full time librarian which was also the problem to the library user. 50 percent teachers of college of education mentioned that the working time of the library was flexible. Teachers of technical institutes such as 28.57 percent stated that inadequate journals, periodicals, 17.14 percent stated that less book was available for master degree course like M.Tech, 11.42 percent stated that less books were available in issuing section, 8.57 percent stated that there were no computer and internet facility and no international journal. The teachers of medical institute such as 20.68 percent stated that there was no supply of heater as library was cold and damp, 10.34 percent stated that inadequate journals, periodicals, no computer and internet facility and the reading cabins lack proper ventilation.

5.5.5.6 Co curricular activities

With regard to the problem in organizing the co curricular activities, the study revealed that 20.51 percent teachers of government colleges and 22.22 percent teachers of colleges of education agree that they had problems in organizing co curricular activities. Whereas 100 percent teachers of medical institute, 88.57 percent teachers of technical institute, 77.77 percent teachers of colleges of education, 60 percent teachers of law college, 53.84 percent teachers of government general college, 40 percent teachers of institute of hotel management and 33.33 percent teachers of private general college stated that they had no problem in organizing co curricular activities.

Type of problem in organizing co curricular activities

Table No. 120: Type of problem in organizing co curricular activities

Type of problem in organizing co curricular activities	Type of colleges/institutes	
	General	College Of Education
	Govt	Private
Lack of well maintained ground	14.81%	-
Lack of boys and girls common room	7.40%	-
Students were not forthcoming	7.40%	-
Lack of discipline and organizing skill	7.40%	-

Lack of plain land	-	50%

The study revealed that 14.81 percent teachers of government colleges mentioned the main problems were lack of well maintained ground, 7.40 percent stated that lack of boys and girls common room, students were not forthcoming, lack of discipline and organizing skill. 50 percent teachers of college of education mentioned that the lack of plain land was one of main problem in organizing co curricular activities.

5.5.5.7 Examination and evaluation

Regarding the problem related to the examination and evaluation system the study revealed that 70 percent teachers of law college, 58.62 percent teachers of medical institute and 7.69 percent teachers of government general college stated that they were facing problem in connection with examination and evaluation. Whereas 100 percent teachers of private general college, colleges of education, private technical institutes, government institute of hotel management, 92.30 percent teachers of government general college, 41.37 percent teachers of medical institute and 30 percent teachers of law college agree that they were not facing any problem in connection with examination and evaluation.

Type of problem of teachers in connection to the examination and evaluation

The study indicated that 7.96 percent teachers of government general college mentioned that the classes were overcrowded even during the examination which prevents from fair and strict examination. Teachers of medical institute such as 58.62 percent mentioned that the patients were not available for clinical examination, 34.48 percent stated that student gets best out of two examiner evaluation marks instead of average of two test and 27.58 percent said that there was no proper rule for invigilation of examination.

5.5.5.8 Specific problem with reference to service condition

Table No.121: Specific problem with reference to service condition

Specific problem with reference to service condition	Type of College/Institute						
	General		Law	Hotel Management	Colleges of Education	Medical	Technical
	Govt	Pvt	Govt	Govt	Pvt	Pvt	Pvt

No timely promotion, career advancement	38.46 %	-	-	-	-	-	-
There should be end of adhoc system	-	-	50%	-	-	-	-
Adhoc contract should be 5 year not 1 year	-	-	50%	-	-	-	-
Delay of promotion	-	-	40%	-	-	-	-
No proper evaluation of performance	-	-	-	40%	-	-	-
Overburden due to less faculty	-	-	-	60%	-	-	-

With regard specific problem with reference to service condition the above revealed that

- 38.46 percent teachers of government general college mentioned there was no timely promotion and career advancement.

- Teachers of law college such as 50 percent mentioned that there should be end of adhoc system and adhoc contract was given for less duration of only one year, it should be for five year and 40 percent stated that the promotion was delayed.

- Teachers of institute of hotel management such as 60 percent mentioned that there was overburden due to fewer faculties and 40 percent stated there was no proper evaluation of performance of teacher.

5.5.5.9 Specific problem with reference to educational qualification

It was found out that 100 percent teachers of government general college, private general college, colleges of education, law college, private technical institutes, medical institute and government institute of hotel management do not have any problem with reference to educational qualification.

5.5.5.10 Specific problem with reference to colleges/institutes atmosphere

Table No.122: Specific problem with reference to colleges/institutes atmosphere

Specific problem with reference to colleges/institutes atmosphere	Type of College/Institute						
	General		Law	Hotel M.	Colleges of Edu	Medical	Technical
	Govt	Pvt	Govt	Govt	Pvt	Pvt	Pvt
Too near to the market place so lots of disturbance	38.46%	-	-	-	-	-	-
Very small campus	33.33%	-	-	-	-	-	-
No academic atmosphere	12.82%	-	-	-	-	-	-

Insufficient teachers	-	-	-	-	-	-	-
Closed and unfriendly climate	-	-	40%	-	-	-	-
Lack of participative culture	-	-	30%	-	-	-	-
One man decision of the head of the institution	-	-	40%	-	-	-	-
Lack of healthy working atmosphere	-	-	50%	-	-	-	-
Autocratic leadership	-	-	-	-	-	6.89 %	-
Bad work culture. People are lazy& not happy to work	-	-	-	-	-	6.89 %	-

The study showed that the teachers of government general college 38.46 percent mentioned that the college was too near to the national highway and market place so lots of disturbance, 33.33 percent mentioned that the campus was very small and 12.82 percent stated that there was no academic atmosphere in the college. Teachers of law college 50 percent mentioned that the problems were lack of healthy working atmosphere, 40 percent mentioned that the head of the institution was autocratic and which had closed and unfriendly climate, 30 percent stated that there was lack of participative culture. Teachers of medical institute 6.89 mentioned that the college atmosphere complained that autocratic leadership of higher authorities of institute had lead to closed college atmosphere.

5.5.5.11 Problem of Higher education in the state

The problems of colleges/institutes of higher education are asked teachers of both general and professional colleges/institutes under study in the state. The answer is categorized into four category such as:

(i) Problems of Higher Education in Sikkim as mentioned by teachers of general government colleges/institute

(ii) Problems of Higher Education in Sikkim as mentioned by teachers of professional government colleges such as Law College and government institute of hotel management

(iii) Problems of Higher Education in Sikkim as mentioned by teachers of private general and professional colleges/institutes.

Table No. 123: Problems in the fields of Higher Education in Sikkim given by teachers of government general colleges/institutes

Problems in the fields of Higher Education	%
Insufficient number of teachers	89.74%
Lack of State Higher Education Committee	84.61%
Absence of good institution for pursuing Higher Education	82.05%
Non-availability of qualified teachers	79.48%
Insufficient number of colleges/Institutions	76.92%
Lack of general University in the State	76.92%
Lack of funds for Higher education	71.79%
No financial help for meritorious students	56.41%
Low motivation of students	53.84%
Lack of proper academic atmosphere	48.71%
Lack of communication between college administrator and teachers	38.46%
Lack of educational awareness	33.33%
No competitive atmosphere	33.33%
Lack of academic standard	28.20%
Lack of communication between HRD department of Sikkim and teachers	25.64%
Lack of alternative specialized courses	12.82%
Apathy of parents	10.25%

It was revealed that the teachers of government general colleges such as 89.74 percent stated that there was insufficient number of teachers, 84.61 percent stated that there was a lack of State Higher Education Committee, 82.05 percent stated that there was absence of good institution for pursuing Higher Education, 79.48 percent stated that there was non-availability of qualified teachers, 76.92 percent stated that there was insufficient number of colleges, 76.92 percent stated that there was lack of general University in the State, 71.79 percent stated that there was a lack of funds for Higher education, 56.41 percent stated that there was no financial help for meritorious students and 53.84 percent stated that there was low motivation of students. Whereas 48.71 percent stated that there was a lack of proper academic atmosphere, 38.46 percent stated that there was lack of communication between college administrator and teachers, 33.33 percent stated that there was lack of educational awareness, 33.33 percent stated that there was no competitive atmosphere, 28.20 percent stated that there was lack of academic standard, 25.64 percent stated that there was lack of communication between Human Resource Development department of Sikkim and teachers, 12.82 percent stated

that there was lack of alternative specialized courses, 10.25 percent stated that there was apathy of parents.

Table No.124: Problems in the fields of Higher Education in Sikkim as pointed by teachers of government Law College and government institute of hotel management.

Problems in the fields of Higher Education	Type of College/Institute	
	Law	Hotel Managt
Insufficient number of colleges/Institutions	40%	40%
Non-availability of qualified teachers	40%	20%
Insufficient number of teachers	20%	20%
Lack of funds for Higher education	50%	40%
Apathy of parents	40%	20%
Low motivation of students	40%	40%
Lack of proper academic atmosphere	70%	40%
Lack of general University in the State	70%	20%
Lack of academic standard	70%	-
Lack of State Higher Education Committee	80%	60%
No assessment of performance of teachers	40%	-
No inspection of daily running of the institution	60%	-
Administrative apathy	30%	-
Non use of existing facilities	40%	-
Lack of proper rules for recruiting the teachers	50%	-
Lack of own building	100%	-

It was revealed that teachers of law college such as 100 percent stated that there was a lack of own building, 80 percent stated that there was lack of State Higher Education Committee, 70 percent stated that there was lack of academic standard, 70 percent stated that there was lack of general University in the State and lack of proper academic atmosphere, 60 percent stated that there was no inspection of daily running of the institution, 50 percent stated that there was lack of proper rules for recruiting the teachers and lack of funds for higher education. Whereas 40 percent teachers stated that there was insufficient number of colleges/Institutions, non-availability of qualified teachers, apathy of parents, low motivation of students, no assessment of performance of teachers and non use of existing facilities, 30 percent stated that there was administrative apathy and 20 percent stated that there was insufficient number of teachers. The teachers of institute of hotel management such as 60 percent stated that there was a lack of State Higher Education Committee and 40 percent stated that there was insufficient number of

colleges/Institutes, lack of funds for higher education, low motivation of students and lack of proper academic atmosphere. Whereas 20 percent teachers stated that there was non-availability of qualified teachers, insufficient number of teachers, apathy of parents and lack of general University in the State.

Table No.125: Problems in the fields of Higher Education in Sikkim as pointed by teachers of private general and professional colleges/institutes.

Problems in the fields of Higher Education	Type of College/Institute			
	General	College Of Edu	Technical	Medical
Insufficient number of colleges/Institutions	-	66.66%	83.68%	51.72%
Non-availability of qualified teachers	33.33%	66.66%	82.85%	72.41%
Insufficient number of teachers	-	33.33%	65.71%	86.20%
Lack of funds for Higher education	66.66%	22.22%	31.42%	20.68%
Apathy of parents	-	-	5.71%	10.34%
Low motivation of students	-	33.33%	61.53%	62.06%
Lack of proper academic atmosphere	-	-	31.42%	51.72%
Lack of general University in the State	33.33%	66.66%	20%	17.24%
Lack of academic standard	-	33.33%	8.57%	31.03%
Lack of State Higher Education Committee	33.33%	66.66%	22.85%	20.68%
Mostly people were from rural area so they could not afford higher education	-	88.88%	-	-
Sikkimese people lack interest in studies	-	-	25.71%	-
Tribal people are poor to afford their studies for their children	-	-	28.57%	-
No proper guidance and help	-	-	71.42%	-
People were traditional and superstitious	-	-	22.85%	-

It was found out that 66.66 percent teachers of colleges of education, 83.68 percent students of technical institutes and 51.72 percent students of medical institute mentioned that insufficient number of colleges was one of the problems in the field of Higher Education in State. 82.85 percent teachers of technical institutes, 72.41percent students of medical institute, 66.66 percent students of colleges of education and 33.33 percent students of private general college mentioned that qualified teachers were not available. 86.20 percent teachers of medical institute, 65.71 percent students of technical institutes and 33.33 percent students of colleges of education mentioned teachers were insufficient in number. 66.66 percent teachers of private general college, 31.42 percent students of technical institute, 22.22 percent students of colleges of education and 20.68

percent students of medical institute mentioned that funds were inadequate for Higher education. 10.34 percent teachers of medical institute and 5.71 percent students of technical institutes mentioned the parents were not aware. 62.06 percent teachers of medical institute, 61.53 percent students of technical institutes and 33.33 percent students of colleges of education mentioned that there was low motivation of students. 51.72 percent teachers of medical institute and 31.42 percent students of technical institutes mentioned that proper academic atmosphere were lacking. 66.66 percent students of mentioned colleges of education, 33.33 percent students of private general college, 20 percent students of technical institutes and 17.24 percent students of medical institute mentioned that general University was lacking in the State. 33.33 percent teacher of colleges of education, 31.03 percent students of medical institute and 8.57 percent students of technical institutes mentioned that academic standard was lacking. 66.66 percent teachers of colleges of education, 33.33 percent students of private general college, 22.85 percent students of technical institutes and 20.68 percent students of medical institute mentioned lack of State Higher Education Committee was one of the problem of higher education in state. 88.88 percent teachers of colleges of education mentioned that mostly people were from rural area so they could not afford higher education. Teachers of technical institutes such as 71.42 percent stated that there was no proper guidance and help for students, 28.57 percent stated that the people especially tribal people were poor to afford their studies for their children, 25.71 percent stated that Sikkimese people lack interest in studies, 22.85 percent stated that people were traditional and superstitious.

5.6.0 Analysis of the problems of students of colleges/institutes

5.6.1 Infrastructural problem: This section includes (i) Lack of sufficient furniture (ii) laboratory and workshops equipments (iii) Playground (iv) Hostel facility (v) Transport facility

5.6.1.1 Problem due to lack of sufficient furniture

It was found out that students of Sikkim Government College Gangtok and private general college mentioned that problem exists due to the lack of sufficient furniture.

Table No.126: Problems due to Insufficient Furniture

Problems faced by students due to insufficient furniture	Type of College(General)	
	Govt	Pvt
Sharing with many in one long bench	37.62%	30%
Sometimes there was nothing to sit so we came out of class	15.59%	-

It was revealed that 37.62 percent students of government general colleges and 30 percent students of private general college mentioned that they shared one long bench with many students. 15.59 percent students of government general colleges also mentioned that sometimes they didn't have anything to sit so they came out of class.

5.6.1.2 Problem related to laboratory and workshops equipments

It was revealed that 70.76 percent students of government general colleges, 70.58 percent students of technical institutes, 20 percent students of medical institute and 10 percent students of colleges of education pointed that there was problem in relation to laboratory and workshops.

Type of problem related to the laboratory/workshop equipment

Table No.127: Type of problem related to the laboratory/workshop equipment

Type of problem related to the laboratory/workshop equipment	Type of College/Institute			
	General	College of Edu	Technical	Medical
	Govt	Private	Pvt	Private
Equipments were outdated	9.74%	-	-	4%
Equipments were not up to date	11.69%	-	17.64%	20%
Equipments needed repairing	7.79%	-	17.64%	20%
Inadequate equipments	-	10%	-	-

It was found out that 9.74 percent students of government general colleges and 4 percent students of private medical institute mentioned that equipments were outdated. 20 percent students of medical institute, 17.64 percent students of technical institutes and 11.69 percent students of government general colleges mentioned that equipments were not up to date. 20 percent students of medical institute, 17.64 percent students of technical institutes and 7.79 percent students of government general colleges mentioned

that equipments needed repairing. 10 percent students of colleges of education mentioned that there were inadequate equipments.

5.6.1.3 Lack of playground for various games and sports

Table No.128: Problem due to unavailability of seperate playground

Problem due to unavailability of seperate playground	Type of College/Institute						
	General		Law	Hotel Management	Colleges of Edu	Medical	Technical
	Govt	Pvt	Govt	Govt	Pvt	Pvt	Pvt
Games were played in the front courtyard of the college	29.23%	-	-	-	-	-	-
Games were not organized	-	100 %	100%	100%	-	-	-
Managed by playing particular game for particular time	70.76%	-	-	-	-	26.66 %	-

It was found out that 29.23 percent student of government general colleges that is Sikkim Governmemt College Namchi mentioned that the games were played in the front courtyard of the college. 100 percent students of private general college, law college and institute of hotel management mentioned that games were not organized due to lack of playground. 70.76 percent students of government general colleges and 26.66 percent students of medical institute mentioned that they managed by playing particular game for particular time.

5.6.1.4 Problem due to lack of facility in hostel

It was revealed that 100 percent students of private general college, law college, institute of hotel management and 97.46 percent students of a government general colleges mentioned that they were day scholar as the college did not have hostel facility.

Table No.129: Problem related to hostel accommodation

Problem related to hostel accommodation	Type of College/Institute			
	General	College Of Edu.	Technical	Medical
	Govt	Private	Pvt	Private
Inadequate infrastructure	1.94%	-	-	-

A dormitory of four grown up students in a single room so difficult study	1.55%	25%	-	-
No common room in hostel to watch TV or read newspaper	-	20%	-	-
Mess facility was not good	-	30%	-	-
Lots of restriction	-	22.5%	-	-

It was revealed that 1.94 percent students of government general college (Sikkim Government College, Gangtok) mentioned that the hostel had inadequate infrastructure. 25 percent students of Harka Maya College of Education and 1.55 percent students of Sikkim Government College, Gangtok mentioned that it was difficult to study and concentrate in a dormitory of four grown up students in a single room. The students of Harka Maya College of Education; 30 percent mentioned that the mess facility was not good, 20 percent mentioned that there was no common room in hostel to watch TV or read newspaper and 25.5 percent mentioned that there were lots of restrictions for grownup students.

5.6.1.5 Problem due to lack of transport facility

Table No. 130: Way of coping with the unavailability of transport facilities

Way of coping with the unavailability of transport facilities.	Type of College/Institute						
	General		Law	Hotel Management	Colleges of Education	Medical	Technical
	Govt	Pvt	Govt	Govt	Pvt	Pvt	Pvt
Use taxi and SNT bus at our own expense	70.76 %	100%	100%	100%	100%	100%	11.76 %
SNT bus comes down to college in the morning and at the evening but its not sufficient as public also travel as it is government bus.	29.23 %	-	-	-	-	-	-

With regard to the way students cope with the unavailability of transport facilities the above table revealed that 100 percent students of private general college, colleges of education, law college, medical institute, institute of hotel management, 70.76 percent

students of government general colleges and 11.76 percent students of technical institutes mentioned that they used local taxis and Sikkim Nationalized Transport (SNT) bus at their own expense. 29.23 percent students of government general college that is Sikkim Governemnt College Namchi mentioned that Sikkim Nationalized Transport (SNT) bus comes down to college in the morning and at the evening but it was not sufficient as public also travel as it was a government bus.

5.6.2 Financial problem

Problem related to fees

Table No.131: Problems regarding fees

Problems regarding fees	Type of College/Institute						
	General		Law	Hotel Management	Colleges of Edu.	Medical	Technical
	Govt	Pvt	Govt	Govt	Pvt	Pvt	Pvt
Students from poor economic background could not afford it	-	-	-	50%	40%	76%	86.27%
Games fee were paid but were not organized	-	-	60%	-	-	-	-
Facility were not according to the money taken	-	-	-	-	25%	-	-
Difficult to pay such a huge amount in a two installment	-	-	-	-	20%	-	-
Library fees were paid but enough books were not available	17.54 %	-	60%	-	-	-	-
Irregular demands	-	-	-	-	-	6.66 %	-
Fees were not returned even if one leaves course in middle	-	-	-	-	-	1.33 %	-

With regard with the problem with fees above table revealed that 86.27 percent students of technical institutes (Sikkim Manipal Instititute of Technology), 76 percent students of medical institute, 50 percent students of institute of hotel management, 40 percent students of colleges of education mentioned that fees were high so the students from poor economic background could not afford it. 60 percent students of law college mentioned that games fees were collected for students but games were not organized in

college. Library fees were being paid by students but the college library did not have adequate books as stated by 60 percent students of law college and 17.54 percent students of government general colleges. Students of colleges of education; 25 percent mentioned that facility were not according to the money taken, 20 percent stated that it was difficult to pay such a huge amount in a two instalment. Students of medical institute 6.66 percent mentioned that there was an irregular demand of fees and 1.33 mentioned that the fees were not returned even if one leaves course in middle.

5.6.3. Academic problem

This section includes (i) Choice of subject (ii) Lecture (iii) Method of teaching (iv) Curriculum (v) Classroom problem (vi) College environment (vii) Library (viii) Co curricular activities (ix) Examination and evaluation (x) Problems in colleges/institutes

5.6.3.1 Choice of subject

Only 100 percent students of medical institute mentioned that enough options were available to study. Whereas 51.26 percent students of government general college, 30 percent students of private general college mentioned that there were not enough options to choose subjects. 51.26 percent students of government general colleges, 30 percent students of private general college mentioned that the students had to study whatever options were provided by the college/institute.

5.6.3.2 Dissatisfaction with lectures given in the classroom

40 percent students of colleges of education, 25 percent students of law college, 15 percent students of government general colleges, 10 percent students of medical institute, 9.80 percent students of technical institutes and 5 percent students of private general college mentioned that they were not satisfied with the lectures given in the classroom.

Table No. 132: Reason for dissatisfaction with lectures

Reason for dissatisfaction with lectures	Type of College/Institute					
	General		Law	Hotel Management	Colleges of Education	Technical
	Govt	Pvt	Govt	Govt	Private	Private
Difficult to hear lecture as the	55.16%	-	-	-	-	-

class was overcrowded						
Lecturing was done too fast	51.26%	5%	-	20%	-	-
Teachers starts dictating notes as soon as they enter the class they didn't bother to explain	38.98%	-	-	-	-	-
Some teachers were not regular in taking class	39.57%	-	-	-	-	-
Teachers did not complete syllabus in time	1.94%	-	-	-	-	-
Most of the teachers were inefficient and cannot explain	-	-	25%	-	25%	9.8%
Difficult to understand the pronunciation as most of them were from vernacular background and were not fluent in English	37.03%	-	-	-	35%	-

The above table revealed that students of government general colleges such as 55.16 mentioned that it was difficult to hear lecture as the class was overcrowded, 39.57 percent stated that some teachers were not regular in taking class, 38.98 percent stated that teachers started dictating notes as soon as they entered the class they didn't bother to explain and 1.94 percent mentioned that teachers did not complete syllabus in time. 51.26 percent students of government general colleges, 20 percent students of institute of hotel management and 5 percent students of private general college mentioned that lecturing was done too fast so it was difficult to catch up with the speed of lecture. 25 percent students of colleges of education and law college and 9.8 percent students of technical institutes mentioned that most of the teachers were inefficient and could not explain well. 37.03 percent students of government general colleges and 35 percent students of colleges of education mentioned that it was difficult to understand the pronunciation as most of the teachers themselves were from vernacular background and were not fluent in English.

5.6.3.3 Problems with the method of teaching

Problems related to the method of teaching are categorized into two category they are (i) government colleges/institute (ii) private college/institute.

Table No. 133: Problems with the method of teaching faced by students of government general and professional colleges/institutes.

Problems with the method of teaching faced by students of government general and professional colleges/institutes.	Type of College/Institute		
	General	Law	Hotel Managt
Some lecturer only lectured so difficult to understand	48.73%	-	-
Some just dictates notes no explanation so difficult to understand	49.51%	-	-
Lecturer spoke very fast so difficult to catch up with their	49.31%	-	-
Lecturing was not satisfactory	29.82%	-	-
Lecturing was a boring method, we get bored	25.34%	30%	10%
They did not provide handouts also	8.57%		-
Teachers did not know how to ask questions, sometime they make us nervous	-	10%	-
Not very efficient to take post graduate degree class	-	10%	-

It was revealed that students of government general colleges; 49.51 mentioned that some teachers just dictated notes, explanation was not done so it was difficult to understand, 49.31 percent mentioned that teacher spoke very fast so it was difficult to catch up with their speed, 48.73 percent stated that some teacher only lectured so difficult to understand the new concept, 29.82 percent mentioned that lecturing was not satisfactory, 25.34 percent mentioned that lecturing was a boring method and they got bored and 8.57 percent mentioned that the handouts were not provided before lecturing. 30 percent students of government law college 10 percent students of institute of hotel management mentioned the problem such as lecturing was a boring method so they got bored. 10 percent students of law college mentioned that teachers did not know how to ask questions sometime they made students nervous and some teachers were not very efficient to take post graduate class.

Table No. 134: Problems with the method of teaching faced by students of private general and professional colleges/institutes

Problems with the method of teaching faced by students of private general and professional colleges/institutes	Type of College/Institute			
	General	College Of Education	Technical	Medical
	Pvt.	Private	Pvt	Pvt
Lecturing a monotonous way of teaching	30%	15%	-	-
Inefficient teachers	-	25%	-	-

Teachers usually dictated notes	-	17.5%	-	-
Some teachers were not experienced	-	-	39.21%	-
Some teachers were un approachable	-	-	39.21%	-
Some teachers just tried to complete the syllabus but the needs of students were not taken care of.	-	-	-	13.33%

It was revealed that 30 percent students of private general college and 15 percent students of colleges of education mentioned that the lecturing was a monotonous way of teaching so they used to get bored. Students of colleges of education 25 percent mentioned that the teachers were inefficient and 17.5 percent stated that teachers usually dictated notes. 39.21 percent students of technical institutes mentioned that some teachers were not experienced to teach and some teachers were unapproachable. 13.33 percent students of medical institute mentioned that some teachers' just tried to complete the syllabus but the needs of students were not taken care of.

5.6.3.4 Unsatisfaction with the curriculum

Table No.135: Reason for unsatisfaction with the curriculum

Reason for unsatisfaction with the curriculum	Type of College/Institute						
	General		Law	Hotel Management	Colleges of Education	Medical	Technical
	Govt	Pvt	Govt	Govt	Pvt	Pvt	Pvt
It was theoretical	18.51%	20%	30%	20%	45%	26.66%	11.76%
It was too vast	15.59%	7.5%	40%		10%	13.33%	3.92%
It was inappropriate for graduate level	2.53%	7.5%	-	-	-	-	-
It did not fulfill the objectives of Higher education	1.94%		-	-	10%	-	-
It did not relevant to societal needs	4.87%	5%	-	-	-	-	-

The study revealed that 45 percent students of colleges of education, 30 percent students of law college, 26.66 percent students of medical institute, 20 percent students of private general college and institute of hotel management, 18.51 percent students of

government general colleges, and 11.76 percent students of technical institutes mentioned that one of the defect of the curriculum was that it was theoretical. 40 percent students of law college, 15.59 percent students of government general colleges, 13.33 percent students of medical institute, 10 percent students of colleges of education, 7.5 percent students of private general college and 3.92 percent students of technical institutes mentioned that the curriculum was too vast. 7.5 percent students of private general college and 2.53 percent students of government general colleges mentioned that the curriculum was inappropriate for graduate level. 10 percent students of colleges of education and 1.94 percent students of government general colleges mentioned that the curriculum did not fulfill the objectives of Higher education. 5 percent students of private general college and 4.87 percent students of government general colleges mentioned that the curriculum was not relevant to societal needs.

5.6.3.5 Problem faced by the students in the classroom

Problems that are faced by students in the classroom are mentioned by students of the colleges /institutes which are categorised into two parts such as (i) government colleges/institutes (ii) private colleges/institutes.

Table No.136: Classroom problem faced by the students of government general and professional college

Problem faced by students in the classroom	Type of College/Institute	
	General	Law
Overcrowded class	60.62%	-
Backbenchers could not hear the lecture	58.47%	-
No sound system	30.60%	-
Insufficient desk and benches	64.91%	-
Small size of classrooms	53.21%	-
No proper furniture were available	33.13%	-
Insufficient teachers	65.69%	-
Syllabus were not completed on time	10.72	-
Not enough classroom for mathematics students	11.69%	-
Canteen was too close to some class which caused lots of disturbance	18.12	-

Classroom congested and too small	-	40%
No separate room for LLM students	-	15%
No proper electricity fittings	-	55%

It was found out that students of government general colleges 65.69 percent mentioned that there was insufficient teachers, 64.91 percent stated that there was insufficient desk and benches, 60.62 percent stated that the classes were overcrowded, 58.47 percent mentioned that backbenchers could not hear the lecture and 53.21 mentioned that the classrooms size were small, 30.60 percent mentioned that there was no sound system,18.12 percent mentioned that canteen was too close to some classroom which caused lots of disturbance, 33.13 percent mentioned that there was no proper furniture available, 11.69 percent mentioned that there was not enough classroom for mathematics students. Whereas students of law college such as 55 percent mentioned that there was no electrical fittings in the classrooms, 40 percent mentioned that the classroom were small and congested and 15 percent mentioned that there was no separate classroom for LLM students so they had to sit in library and attend class.

(ii) Table No.137: Classroom problem faced by the students of private general and professional colleges/institutes

Problem faced by students in the classroom	Type of College/Institute			
	General	College Of Education	Technical	Medical
Sound echoed in the class so difficult to understand	30%	-	-	-
Lack of good blackboard facility	-	15%	-	-
Difficult to hear the lecture at the last bench	-	20%	-	-

The above table revealed that 30 percent students of private general college mentioned that sound echoed in the class so it was difficult to hear the lecture clearly. 20 percent of college of education mentioned that it was difficult to hear the lecture at the last bench and 15 percent students of college of education that there was a lack of good blackboard facility. 88.23 percent students of technical institute and 45 percent students of Harka Maya College mentioned that they did not have enough classrooms.

5.6.3.6 Problem related to college environment

The disturbing factor mentioned by the students of government general colleges, law college, institute of hotel management and medical institute were shown in the table below.

Table No.138: Disturbing factor in the college environment

Disturbing factor in the college environment	Type of College/Institute			
	General	Law	Hotel Managt	Medical
	Govt	Govt	Govt	Private
Disturbance from vehicles from NH way near college	58.47%	-	60%	-
Overcrowding in campus	28.07%	-	-	-
Sound from the nearby temple during pujas disturbs the class	35.08%	-	-	-
Foul smell from toilets disturbing	20.07%	-	-	-
Too near market place, lots of distractions	-	60%	-	-
No campus	-	55%	50%	-
Many people were rented in the college building so lots of distractions	-	60%	-	-
Too near road	-	-	60%	-

It was revealed that 60 percent students of institute of hotel management and 58.47 percent students of government general colleges respectively mentioned that there was a disturbance from vehicles from National Highway way near college. Students of government general colleges that is Sikkim Government College, Gangtok such as 35.08 percent mentioned that sound from the nearby temple during pujas disturbed the class, 28.07 percent stated that campus was overcrowded and 20.07 percent stated that foul smell from toilets was disturbing. 60 percent students of law college mentioned that there was lots of distractions because the college was too near market place and many people were rented in the college building. 55 percent students of law college and 50 percent students of institute of hotel management mentioned that there was no campus of the college. 60 percent students of institute of hotel management mentioned that institute was too near road. 20 percent students of medical institute who stated that favorable environment was not available but factores for unfavourable environment were not given.

5.3.6.7 Problem related to library

Problems faced by students related to the library are shown under two categories

(i) Government colleges/institutes (ii) private colleges/institutes.

(i) Table No.139: Library problem faced by students in the government general colleges/institutes

Library problem faced by students	Type of College/Institute		
	General	Law	HotelManagt
Inadequate books	81.87%	95%	60%
Old torn books with missing page were available	37.03%	-	-
Less space in library	51.26%	-	-
No Xerox facility	60.81%	-	-
Library card were issued late	19.49%	-	-
Couldn't read in library due to noise from outside	38.98%	-	-
Not managed well	32.35%	-	-
No new journal and magazine	27.29%	-	-
Only one book was issued at one time	19.29%	70%	-
Librarian opens library late so morning shift students had to suffer	14.81%	-	-
Inadequate books in mathematics subject	8.77%	-	-
No Proper rules to take care of books	9.74%	-	-
Not allowed to take books during long holidays	-	40%	-
Librarian was busy with office work	-	85%	-

The study revealed that 95 percent students of government general colleges, 81.87 percent students of law college and 60 percent students of institute of hotel management mentioned that there was inadequate books in the library. The students of government general colleges such as 60.81 percent mentioned that there was no xerox facility, 51.26 percent mentioned that there was less space in library, 38.98 percent mentioned that they couldn't read in library due to noise from outside, 37.03 percent mentioned that old torn books with missing page were available, 32.35 mentioned that library was not managed well, 27.29 mentioned that no new journal and magazine were available, 19.49 mentioned that library card were issued late, 9.74 percent mentioned that no proper rules to take care of books and 8.77 percent students mentioned that there were inadequate books in mathematics subject.70 percent students of law college and 19.29 percent students of government general college mentioned that only one book was issued at one time. 85 students of law college mentioned the problems such as librarian was busy with office

work and remains unapproachable and 40 percent mentioned that they were not allowed to take books during long holidays.

(ii) Table No.140: Library problem faced by students in the private general and professional colleges/institutes

Library problem faced by students	Type of College/Institute			
	General	College Of Education	Technical	Medical
Inadequate books related to the course	65%	75%	29.41%	53.33%
No Xerox facility	25%	-	-	-
Books were not issued daily	40%	-	-	-
Inadequate reference books	-	5%	-	-
Not well maintained library books	-	20%	-	-
Only one book was issued at a time	-	27.5%	-	-
No current journals	-	20%	-	-
Mostly old books were available	-	-	7.84%	
New edition books were less	-	-	35.29%	60%
No heating system as its too cold during winter	-	-	-	20%
Enough Journals and magazines were not available	-	-	-	33.33%

The study indicated that 75 percent students of colleges of education, 65 percent students of private general college, 53.33 percent students of medical institute and 29.41 percent students of technical institutes mentioned that there were inadequate books related to the course. Students of private general college such as 40 percent mentioned that the books were not issued daily and 25 percent mentioned that there was no xerox facility. Students of colleges of education, 27.5 percent mentioned that only one book was issued at a time, 20 percent mentioned that there were no current journals, library books were not well maintained and 5 percent mentioned that there were inadequate reference books. 7.84 percent students of technical institutes mentioned that mostly old books were available in the library. 60 and 35.29 percent students of medical institute and technical institutes mentioned that the new edition books were less available in the library. 33.33 students of medical institute mentioned that enough Journals and magazines were not available and 20 percent mentioned that no heating system was available as it was too cold in Sikkim during winter.

5.6.3.8 Problem regarding co curricular activities

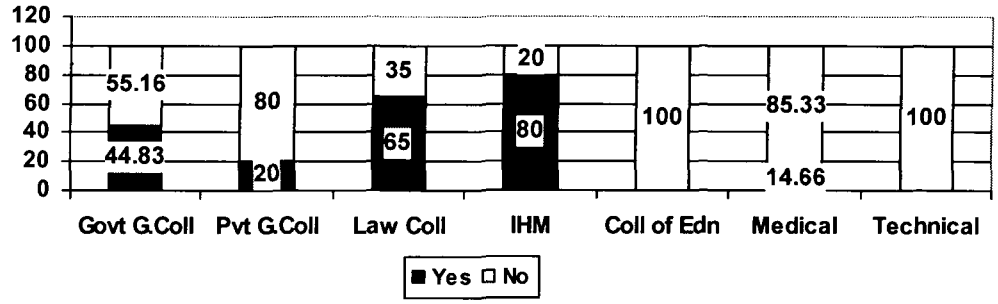
The study showed that 25 percent students of colleges of education agreed that they faced problem regarding the co curricular activities organized in college.

25 percent students of colleges of education mentioned that co curricular activities were poorly organization and 20 percent mentioned that there was no proper guidance from teachers.

5.6.3.9 Problem regarding examination

The study revealed that 80 percent students of institute of hotel management, 65 percent students of law college, 44.83 percent students of government general colleges, 20 percent students of private general college and 14.66 percent students of medical institute mentioned that they had problem in connection with examination and evaluation. However 100 percent students of colleges of education and technical institutes, 85.33 percent students of medical institute, 80 percent students of private general college, 55.16 percent students of government general college, 35 percent students of law college and 20 percent students of institute of hotel management mentioned that they did not have any problem in connection with examination and evaluation.

Graph 67: Students facing problem with examination



(Govt.G. Coll: Government General College, Pvt G. Coll: Private General College, Law Coll: Law College, IHM: Institute of Hotel Management, Coll of Edn: College of Education, Medical: Medical Institute, Technical: Technical Institute)

Type of problem regarding the examination

Table No.141: Type of problem regarding the examination

Type of problem regarding the examination	Type of College/Institute				
	General		Law	Hotel Managt	Medical
	Govt	Pvt	Govt	Govt	Private
University did not award proper marks	23.39%	-	-	-	-
University sometimes sent wrong marks and had to be sent back for recheck. It caused tension	11.11%	-	30%	-	-
Annual examination was burdensome	-	-	30%	-	-
Evaluation was not proper	-	-	30%	-	-
Not proper invigilation results into malpractice in examination hall	-	-	-	20%	-
Lots of partiality in giving marks	-	-	-	-	14.66%

With regard to the type of problem regarding the examination the study showed that 23.39 percent students of government general colleges mentioned that university did not award proper marks. 11.11 percent mentioned that university sometimes sent wrong marks and had to be sent back for recheck, it caused tension. 30 percent students of Law College also mentioned that Annual examination was burdensome and evaluation was not proper according to what was written as the papers were checked in another state in West Bengal. 20 percent students of institute of hotel management mentioned that there was no proper invigilation which resulted into malpractice in examination hall. 14.66 percent students of medical institute mentioned that there was lots of partiality in giving marks in examination.

5.6.3.10 Problems in colleges/institutes

Students had expressed problems that they faced in colleges/institutes which are categorized in three categories which are shown in table form. The three categories are (i) Problems that student face in government general colleges (ii) Problems that students face in government professional colleges/institutes (iii) Problems that students face in private general and professional colleges/institutes

(i) Problems that student face in government general colleges

Table No. 142: Problems that student face in government general colleges

Problems that students face in government general colleges	%
No computer facility	53.99%
Overcrowded classroom	50.68%
No common room for boys and girls	50.68%
Inadequate transport facility	50.68%
Inadequate hostel capacity	50.68%
No higher course like MA, M.Sc, so students have to go outside the state	50.29%
Insufficient teachers	49.70%
Very small campus	49.31%
No proper toilets and urinals	46.78%
Less furniture in the classroom	45.61%
Noise pollution from vehicles which passes near college	43.27%
No proper canteen	42.49%
Not enough space in library	41.91%
No option of subjects to choose	41.71%
Timing for the morning shift is difficult for students who stay far	40.93%
Inadequate books in the library	38.98%
Lack of permanent teachers	38.40%
CCA were not well organized	36.06%
Classes were not held regularly	34.50%
Playground was in bad condition	33.72%
No indoor games facility	30.21%
No environment to study	30.01%
No sound system in the classroom	3.11%
Inefficient lecturers, they taught only from the examination point of view	22.41%
No funds for excursion	20.46%
Teacher did not come to class regularly	19.49%
No hostel facilities	19.49%
Laboratory equipment outdated	17.54%
No commerce and science stream	17.15%
No playground	17.15%
Geography practical equipment not adequate	15.59%

Lack of modern equipments in science laboratory	13.64%
Not active student committee	13.64%
Old and torn books in library	13.45%
Science laboratory had old equipments and specimens	12.67%
No teacher quarter	12.47%
Student had to go outside the state for practical exam and face language problems	11.69%

The study revealed that students of government general colleges such as 53.99 percent mentioned that there was non availability of computer facility, 50.68 percent mentioned that classroom was overcrowded, 50.68 percent mentioned that common room for boys and girls were not available, 50.68 percent mentioned that transport facility was inadequate, 50.68 percent mentioned that hostel facility was inadequate, 50.29 percent mentioned that there was no higher course like MA, M.Sc, so students had to go outside the state, 49.70 percent mentioned that there was insufficient teachers, 49.31 percent mentioned that campus was very small, 46.78 percent mentioned that proper toilets and urinals were not available, 45.61 percent mentioned that there was less furniture available in the classroom, 43.27 percent mentioned that noise pollution from vehicles which pass near college caused lots of disturbance, 42.49 percent mentioned that proper canteen was not available in campus, 41.91 percent mentioned that there was not enough space in library, 41.71 percent mentioned that option of subjects were not available to choose and 40.93 percent mentioned that timing for the morning shift was difficult for students who stayed far. Students of government general colleges such as 38.98 percent stated that there was inadequate books in the library, 38.40 percent stated that there was lack of permanent teachers, 36.06 percent stated that cocurricular activities were not well organized, 34.50 percent stated that classes were not held regularly, 33.72 percent stated that the playground was in bad condition, 30.21 percent stated that there was no indoor games facility, 30.01 percent stated that there was no environment to study, 22.41 percent stated that there was inefficient lecturers and they taught only from the examination point of view and 20.46 percent stated that there was no funds available for excursion. Students of government general college such as 19.49 percent stated that there was no hostel facilities, 19.49 percent stated that teacher did not come to class regularly, 17.54 percent

stated that laboratory equipments were outdated, 17.15 percent stated that commerce and science stream were not available in all Sikkim Government College Namchi, 17.15 percent stated that there was no playground, 15.59 percent stated that Geography practical equipment was not adequate, 13.64 percent stated that there was lack of modern equipments in science laboratory and there was no active student committee, 13.45 percent stated that there were old and torn books in library, 12.47 percent stated that science laboratory had old equipments and specimens, 12.47 percent stated that there was no teacher quarter, 11.69 percent stated that student had to go outside the state for practical exam and faced language problems and 3.11 percent stated that there was no sound system in the classroom.

(ii) Table No. 143: Problems that student faced in government professional colleges/institutes

Problems that students faced in government professional colleges/institutes	Type of College/Institute	
	Law	Hotel Management
No College building	80%	-
No campus	30%	40%
No hostel accommodation	70%	-
Not transport facilities	20%	-
Computer facility was not provided	30%	-
Identity card was for a very limited period of six months	20%	-
Authority did not allow any student organization	30%	-
Guest speakers were never invited in the institution	30%	-
Inadequate books for study and issuing in library	80%	40%
Other people were also rented in same college building which cause disturbances.	20%	-
Disturbance from the noise of vehicles of highway	-	80%

With regard to the problems that students faced in government professional college the study revealed that students of law college such as 80 percent stated that there was no college building and there was inadequate books for study and issuing in library, 70 percent stated that there was no hostel accommodation, 30 percent stated that there was no campus, computer facility was not provided, authority did not allow any student organization and guest speakers were never invited in the institution, 20 percent

stated that there was no transport facilities, identity card was for a very limited period of six months and there were other people rented in same college building which caused disturbances. Students of government institute of hotel management such as 80 percent stated that there was disturbance from the noise of vehicles of highway, 40 percent stated that there was inadequate books for study and issuing in library and also that there was no college campus.

(iii) Table No.144: Problems that student faced in private general and professional colleges/institutes

Problems that students faced in private general and professional colleges/institutes	Type of College/Institute			
	General	College Of Edu.	Technical	Medical
No Co curricular activities organized	30%	-	-	10.66%
No transportation facility	35%	20%	-	16%
Inadequate books in library	50%	-	-	38.66%
No computer facility	40%	-	-	-
Inefficient teachers	20%	30%	-	-
No play ground in the college	25%	-	-	-
Canteen facility was not good	-	5%	-	-
No telephone facility in campus	-	10%	-	-
Difficult to understand the pronunciation of teachers as they were from vernacular medium.	-	30%	-	-
Only dictated notes	-	25%	-	-
Very far form main area	-	-	6.86%	-
Insufficient teacher	-	-	52.94%	20%
No updating of library	-	-	4.90%	-
No facility for sport and games	-	-	6.86%	-
New edition books were not available in library	-	-	12.74%	17.33%
Teachers kept changing	-	-	38.23%	46.66%
Less patient in the hospital resulted into less practical work.	-	-	-	66.66%
No student council so gap between students and administrators	-	-	-	10.66%

The study revealed that 30 percent students of private general college and 10.66 percent students of medical institute mentioned that co curricular activities were not organized in college. 35 percent students of private general college, 20 percent students of colleges of education and 16 percent students of medical institute mentioned that transportation facility was not provided in the college/institute. 50 percent students of private general college and 38.66 percent students of medical institute mentioned that there were inadequate books in library. Students of private general college such as 40 percent stated that the computer facility was not provided in college and 25 percent stated that there was no play ground in the college. 30 percent students of colleges of education and 20 percent students of private general college mentioned that there were inefficient teachers in college. Students of colleges of education such as 30 percent stated that it was difficult to understand the pronunciation of teachers as some of them were from vernacular medium, 25 percent stated that teachers just dictated notes, 10 percent stated that there was no telephone facility in campus and 5 percent stated that the canteen facility was not good. 52.94 percent students of technical institutes and 20 percent students of medical institute mentioned that there were insufficient teachers in college. Student of technical institutes that is Himalayan Pharmaceutical Institute such as 6.86 percent stated that college was very far and there was no facility for sport and games and 4.90 percent stated that there was no updating of library. 17.33 percent students of medical institute and 12.74 percent students of technical institutes that is Sikkim Manipal Institute of Technology mentioned that new edition books were not available in library. 46.66 percent students of medical institute and 38.23 percent students of technical institutes that is Sikkim Manipal Institute of Technology mentioned that teachers kept changing. Students of medical institute such as 66.66 percent stated that there was less patient in the hospital resulted into less practical work and 10.66 percent stated that there was no student council so gap existed between students and administrators.

5.7 Analysis regarding the feedback from former college students

The Interview Schedule designed for former students of different colleges/institute regarding their problems were grouped under the following different headings: (a) Infrastructure (b) Finance (c) Administration (d) Academic.

5.7.1 Infrastructure

5.7.1.1 College building

The study revealed that former students of 100 percent colleges/institutes under study expressed the importance of own college/institute building instead of rented college/institute building. They also pointed that the buildingrent that were to be paid could be used for maintenance and development of colleges/institutes.

5.7.1.2 Hostel facility

The study revealed that 100 percent former students of colleges of education, medical institute and technical institutes and 52.9 percent former students of government general college mentioned that the college provided hostel facility. 100 percent former students of private general college, law college, institute of hotel management and 47.05 percent former students of government general college stated that the college did not provide the hostel facility.

With regard to the way students coped with the problem of unavailability of hostel 29.41 percent former students of government general colleges, 60 percent former students of private general college, 66.66 percent former students of institute of hotel management and 80 percent former students of law college mentioned that the students from far places rented rooms near the college. 17.64 percent former students of government general college, 20 percent former students of law college, 33.33 percent former students of institute of hotel management, 40 percent former students of private general college mentioned that the students stayed in realative's house.

They also expressed that student who was staying in rented house which did not have enough security especially to girls' students. Moreover it that added extra burden to them as they had to take care of whole house as well as studies.

5.7.1.3 Transport facility

The study revealed that transport facility was available only in 20 percent colleges/institutes such as Sikkim Government College Gangtok, Sikkim Manipal Institute of Technology. Whereas it was not available in 80% colleges/institutes under study as expressed by former students.

66.66% former students of colleges/institutes under study used Sikkim Nationalised Transportation (SNT) bus and local taxi for transportation which was found

to be very expensive for students. They stated that Rs.15- 50 per day expense for transportation was very high for students. They expressed the need of college bus which was one of the main requirement of colleges/institutes which increases regularity and punctuality among students.

5.7.2 Finance

5.7.2.1 Scholarships

The study revealed that former students of only 20 percent colleges that was government general colleges pointed that financial assistance of 1,200 per annum were given to all students of Sikkimese origin. Scholarships as book grants were not given as mentioned by 100 percent foemr students of these colleges/institutes under study.

Former students of 80 percent colleges/institutes such as private general college, law college, colleges of education, institute of hotel management, medical institute and technical institutes under study also expressed the need of scholarships for students which will act as reinforcement and for motivating students.

5.7.2.2 Fees

The study revealed that former students of 40 percent colleges/institutes such as medical institute (66.66%), colleges of education (50%) and technical institute (50%) mentioned that the fee charged in college was too high. They expressed that fees should be allowed to pay in smaller amount in many installments so that even the students from poor economic background can enter the course and complete the course successfully.

Whereas 30 percent former students of government general colleges and law college stated that the fee charged in college was low and they expressed that it should be average so that the funds collected from fees can be used for maintenance of college instead of waiting for government to pay.

5.7.2.3 Problems related to fees charged

Table No.145: Problems related to fees charged in the colleges/institutes

Problems related to fees charged in the colleges/institutes	Type of College/Institute	
	Colleges of Education	Technical

Difficult for students from poor background	30%	25%
Fees should be allowed to pay in smaller amount in many instalments	75%	75%

It was revealed that 30 and 25 pecrent former students of colleges of education and technical institutes mentioned that it was difficult for students from poor background to pay such a huge amount. 75 percent former students of technical institutes and colleges of education mentioned that fees should be allowed to pay in smaller amount in many instalments.

5.7.3 Administration

5.7.3.1 Admission

The study revealed that 100 percent former students of government general college, private general college, colleges of education, law college, government institute of hotel management, medical institute and 66.66 percent percent former students of technical institutes pointed that the students were given admission based on previous examination mark. Only 33.33 percent former students of technical institutes mentioned that the students were given admission based on previous examination marks and interview.

The also study revealed that 100 percent former students of colleges/institutes under study stressed the importance of Common Admission test to select students especially for professional courses. They expressed that it makes students aware of the course that they are preparing for.

5.7.3.2 Course satisfaction

The study showed that Former students of 100 percent institute of hotel management and medical institute, 83.33 percent of technical institute, 80 percent of law college, 75 percent colleges of education, 64.70 percent government general colleges and 60 percent of private general college agree that they were satisfied with the course that they opted in the respective colleges. Although 70 percent of former students of colleges/institutes stressed the need of course which produce skilled manpower in society

which in turn will help in getting employed. Need of guidance for students to choose the correct course was also stressed by them.

5.7.4 Academic

5.7.4.1 College environment

The study revelead that 66.66 percent former students of institute of hotel management, medical institute and technical institute, 62.5 percent former students of colleges of education, 41.17 percent former students of government general colleges, 40 percent former students of private general college and law college mentioned that there was favourable environment in the college to study. 60 percent former students of private general college and law college, 58.82 percent former students of government general colleges, 37.5 percent former students of colleges of education, 33.33 percent former students of institute of hotel management, medical institute and technical institutes mentioned that the environment was not favourable for study.

Disturbing factors

Table No.146: Disturbing Factors

Disturbing factors	Type of College/Institute						
	General		Law	Hotel Management	Colleges of Edu.	Medical	Technical
	Govt	Pvt	Govt	Govt	Pvt	Pvt	Pvt
Disturbance from the noise of vehicles from NH way	52.94 %	80%	-	100%	-	-	-
Disturbance from the noise of market near the college	47.05 %	80%	-	-	-	-	-
Disturbance from the private building near the college	35.29 %	60%	80%	-	-	-	-
Other people rented in the college building causes distraction	-	-	100%	-	-	-	-

It was revealed that 100 percent former students of institute of hotel management, 80 percent former student of private general college and 52.94 percent former student of government general college mentioned that there was disturbance from the noise of vehicles from National Highway. 80 and 47.05 percent former students of private general college and government general colleges mentioned that there was disturbance

from the noise of market near the college. 80 percent former student of law college, 60 percent former student of private general college and 35.29 percent former student of government general colleges mentioned that there was disturbance from the private building near the college. 100 percent percent former students of law college mentioned that other people was rented in the college building caused distraction.

5.7.4.2 Method of teaching

The study revealed that 100 percent former students of colleges/institutes under study stated that teacher used lecture method. Different methods of teaching like discussion method, demonstration method were used sparingly. 80 percent former students of colleges/institutes under study stated that teacher usually dictated notes in the class. They emphasized that efficient teachers should be recruited, orientation of new teachers to the different method of teaching and refresher should be made compulsory.

5.7.4.3 Problem related to method of teaching

With regard to the problems faced by students related to method of teaching it was revealed that 41.17 percent former students of government general colleges, 40 percent former students of private general college and law college, 25 percent former students of colleges of education mentioned that lecturing method used to be boring and they used to lose the interest in teaching. 66.66 percent former students of medical institute, 50 percent former students of technical institute and colleges of education, 23.52 percent former students of government general college, 20 percent former students of private general college and law college mentioned that some of the teachers were not inexperienced in teaching.

5.7.4.4 Library

The study indicated that 100 percent students of colleges/institutes under study mentioned that library should be stocked with adequate books, new journals, newspapers. They suggested that the sitting arrangement should be proper so that students can go through the reading material without being disturbed. Adequate space to accommodate students and open shelf system for students should be given so that many students can avail the facilities of library. The working hour of library should be fixed but not

according to the convenience of librarian. The need of full time librarian is stressed by former students of 40 percent colleges/institutes under study.

5.7.4.5 Curriculum

It was shown that 80 percent former students of private general college, 66.66 percent former students of institute of hotel management, medical institute and technical institute, 52.94 percent former students of government general colleges, 40 percent former students of law college and 25 percent former students of colleges of education stated that they were satisfied with the curriculum. Whereas 75 percent former students of colleges of education, 60 percent former students of law college, 47.05 percent former student of government general college, 33.33 percent former students of institute of hotel management, medical institute and technical institutes and 20 percent former students of private general college mentioned that were not satisfied with the curriculum.

It was found that 62.5 percent former student of colleges of education, 40 percent former students of law college, 33.33 percent former students of medical college, 23.52 percent former students of government general colleges, 20 percent former students of private general college and 16.66 percent former students of technical institute mentioned that the curriculum was too vast. 50 percent former student of colleges of education, 33.33 percent former students of institute of hotel management, medical college and technical college, 20 percent former students of law college and 5.88 percent former students of general government colleges mentioned that the curriculum was too theoretical. 50 percent former student of colleges of education and 17.64 percent former students of government general colleges mentioned that the curriculum was outdated and expressed the need of thorough revision and updating of curriculum.

5.7.4.6 Co curricular activities

The study revealed that 54 percent former students of colleges/institutes under study expressed the need of conducting co curricular activities in colleges/institutes. They added that the social values like team working, tolerance are developed through these activities.

The study revealed that 35.29 percent former students of government general college, 25 percent former students of colleges of education and 16.66 percent former students of technical institute stated that they faced problem regarding co curricular

activities organized in college. They also mentioned that the co curricular activities were not well organized and students were not well informed about the co curricular activities organized in college. Therefore they stressed on the proper organization of co curricular activities with the guidance of teacher.

5.7.4.7 Examination and evaluation

The study revealed that 100 pecrent former students of government general colleges, private general college, law college, institute of hotel management, colleges of education, and Himalayan Pharmaceutical Institute stated that their college conducted annual examination. 100 percent former students of medical institute and Sikkim Manipal Institute of Technology stated that the college had semester type of examination. 100 percent former students of colleges/institutes under study expressed preference for semester type of examination.

It was revealed that 80 percent former students of law college, 75 percent former students of colleges of education, 70.58 percent former students of government general college and 60 percent former students of private general college mentioned that there was relatively high failure percentage in university examination, students faced language problem to approach university that is North Bengal University where Bengali language was used and University was outside the state so it was difficult to convey the any problems to them.

5.7.5 Suggestions for the development of colleges/institutes

Suggestions for development of college provided by the former students of colleges/institutes

Table No.147: Suggestions for development of colleges/institutes

Suggestions for development of college provided by the former students of colleges/institutes	Type of College/Institute						
	General		Law	Hotel Management	Colleges of Edu.	Medical	Technical
	Govt	Pvt	Govt	Govt	Pvt	Pvt	Pvt
Sufficient no. of teachers should be provided	82.35 %	80 %	100 %	-	62.5%	66.66 %	66.66%
Efficient qualified teachers should be recruited	88.23 %	80 %	100 %	100%	100%	100%	66.66%
Regular teacher should be	94.11	-	80%	-	75%	66.66	50

recruited	%					%	%
Campus should be improved	58.82 %	40 %	100 %	66.66 %	25%	33.33 %	33.3 3%
Full day class should be conducted	88.23 %	-	-	-	-	-	-
Many shifts a day is tiresome for teachers and the quality of education will go down	76.47 %	-	-	-	-	-	-
New college should be established in Gangtok itself to accommodate excess students	29.41 %	-	-	-	-	-	-
Healthy competition among students should be developed	52.94 %	60 %	60%	33.33 %	50%	-	-
More options for choosing course should be provided	64.70 %	40 %	60%	-	75%	-	33.3 3%
CCA should be organized in college	17.64 %	60 %	100 %	66.66 %	37.5%	-	33.3 3%
Faciltities for games and sports should be provided	47.05 %	80 %	80%	66.66 %	50%	-	33.3 3%
Library should be updated regularly	70.58 %	80 %	80%	66.66 %	62.5%	66.66 %	83.3 3%
There should be regular assessment of activities in college by official from State Government.	64.70 %	-	100 %	66.66 %	-	33.33 %	-

Table no. 147 revealed that

- 100 percent fomer students of law college, 82.35 percent former students of government general colleges, 80 percent former students of private general college, 66.66 percent former students of medical institute and technical institutes, 62.5 percent former students of colleges of education mentioned that sufficient number of teachers should be provided.
- 100 percent former students of institute of hotel management, colleges of education and medical college, 88.23 percent former students of government general colleges, 80 percent former students of private general college and 66.66 percent former students of technical institute stressed that efficient qualified teachers should be recruited.
- 94.11 percent fomer students of government general colleges, 80 percent former students of law college, 75 percent former students of colleges of education, 66.66

percent former students of medical institute and 50 percent former students of technical institute suggested that regular teacher should be recruited.

- 100 percent fomer students of law college, 66.66 percent former students of institute of hotel management, 58.82 percent former students of government general colleges, 40 percent former students of private genral college, 33.33 percent former students of medical institute and technical institute and 25 percent former students of colleges of education mentioned that campus should be improved.
- 88.23 percent former students of government general colleges stated that full day class should be conducted. 76.47 percent former students of government general colleges mentioned that many shifts a day is tiresome for teachers so the quality of education will go down and 29.41 percent former students of government general colleges stressed that new college should be established in Gangtok itself to accommodate excess students from present Sikkim Governemnt College, Gangtok.
- 60 percent fomer students of private general college and law college, 52.94 percent former students of government general colleges, 50 percent former students of colleges of education, and 33.33 percent former students of institute of hotel management mentioned that Healthy competition among students should be developed.
- 75 percent former students of colleges of education, 64.70 percent fomer students of government general colleges, 60 percent former students of law college, 40 percent former students of private general college, 33.33 percent former students of technical institute suggested that more options for choosing the course should be provided.
- 80 percent former students of law college and private general college, 66.66 percent former students of institute of hotel management, 50 percent former students of colleges of education, 47.05 percent former students of government general college, 33.33 percent former students of technical institute stated that faciltities for games and sports should be provided.

- 83.33 percent former students of technical institute, 80 percent former students of law college and private general college, 70.58 percent fomer students of government general college, 66.66 percent former students of medical institute and hotel management institute, 62.5 percent former students of colleges of education stressed that library should be updated regularly.
- 100 percent fomer students of law college, 64.70 percent former students of government general college, 66.66 percent former students of institute of hotel management, 33.33 percent former students of medical institute suggested that there should be regular assessment of activities in college by official from State Government.

5.8.0 ANALYSIS OF THE INTERVIEW TAKEN FROM THE OFFICIALS OF SECRETARIAT LEVEL

The Interview schedule method was adopted for officials of secretariat level of Human Resource Development Department covered the following aspects such as (i) administration, (ii) finance (iii) academic.

5.8.1 Administration

- All the six officials of secretatiat level mentioned that the establishment of new colleges, recruitment of teachers and financial matters of government college/institute of higher education both general and professional were looked after by the Human Resource Development Department, Government of Sikkim. Whereas the administration of college/institute and their academic matters were looked after by respective college or institute.

- Planning of higher education was done by the secretary of department with other officials such as Special Secretary, Joint secretary and other subordinate officials with the aid and advice of UGC as mentioned by all the six officials of Human Resource Development Department. But the principals of the colleges were not involved in planning of higher education in State.

- All the six officials agreed that there was no particular policy adopted by Government of Sikkim for setting up of colleges/institutes in the state. But they mentioned that the

government colleges/institute was established considering the need of place and time and UGC's guidelines are also followed.

- UGC criteria were followed for the recruitment of teachers as well as the candidates had to be selected in proficiency test through Sikkim Public Service Commission as stated by five officials.
- All the six officials stated that they received grievances from the colleges/institute such as need for development of infrastructure, creation of post for lecturers, creation of post of office staff and management of funds for college/institues.
- Till date State Council for Higher Education (SCHE) had not been set up as stated by all the six officials. Five officials mentioned that SCHE will be set up very soon and one official stressed that government should come forward to set up SCHE.
- All the six officials mentioned that they were satisfied with present procedure adopted by the state government towards development of higher education in Sikkim. They stated that the state government was fully financing government general and professional colleges or institutes of the state had given permission to establish many private professional colleges which helped to develop skilled manpower and reduce unemployment. Scholarships were provided to the students persuing higher studies in different colleges and universities of our country.
- Human Resource Development Department, Government of Sikkim gave permission for the establishment of private colleges and provides advice at the time of need.
- Some of the problems of college education administration in the state as mentioned by the six officials are as follows- (i) Less college to accommodate increasing number of students (ii) Less number of faculty (iii) Large number of teachers on adhoc basis who leave the job anytime as they get better prospect.

5.8.2 Finance

- Grants earmarked for government colleges in the last five years

Years	Amount alloted
2000- 2001	Rs. 3,944000
2001- 2002	Rs. 251,71000
2002- 2003	Rs. 285,75000

2003- 2004 Rs. 290,18000

2004- 2005 Rs. 451,62000

- Budget for college was prepared by each respective college and submited to the finance section of Human Resource Development Department as mentioned by Finance Officer (F.O.) of finance section of HRD.
- No other financial assistant other than regular grants were provided as mentioned by Finance Officer of HRD department.
- Financial assistant was not provided to private colleges/institutes in the state.
- Financial assistance was provided to students pursuing Higher Education outside the state such as

(i) merit scholarships for those students who secured 70 percent in class XII were given Rs.800 per month for higher education and Rs.1200 per month for those students who pursued honours courses in graduation level in mathematics, Physics, Chemistry, English, Economics, Statistics, B.Sc (Maths/Bio), B.Ed (integrated) and B.Com.

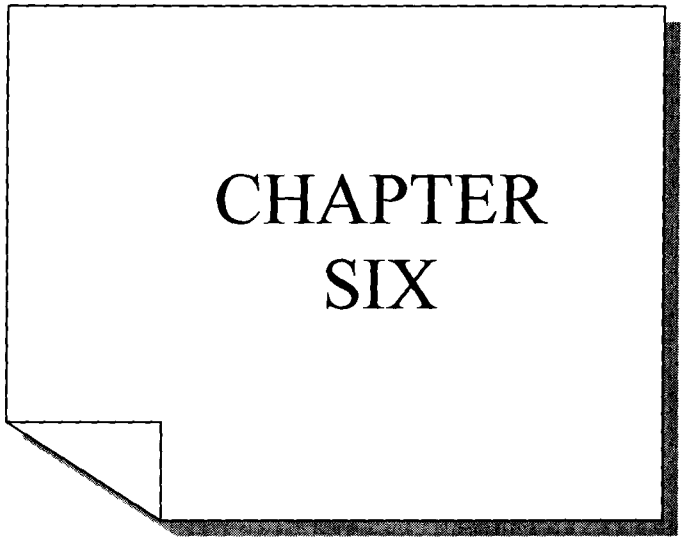
(ii) general scholarships for those student who secured less than 70 percent in class XII were given Rs.800 per month for MBBS, BDS, BE, B.Tech, BHMS, B.Sc(Ag), BHM outside the state, BCA, M.Sc(Ag), M.VSc & AH, M.Sc, MD, MS, M.Tech, MBA, LLM, MCA, MA geography. Rs.1200 per month for pursuing honours course in graduate level in mathematics, physics, chemistry, English, statistics, economics, B.Sc(math/bio), B.Ed (integrated) and B.Com pursued by OBC/SC/St candidate at graduation level. Rs.2000 per month for pursuing post graduate degree courses in mathematics, physics, chemistry, English, economics, statistics, B.Ed, M.Ed and M.Com. Rs.2500 per month for pursuing M.Phil and Ph.D course. Scholarships are also available for diploma courses for which Rs.500 per month for Diploma in Emgineering, printing, photography, cinematography, medicine, CCCT, ATTC, three year degree course in Institute of Hotel Management, Catering Technology and Applied Nutrition, Gangtok. Rs. 300 per month is available for diploma course in Institute of Hotel Management, Catering Technology and Applied Nutrition.

5.8.3 Academic

- Aims and objectives of Higher education as stated by six officials of the Human Resource Development Department are as follows (i) development of human resource (ii) specialization of education (iii) accelerating the pace of modernization (iv) development of enlightened citizens.
- All the six officials mentioned that HRD department, government of Sikkim had not carried any supervision of the college or institute of higher education.
- Some of the complaints that were lodged by the colleges are as follows (i) Crunch of financial assistance (ii) introduction of new course (iii) lack of teaching faculties (iv) lack of infrastructure (iv) lack of teaching/ learning environment.
- Some of the suggestions by the six officials for the better functioning of educational administrative machinery in Higher Education of Sikkim were as follows(i) more colleges should be established in the Gangtok itself to accommodate the large number of students from Sikkim Government College, Gangtok (ii) Infrastucture should be developed (iii) teacher should be appointed on regular basis (iv) more funds should be allotted (v) professional courses should be encouraged to develop skilled manpower.

5.9.0 CONCLUSION

In conclusion, on the basis of an analysis and interpretation of the items in the documentary study, questionnaire and interview schedule emerged certain findings of the study. The educational implications then as evident from the conclusion were brought and drawn clearly. Basing on the educational implications, suggestions that could be of interest to future researchers were also presented.


CHAPTER
SIX

CHAPTER VI
MAJOR FINDINGS

6.0 INTRODUCTION

The major findings of the study, their Educational implications and suggestions were presented in this sixth chapter. The findings were based not only on the Analysis of the Data collected through the questionnaire and interview schedule presented in the fifth chapter and also on the data collected through the Documentary materials organized and presented in the second chapter: Progress of Higher Education in Sikkim. In the light of Analysis and Interpretation of the Data, the significant findings and their educational implications that emerged from the study were discussed below.

6.1 Findings related to development of Higher Education in Sikkim

1. The development of Higher education in Sikkim started late and also it was surprisingly slow. Earlier there were only monastic educations for the preparation of Monks to priesthood. By the year 1920, Sikkim had 21 schools (6 government schools, 13 Mission Schools & 2 Schools under landlords). In 1920, the Chogyal (King) of Sikkim reorganized the Education Department and placed it under the administration of a full-fledged Director of Education who was assisted by a 'board' under the headship of a president. In 1922, the Education Department was placed under the Judicial Secretary. According to census report in 1975, there were two hundred sixty four schools in Sikkim. After the merger of Sikkim with India, the Department of Education took number of steps for the improvement of education. The total number of government schools in the State in 1975-76 was 264 which in 2004-05 stand at 742. As on 31.10.2002 there were 471 private schools in the state of which 231 pre primary, 114 lower primary, 77 primary, 26 junior, 10 high and 5 senior secondary schools. The state also has two Kendriya Vidyalaya, three Navodaya Vidyalaya, fifty monastic schools, twelve Sanskrit pathsalas and one Madrasa.

2. The Sikkim Board of School Education was set up on September 12, 1978 by the Sikkim Assembly. The Board has power to prescribe curricula, text books and other

related materials for schools and to conduct examinations at the school level in the state of Sikkim.

3. According to notification passed by Government of Sikkim, dated 24th May 2004, the Education Department was renamed as Human Resource Development Department.

4. The education speeded its pace in spreading and reaching the unreachable, which is confirmed by the increase in enrolment in 2004 from 1975. Therefore the total enrolment of students from primary school to senior secondary schools was 20,959 in 1975-76 has increased to 1,21156 in 2004-2005.

5. In 2004-2005 the state government on two major sector of education that is general education and technical education were Rs 1354225 thousands and Rs 12370 thousands. Here the general education includes the school and higher academic education. Large amount of expenditure on general education may be due to ever expanding education including the degree level.

6. In 1998 the District Institutes of Education and Training (DIET) was established in the state in accordance with the recommendations of the National Policy on Education, 1986. So far there is only one DIET at Gangtok to cater to the training of elementary teachers of the whole state. However Government of Sikkim, Department of Education, passed notification No.245/Est-1/Edn, dated: 20.1.2004 which notified the establishment of DIET at Namchi, South District, South Sikkim. Establishment of one more DIET in West Sikkim, Soreng was notified by Government of Sikkim Gazette, Human Resource Development Department, in reference no. 269/Est-I/HRDD dated 9.8.2005. Infrastructure for starting these two DIET is ready but has not started due to lack in trained manpower.

7. State Institute of Education is an academic wing of Directorate of Education that was established in 1978-79. The role of the State Institute of Education is that of advisor, innovator, implementer, inspector, and supervisor for all the academic programmes of the

Education Department. Efforts are on to convert the SIE into the State Institute of Educational Research and Training (SIERT) by strengthening it on the lines of the National Council of Educational Research and Training (NCERT), for better and wider academic pursuits, with a Director/Joint Director as its head as quoted by Mahajan, Baldev, Majumdar Srilekha, Agnihotri D.C., in 1995 in the Educational Administration in Sikkim. However the state has not set up the SIERT till date. Perhaps the delay may be due to lack of qualified, professionally trained and experienced academic resource persons, lack of necessary physical infrastructure and lack of fund. The establishment of SIERT is essential for an all round development in the academic standards, to make effective teaching learning and for producing quality textbooks and teachers' guides.

8. Department of Education has taken giant step toward achieving quality education by launching a massive programme for training for primary and secondary level teachers. The programme aims at clearing the backlog of about 1600 secondary level and 4000 primary level teachers through IGNOU in a phased manner. These prove that the State Government has taken a keen interest in training the school teachers of the different level of school education in the state. So recruitment of pre trained teachers will take away the financial burden of state government of training newly appointed untrained teachers. Thus It will also solve the problem of clearing untrained teachers.

9. Government of Sikkim, Department of Education, passed notification No. 40/Home/95, dated: 10th July 1995 which notified the setting up of a Directorate of Higher Education and a Directorate of Primary and Secondary Education in the Education Department. However the state setup only Directorate of Primary and Secondary Education and till date the Joint Secretary I is given responsibility to look after higher education in particular. It indicates that till date higher education is not given prime importance as in other states of India. Establishment of Directorate of Higher Education is important in the state to give specific attention and development of higher secondary education, college and university education.

10. The Task Force Committee has been constituted in the Education Department, Government of Sikkim, vide notification No. 01/08/212/2002/EST/EDN, dated August 2, 2002 to examine the necessity and prepare a report for establishment of a separate University in the State of Sikkim. The Committee had submitted a complete report on the subject on 24th January, 2003. The Sikkim University Bill, 2003 (Bill No. 4) of 2003 was introduced in Sikkim Legislative Assembly on 28th February, 2003. The Governor of Sikkim had given his assent on the bill. According to notification no. 5/LD/2003, dated: 24.6.2003, the Sikkim University Act 2003 (Act No.2003) was published. The state has decided to establish affiliating university which conducts teaching and undertakes intensive research.

11. In 1975-76 there were only three colleges in the State. After ten years in 1985-86, the colleges/institutes doubled. In1995-96, the colleges/institutes increased four times than in 1975-76. In 2004-05, the total number of colleges/institutes has reached sixteen.

12. The colleges of state also started 10+2+3 pattern of structure of education. The hotel management also followed 10+2+3 pattern. Other professional education had 10+2+4 system: ten years of schooling, two years of higher secondary education and four years of under- graduate education like law, engineering, physiotherapy and pharmacy. The medical education required five years of undergraduate course after the twelve years of schooling. The entry into teacher education required minimum qualification as graduate pass to any other higher course.

13. In 2003-2004 the amount of expenditure made for higher education was Rs 23411 thousand as compared to Rs 418191 thousand for school education. The amount of expenditure for higher education by the State government was half the amount of expenditure for school education. It clearly highlighted that the higher education in the state needs an immediate attention to produce skilled, educated, gifted youth for the future of the state.

14. Previously when few colleges were established, the Government of Sikkim selected teachers who were qualified like candidates with post graduate degree and above. Later from 1999_ Sikkim Public Service Commission started conducting efficiency test for the selection of teachers for the colleges. As per Government of Sikkim, Gazette no.337/Est.I/Edn dated 1.4.2004 accepted the State Level Eligibility Test Commission, Assam (North- East Region) as the State Level Eligibility Test Commission for the state of Sikkim for conducting the State Level Eligibility Test (SLET) for selection of lecturers in the colleges of Sikkim. For the first time in the history of the State, State Level Eligibility Test was conducted on November 2004.

15. The study revealed that out of the sixteen colleges/institutes in the State only eight colleges/institutes were managed by Government whereas eight colleges/institutes are privately managed. This shows that in Sikkim also private higher education colleges/institutes have come up in large numbers. State Government should see to encourage private initiates in higher education which takes the financial burden of Government but check the commercialization of these private higher education institutions.

16. It is also noticed that majority 13 number of colleges/institutes were located in East distrcit of the State, 2 number of were located in South district and only 1 number of on the West district of the State. There was no institute of Higher Education in the North district of the State perhaps the district is least populated and the students can easily accommodate in the colleges/institutes of the east district. According to Census 2001, the total population in Sikkim was 5,40,851 of which 41030 was from North District.

17. Enrolment in higher education colleges/institutes has increased drastically for the past five years. It was also seen that enrolment in general colleges were high then the enrolment in professional colleges/institutes perhaps may be the reason that the general courses are easy to study and also may be due to the reason that fees are too high in professional colleges/institutes which hinders the majority of students from poor economic background to go for it. It was also surprising to find out that Sikkim

Government College, Gangtok alone had huge student population for the last five years which could be the reason for the three shifts in the college. According to notification no. 44/Est-I/HRD dated 10th August 2004, morning shift was started in Sikkim Government College Gangtok with the help of part time lecturers. Three shifts in a single college will surely deteriorate the quality of education and the objectives of Higher Education will never be fulfilled. It also does not give justice to the students studying in the government general colleges in Sikkim. It shows the necessity of establishing few more colleges somewhere near Gangtok or other parts of Sikkim to distribute the students population presently crammed in a single general college at Gangtok. Nevertheless to provide further higher education to this increasing population of students from these colleges/institutes, the state urgently needs a State's own university.

18. There has been steady growth in the number of faculty for the last five years. In 1999-2000 the number of faculty in higher education institutes was 176 which reached 390 in 2003-2004. Whereas rate of growth in the number of faculty is not parallel with the rate of growth in the enrolment of students especially in general colleges.

19. The Sikkim Government College, Gangtok has high ratio of pupil per teacher which is 1:42. The higher the ratio between the teacher and pupil, higher the fatigue level of teachers and lower the chances of individual attention in the classroom. The higher student and a teacher ratio could be one of the many reasons for the low pass percentage in the university examination. The Institute of Hotel Management, Himalayan Pharmaceutical Institute, Sikkim Manipal Institute of Technology, Sikkim Manipal Institute of Medical Sciences and Higher Buddhist Studies & Research Centre has below 1:7 teacher- pupil ratios.

20. The following are the existing colleges/institutes of higher learning in the State-

a. RESEARCH INSTITUTE OF TIBETOLOGY

The Research Institute of Tibetology, Gangtok Sikkim, was conceived by His Highness Sir Tashi Namgyal the then Chogyal (ruler) as a library and Cultural Institute for Buddhist Studies, His Holiness the XIVth Dalai Lama laid foundation stone of the

institute on the 10th February, 1957 and the Late Pandit Jawaharlal Nehru, Prime Minister of India inaugurated it on the 1st October, 1958. The Institute as a Centre of excellence for Bhuddist studies attracted many indigenous and foreign scholars, casual visitors and tourists.

b. SIKKIM INSTITUTE OF HIGHER NYINGMA STUDIES

In 1964, Sikkim Institute of Higher Nyingma Studies, for higher education in Buddhism was the first institution of higher learning in Sikkim, it was also named Sheda. It was established by the then Chogyal (king) of Sikkim Sir Palden Thodup Namgyal in association with His Highness Dujom Rimpoche and His Highness Thuljik Rimpoche and other wise people of the society. In 1983, this college was affiliated to Sampurnand University, Varanasi Sanskrit Viswavidalaya and permanent affiliation was granted to the same university in 1995. In 2000 the college was recognized by UGC.

c. SIR THUDOP NAMGYAL COLLEGE

In 1972 Sir Thudop Namgyal College, the first general college was established in Sikkim. The college was affiliated to North Bengal University. After Sikkim became a part of Indian Union, the Sir Thudop Namgyal College evening college was converted into regular general college in 1977 by the new government of Sikkim.

d. SIKKIM GOVERNMENT COLLEGE, GANGTOK

The Sikkim Government College, Gangtok and it was re established on 5th September 1977 and it was affiliated to North Bengal University in the year 1979.

e. SIKKIM GOVERNMENT LAW COLLEGE

In 24th September 1980 the Government Law College was established by the State government. In the same year, college was recognized by the Bar Council of India (BCI). It was affiliated to North Bengal University in the year on 13th December 1993.

f. KARMA SRI NALANDA INSTITUTE FOR HIGHER BUDDHIST STUDIES

The institute was founded by the glorious Sixteenth Karmapa, Rangjung Rikpe Dorje on November 1981. The institute was recognized by the Sikkim Government as the institute of higher learning in Buddhist on 28th February 1984. Sampurnanand Sanskrit Viswavidyalaya, Varanasi gave affiliation to the institute on April 1987 and permanent affiliation by same university was given in 1998.

g. INSTITUTE OF HOTEL MANAGEMENT CATERING TECHNOLOGY AND APPLIED NUTRITION, GANGTOK

In the year 1990, the Institute of Hotel Management, Gangtok, Sikkim was established. It was jointly sponsored by Ministry of Tourism, Government of India and Government of Sikkim. This institute was recognized by National Council for Hotel Management and Catering Technology, Ministry of Tourism, Government of India. New Delhi and affiliated to the Indira Gandhi Open University (IGNOU) to offer degree, diploma and certificate programmes in various disciplines of Hospitality Management.

h. HIMALAYAN PHARMACEUTICAL INSTITUTE

In the year 1990 the Himalayan Pharmaceutical Institution was established by the Rhenock Educational Society which was a registered society. The institute was affiliated to North Bengal University in 2002 and approved by All India Council of Technical education (AICTE) and Pharmacy Council of India.

i. LOYOLA COLLEGE OF EDUCATION

In 1994 Loyola College of Education a Catholic, private unaided institute situated at Namchi, the south district of Sikkim was established. In the same year the college was affiliated to the University of North Bengal.

j. DAMBER SINGH COLLEGE

In 1994 Damber Singh College, a self financing college was established by the Rhenock Educational Society which was a registered society. Vide order No. 1326/R-94 (3) dated: December 1, 1994 the college was affiliated to North Bengal University.

k. SIKKIM GOVERNMENT COLLEGE, NAMCHI

18th August 1995 the Sikkim Government College Namchi was established by State Government. The college was affiliated to the University of North Bengal.

l. SIKKIM MANIPAL INSTITUTE OF TECHNOLOGY

Sikkim Manipal Institute of Technology was a constituent college of Sikkim Manipal University. It was established in 1997 and in the same year the institution was recognized by UGC. Initially it was functioning from Tadong (Central Referral Hospital). It shifted to Majitar in 2000 and reminder was shifted in Jan'2001. It was recognized by All India Council of Technical Education.

m. GOVERNMENT SANSKRIT MAHAVIDYALAYA GYALZING

28th August 1997 Governement Sanskrit Mahavidyalaya was established by the state government. The college was affiliated to Sampurnanda Sanskrit University, Varanasi on 13th November 2002 vide order No. G.4882/02.

n. ADVANCED TECHNICAL TRAINING CENTRE AND
CENTRE FOR COMPUTERS AND COMMUNICATION TECHNOLOGY

The Advanced Technical Training Centre and Centre for Computers and Communication Technology was established by State government on August 1999. These two polytechnics are being setup under the World Bank assistance "Third Technician Project" of the Government of India. The courses offered have been approved by the All India Council for Technical Education (AICTE).

o. SIKKIM MANIPAL INSTITUTE OF MEDICAL SCIENCE

Sikkim Manipal Institute of Medical Science was a constituent college of Sikkim Manipal University. It was established in 2001. It is recognized by Medical Council of India and the Government of India.

p. HARKA MAYA COLLEGE OF EDUCATION

In 2003, Harka Maya College of Education was established in 2003 by the Rhenock Educational Society. The college was affiliated to the University of North Bengal and recognized by NCTE.

q. PAKIM PALATINE COLLEGE

Pakim Palatine College was established by the Pakim Palatine Educational Society in 2004. The college is affiliated to North Bengal University.

r. SIKKIM GOVERNMENT COLLEGE, NAMCHI

Sikkim Government College Rhenock was established in 2005 and it is affiliated to University of North Bengal on 1st September 2005.

6.2 Findings related to General Information

1. The rate of growth of colleges/institutes in the State was slow. From 1977- 1980, only two colleges were established they were Sikkim Government College, Gangtok and Sikkim Government Law College. After a long gap of ten year from 1990 the rate of growth of colleges picked up pace. As seen from above it necessarily implied that Higher

Education has remained neglected for a very long period. It requires urgent attention from the Central Government and the State Government so that the young generations are not left only up to school education or bachelor degree level.

2. Affiliation of colleges/institutes

The general colleges government and private, colleges of education, law college and pharmaceutical institute were affiliated to North Bengal University, West Bengal. Sikkim Manipal Institute of Technology and Sikkim Manipal Institute of Medical Science were the two constituent colleges of Sikkim Manipal University, Gangtok. However only the Hotel Management Institute which offered B.Sc in Hotel Management and Administration was affiliated to Indira Gandhi National Open University (IGNOU), New Delhi. It showed that 70 percent the general and professional colleges/institutes were affiliated to a University which was located in West Bengal due to absence of University in the State itself. Hotel Management Institute was also affiliated to IGNOU for awarding degree which surely wouldn't have been a problem if there would have been a university in State. Therefore it also stressed the necessity of University in a State.

3. Recognition of colleges/institutes

a. Recognition by UGC

The following 40 percent colleges/institutes such as Sikkim Government College, Gangtok and Sikkim Government Law College, Sikkim Manipal Institute of Technology and Sikkim Manipal Institute of Medical Science were recognized by UGC. The remaining 60 percent colleges /institutes were in the process of being recognized by UGC.

b Recognition by State Government

The study revealed that 100 percent colleges/institutes both government and private under study were recognized by the State government of Sikkim.

c. Recognition by Councils

It was found out that all the professional colleges/institutes were recognized by their respective councils such as Sikkim Manipal Institute of Technology were

recognized by All India Council of Technical Education (AICTE). Himalayan Pharmaceutical Institute were recognized by All India Council of Technical Education (AICTE) and Pharmacy Council of India. Sikkim Government Law College was recognized by Bar Council of India (BCI). Institute of hotel management was recognized by National Council for Hotel Management and Catering Technology (NCHMCT). Harka Maya College of Education was recognized by National Council of Teacher Education (NCTE) whereas Loyola College of Education had applied for recognition from NCTE.

4. Assessment

All the ten colleges/ institutes under study were yet to be assessed by National Accreditation and Assessment Council (NAAC) and National Assessment Board (NAB). It is essential for institution of higher education to be assessed by NAAC to attain and sustain the standard set by it for all the colleges/institutes for maintaining quality in higher education.

5. Courses offered

Table No. 148: Courses provided in the college/institutes

TYPE	NAME OF THE COLLEGES	MANAGEMENT	COURSES
General	Sikkim Government College, Gangtok	Govt.	BA BSc BCom BA (TM)
	Namchi Government College	Govt.	BA
	Damber Singh College	Private	BA
College Of Education	Loyola College of Education	Private	B.Ed
	Harka Maya College of Education	Private	B.Ed
Law	Sikkim Government Law College	Govt.	LLB, LLM
Technical	Sikkim Manipal Institute of Technology	Private	B.Tech, BCA, BBA, M.Tech, M.Sc MCA, MBA, Mphil
	Himalayan Pharmaceutical Institute	Private	D. Pharm, B.Pharm, M.pharm
Medical	Sikkim Manipal Institute of Medical Science	Private	MBBS, BPT, BMLT B.Sc (Nursing), M. Sc

Hotel Management	Institute of Hotel Management.	Govt.	D. HM, B.Sc HM

The study revealed that majority of general colleges offered bachelor degrees in different disciplines. The government general colleges offered B.A, B.Sc, B.Com, and B.A. (Tourism Management). The private general college and colleges of education offered B.A and B.Ed course respectively. Beside bachelor degree the law college offered LLM, the Sikkim Manipal Institute of Medical Science offered MBBS, BPT, BMLT, B.Sc Nursing, M.Sc in medical science such as Anatomy, Physiology, Biochemistry and Microbiology. The Sikkim Manipal Institute of Technology offered B. Tech in computer engineering, electronics and communication, Electrical & Electronics, Information Technology, Mechanical Engineering, Bachelor in Computer Applications (BCA), MCA, M.Tech in Power Electronics, Information Technology, Communication, M.Sc in electronics, MBA and M Phil in mathematics, physics, chemistry.

6. Programme of Classes

Full day classes were run by 70 percent colleges/institutes under study. Whereas Sikkim Government College, Gangtok carried out three shifts such as morning, day and evening programme of class. Sikkim Government College, Namchi carried out morning and day shift. Damber Singh College carried out only morning shift. The reason for these shifts was due to large enrolment in these general colleges. It implied the urgent need of more colleges to avoid overcrowding of those colleges and proper management of colleges which in turn contributes to the quality education.

7. Recruitment of teachers

The study revealed that teachers in higher education were recruited as per the UGC norms in 70 percent colleges / institutes whereas only 30 percent of colleges /institutes recruited teachers on the basis of interview.

a. Sikkim Public Service Commission conducted State Level Eligibility Test and proficiency test for the selection of teachers of government general college and government law college and the candidates should also fulfill UGC norm (55

percent in master's degree and NET/SLET qualified). 20 percent teachers of Law College were on deputation from other departments of government of Sikkim.

b. The aspiring teacher candidates having fulfilled UGC norm (55 percent in master's degree and NET/SLET qualified) were recruited in colleges of education and technical institute that is Himalayan Pharmaceutical Institute.
c. Board of Governor of Institute of Hotel Management recruited teachers though the institute was managed by State Government.
d. Selection Committee constituted by Vice – chancellor of University recruited the teachers of Sikkim Manipal Institute of Technology and Sikkim Manipal Institute of Medical Science. 17.24 percent teachers of Medical College were transferred from (MAHE) Manipal Institutes of Higher Education of other places like Karnataka and Nepal.
e. Teachers in private general college and colleges of education were recruited by Managing committee constituted by management.

8. Qualification of teachers

Qualification of teachers serving in Higher Education is presented as follows:

- The government general colleges had 58.33 percent teachers with MA degree, 2.38 percent teachers with MA in Tourism Management, 16.66 percent teachers with M.Sc, 8.33 percent teachers had M.Com, 1.19 percent teachers had M.Phil and 11.90 percent teachers had PhD.
- A private general college had 50 percent teachers with MA degree, 16.66 percent teachers were M.Sc degree, 33.33 percent teachers were with M.Phil and 16.66 percent teachers were with PhD degree.
- However Law College also had all teachers with master degree of which 35.71 percent teachers were MA and 50 percent with LLM degree and 14.28 percent teachers were with Ph.D degree.
- In the Institute of Hotel Management 87.5 percent teachers were with only Diploma in Hotel Management and 12.5 percent teachers were with MBA respectively.

- Teachers serving in the colleges of education had all teachers with master degree of which 37.5 percent had MA degree, 25 percent teachers were with M.Sc degree, 62.5 percent teachers were with M. Ed degree, 18.75 percent were with M.Phil degree and 12.5 percent were with PhD degree.
- The medical institute had 47.5 percent teachers were with bachelor degree that is MBBS however 52.49 percent teachers were with master degree of which 8.33 percent teachers were with M.Sc degree, 21.66 percent teachers were with M.S degree and 22.5 percent teachers were with M.D degree.
- There were two technical institutes; they were Sikkim Manipal Institute of Technology and Himalayan Pharmaceutical Institute. So the teachers of Himalayan Pharmaceutical Institute had 33.33 percent teachers had bachelor degree and 66.66 percent had master degree. The teachers of Sikkim Manipal Institute of Technology such as 42 percent had bachelor degree that is B.E, 48 percent teachers were with Master degree of which 7 percent teachers were with MBA degree, 9 percent teachers were with M.Sc degree, 3 percent teachers were with MCA degree, 29 percent teachers were with M.Tech degree and 10 percent were with PhD degree.

Therefore it was found out that in higher education colleges/institutes under study, there were total 7.25% of teachers with PhD degree, 1.61% with M.Phil, 60.72% with master degree, 26.61% with bachelor degree and 1.88% with diploma degree.

9. Teaching experience

With reference to teaching experience the study revealed that

- Teachers of government general colleges had 2-12 and 16- 29 years teaching experience in teaching BA, 1-17 years teaching B Sc and 2-10 years in teaching B.Com.
- In case of private general college, teachers had teaching experience 3-5 years only.
-Teachers of government Law College had 2-5 years, 14-20 years of teaching experience.
- The teaching experiences of teachers of college of education were 2-9 years.
- The teachers of Himalayan Pharmaceutical Institute had 2-3 years and teachers of Sikkim Manipal Institute of Technology had 2-8 years of teaching experience.

- The medical institute had teachers with 2-10 years and 11- 25 years teaching experience.
- Teachers of government institute of hotel management had 4-8 years of teaching experience.

10. Student's Admission

The study revealed that students were given admission based on merit in law college and institute of Hotel Management. Entire student from Sikkim who sought admission, provided they fulfilled the required criteria that was class XII pass were granted admission in government general colleges. Common Admission Test was conducted by the North Bengal University, West Bengal to select students in Colleges of education and 10 percent students of colleges of education were on deputation from various schools of the state. Written test was conducted by the Sikkim Manipal University to select students in Sikkim Manipal Institute of Technology and Sikkim Manipal Institute of medical Sciences. Students in Himalayan pharmaceutical Institute was given admission based on the individual performance in interview and previous examination marks. It showed the need of Common Admission Test (CAT) to be conducted in the State for selection of students based on their capability and previous examination performance which will prevent stagnation and wastage in higher education.

11. Reservation

Government General Colleges had no particular reservation/ quota available as these colleges granted admission to all students. The Law College Education granted ten percent, Hotel Management Institute granted five percent and Medical Institute granted twenty two percent reservation for SC/ST/OBC students. Twenty percent reservations for students of Sikkimese origin were given in the Colleges of Education, Sikkim Manipal Institute of Medical Sciences and Sikkim Manipal Institute of Technology. The Sikkim Manipal Institute of Medical Sciences and Sikkim Manipal Institute of Technology gave twenty percent reservation for students of North East State and three percent for children of Defense personnel serving in the area.

12. Courses opted by students

The study revealed that students opting for different discipline in Higher Education are as follows, private general college (100%) and government general colleges (61.01%) had opted Humanities. Science discipline was opted by students of Sikkim Government College Gangtok (19.49%). 9.74 percent students of Sikkim Government College Gangtok had opted Commerce and Mathematics discipline. 100 percent students of colleges of education, law college, institute of hotel management and Himalayan Pharmaceutical Institute had taken B.Ed, LLB, B.Sc in hotel management and B.Pharm respectively. 88.23 percent students of Sikkim Manipal Institute of Technology had taken Engineering and the students of medical institute: 46.66 percent had opted Medical course, 20 percent had opted Physiotherapy, 20 percent had opted M.Sc in Medical microbiology, Bio chemistry and 13.33 had opted nursing.

The study also found out that students from professional colleges/institutes such as 50 percent students of government institute of hotel management, 39.21 percent students of technical institutes, 37.33 percent students of medical institute, 25 percent students of colleges of education, 20 percent students of law college mentioned that it was easy to get job after completing this course. It implied that according the students are aware and felt the need to go through skilled based course for getting employment after the course.

13. Options

The study showed that (51.26%) students of government general colleges mentioned that there were not enough options to choose from subjects provided in colleges. Whereas the students from rest 80 percent colleges mentioned that enough optional subjects were available to choose. It was seen that availability of enough options are important or cafeteria approach which allows the students to choose subjects according to interest and choice.

14. Students organization

The study revealed that only 30 percent colleges under study had student's organization, the colleges were Sikkim Government College Gangtok, Sikkim

Government College Namchi and Loyola College of education. Rest 70 percent colleges did not have any body of student's organization. Existence of students' organization is very important in colleges/institutes to represent the students' body and to fill the gap between teachers and students. It was also revealed that the functions of students' organization were not clear to the students of the colleges/institutes. The functions of the organization should be clearly stated so that the organization can carry on their work for the welfare of students.

6.3 Findings related to Infrastructure

1. College/institute building

The study found out that 80 percent colleges/institutes under study had their own college building but the government law college and institute of hotel management did not have their own college building and the classes were run in rented building. The 100 percent teachers of Sikkim Government College Gangtok and 51.26 percent students mentioned that the college building was insufficient. Despite having very less number of government colleges, the infrastructure was in a poor state. Own college building is important for the sake of students.

2. Classroom condition

The study revealed that 100 percent colleges/ institutes under study have well lighted and ventilated classroom but the Sikkim Government College Gangtok mentioned that the classrooms were overcrowded and it was difficult to accommodate large number of students. It indicated the need for improvement in infrastructure of colleges.

3. Furniture

The study found out that 80 percent colleges/institute such as government general colleges, private general college, Law College, institute of hotel management, private technical institutes and medical institute stated that long bench and desk was provided to the students. 20 percent colleges such as Loyola College of Education mentioned that single bench and desk was provided and Harka Maya College of Education mentioned that long desk and plastic chairs were provided.

It was shown that 70.76 percent students of Sikkim Government College Gangtok and 30 percent students of private general college mentioned that the college did not have the sufficient number of furniture. Perhaps this may be due to large enrolment in general colleges.

4. Laboratory

The study revealed that 80% colleges/institutes under study had adequately equipped laboratory/workshops however private general college, law college stated that the laboratory/workshop was not needed in the college.

5. Indoor games

The study showed that 40% colleges/institutes such as Loyola College of education and government general college (Sikkim Government College Namchi) and technical institute (Sikkim Manipal Institute of Technology) had separate room for indoor games. Whereas 60% colleges/institutes such as private general college, law college, institute of hotel management, medical institute, Sikkim Government College Gangtok and technical institute (Himalayan Pharmaceutical institute) did not have separate room for indoor games. Facilities for indoor games are important as it provides a way to channelize the stress and provide entertainment to both teachers and students.

6. Office room

The study revealed that 100 percent colleges/ institutes under study had separate room for Principal and Office rooms. The 20% college/institute such as law college and institute of hotel management did not have separate section for various department so separate room for head of the department did not arise. 10% college that is private general college had separate department but there was no provision for separate room for head of the department.

7. Types of room for teachers

a. Teacher's Single room

The single room for teachers was provided in 10% college that is Loyola College of Education only.

b. Room shared by 2-3 teachers

20% colleges/institutes such as the law college and Himalayan Pharmaceutical Institute provided a room which was shared by 2-3 teachers.

c. Departmental Room

30% colleges/institutes that is Sikkim Government College Gangtok, Sikkim Manipal Institute of Medical Sciences, Sikkim Manipal Institute of Technology provided room in each department which accommodated teachers of respective department.

d. Large Common Room

40% colleges/institutes such as Sikkim Government College Namchi, private general College, institute of hotel management, Harka Maya College of education provided a large common room to accommodate all the teachers teaching in the colleges/institutes.

8. Teachers' Common Room

The facilities provided in the teachers' common room are as follows

a. Magazines- teachers (15.38 %) of Sikkim Government College Namchi and teachers (80%) of institute of hotel management stated that magazines were provided in the teacher's common room.

b. Journals- teachers (60%) of institute of hotel management stated that journals were provided in the teacher's common room.

c. Newspapers- teachers (15.38%) of government general colleges, teachers (66.66%) of private general college, teachers (50%) of colleges of education, teachers (80%) of government institute of hotel management quoted that newspaper were provided in the teacher's common room.

d. Lockers- teachers (15.38%) of government general college, teachers (50%) of colleges of education, and teachers (60%) of government institute of hotel management stated that lockers for each lecturer were provided in teacher's common room.

e. Writing Table- 100% teachers colleges/institutes such as government general colleges, private general college and government institute of hotel management stated that writing table was provided in the teacher's common room.

9. Auditorium

The study showed that 70% colleges/institutes such as government general colleges, private general college, colleges of education, medical college and technical institute (Sikkim Manipal Institute of Technology) had auditorium hall. Whereas 30% colleges/institutes such as law college and institute of hotel management, Himalayan pharmaceutical institutes did not have auditorium hall.

10. Computer Room

The study indicated that except law college, 90% colleges/institutes under study provided computer room. 100 percent teachers of private general college mentioned that they had to use computer available in the college for computer course. While 100 percent teachers of government general colleges, law college, technical institute (Himalayan Pharmaceutical Institute) pointed that computer facility was not provided to the teachers. The use of Information and Communication Technology is important to face the challenge of globalization for which the availability and access to computer is essential.

11. Internet facility

The study revealed that 30% colleges/institutes such as Loyola College of Education, Sikkim Manipal Institute of Technology and Sikkim Manipal Institute of Medical Science provided internet facilities for students in the college. While 70% colleges/institutes such as government general colleges, private general college, law college, institute of hotel management, Harka Maya College of Education and Himalayan Pharmaceutical Institute did not provide internet facilities for students.

12. Library Room

The study showed that 90% colleges/institutes under study had separate room for library whereas only law college did not have separate room for library. Library in law college was in the large room in office, where reading table and chairs were provided for students to consult books.

90 percent colleges/institutes under study provided the reading room in college library. The reading room of 20% colleges/institutes under study did not have well

lighted and spacious reading room. Separate well lighted reading room is important to make full use of the available books and also to inculcate reading habits among students.

13. Boys and Girls Common Room

The study indicated that only 20% colleges/institutes such as a government general college (Sikkim Government College Namchi) and technical institute (Sikkim Manipal Institute of Technology) had separate common room for girls and boys. Whereas 80% colleges/institutes such as private general college, law college, institute of hotel management, colleges of education, medical institute, a government general college (Sikkim Government College Gangtok) and technical institute (Himalayan Pharmaceutical Institute) did not have separate girls and boys common room.

14. Gymnasium

The study showed that gymnasium was not available in 100 percent colleges/institutes under study in the state.

15. Playground

The study indicated that only 20% colleges/institutes such as Loyola College of Education and a technical institute (Sikkim Manipal Institute of Technology) had separate playground for different games. Whereas 80% colleges/institutes such as government general colleges, private general college, law college and institute of hotel management, medical institute, Harka Maya College of Education and technical institute (Himalayan Pharmaceutical Institute) did not have separate playground for different games. Separate playground for different games makes the organization of co curricular activities possible.

A private technical institute (Sikkim Manipal Institute of Technology) had separate playground for football. Separate playground for basketball, badminton and volleyball were provided in Loyola College of Education and a technical institute (Sikkim Manipal Institute of Technology).

16. Teaching aids

It has been found out that majority (80%) of colleges/institutes had facility for the use of teaching aids. Whereas 20% colleges such as Law College and Sikkim Government College Namchi did not have the facility of teaching aids.

a. Projected Teaching Aids

The study revealed that 80% colleges/institutes had Over Head Projector (OHP). 30% colleges/institutes such as Loyola College of Education, Sikkim Manipal Institute of Technology and Sikkim Manipal Institute of Medical Science also had VCR, VCD and Computers as the projected A-V aids. Only 10% college that is Loyola College of Education had television. 20% institute such as medical institute and Sikkim Manipal Institute of Technology had Laser Compact Disc (LCD).

b. Non Projected Teaching Aids

Models as non projected aids were provided in the 60% colleges/institutes. Whereas 10% college that is Loyola College of Education had tape recorder as non projected audio aids. Non projected audio- visual aids were not available in 40 percent colleges/institutes under study.

It implied that majority of colleges/institutes in the state had projected and non projected visual aids. It is essential for all colleges/institutes to provide both audio- visual teaching aids which make the teaching learning process effective.

17. Residential Quarter for teachers

The study revealed that only 30% colleges/institutes such as medical institute, Sikkim Government College, Gangtok and Sikkim Manipal Institute of Technology provided residential quarters for teachers. Whereas 70% colleges/institutes such as Sikkim Government College Namchi, private general college, colleges of education, law college, institute of hotel management and Himalayan Pharmaceutical Institute did not provide residential quarters for teachers. It was also found that teachers had to manage themselves for their accommodation. It indicated that accommodation facilities for teachers of all colleges/institutes are essential which gives a sense of security to teachers.

18. Hostel

It was found out that separate hostel accommodation for boys and girls were provided in 60% colleges/institutes such as colleges of education, medical institute, technical institutes and Sikkim Government College Gangtok. Whereas 40% colleges/institutes such as private general college, law college, institute of hotel management and Sikkim Government College, Namchi did not provide hostel accommodation for boys and girls. Sikkim Government College Gangtok mentioned that hostel accommodation was not adequate. 30 percent students of colleges of education, 3.92 percent students of technical institute and 2.53 percent students of government general colleges mentioned that the hostel was not well furnished and well equipped. It indicated that hostel accommodation is essential in all the colleges/institutes which give the chance for students to come together and learn from each other.

19. Transport facility

The study revealed that 69.23 percent teachers and 70.76 percent students of government general colleges stated that transport facility was provided but it was not sufficient. 100 percent teachers and students of private general college, colleges of education, law college, government institute of hotel management, Sikkim Government College Namchi and Himalayan Pharmaceutical Institute and 72.41 percent teachers of medical institute mentioned that transport facility were not available.

20. Satisfaction

The study found out that 100 percent teachers of law college, private general college, 71.79 percent teachers of government general colleges, 44.82 percent teachers of medical institute, 33.33 percent teachers of colleges of education and 31.42 percent teachers of private technical institutes were not satisfied with the with existing infrastructure provided for teachers. It indicated that the need for improvement and maintenance of infrastructure in all the colleges/institutes under study. All these inadequacies implied that if education had to be strengthened and developed so as to make them qualitatively rich.

6.4 Findings related to Finance

1. Aided/unaided

It was also noticed that only the government colleges were fully financed by the State government and all the private colleges and institutes were unaided.

2. Budget

The study revealed that 100% colleges/institutes under study prepared annual budget. Budget for government colleges was prepared by each respective colleges and submitted to the finance section of Human Resource Development Department, Government of Sikkim.

3. Auditing accounts annually

It was found that 100% colleges/institutes under study mentioned that accounts were audited annually.

4. Records of receipts and expenditure

The study revealed that records of receipts and expenditure were maintained properly by 100 percent colleges/institutes under study.

5. Total Income

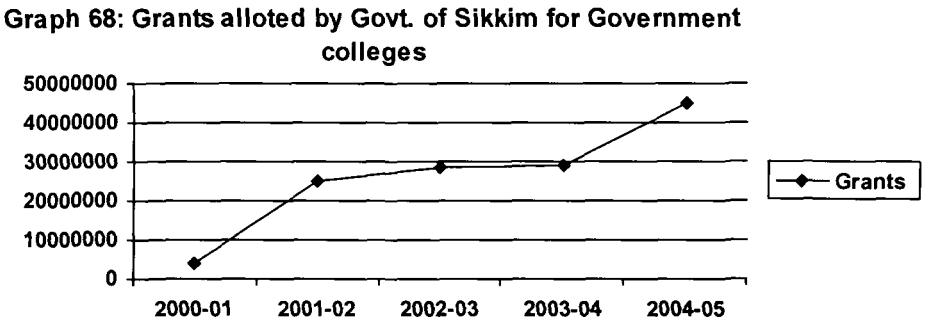
The study revealed that the State Government was a source for law college, government general colleges and government Institute of Hotel Management. 100 percent income of Law college, 99 percent income of government general colleges and 40 percent income of government Institute of Hotel Management was from the State Government. 0.5 percent income of the government general college was from the Central Government. In the year 2002-2003, 60 percent of the total income was from Industrial Sources in the Institute of Hotel Management during the year 2002- 2003. 0.5 percent and 20 percent of the total income was from college's own fund in the government general college and a college of education respectively. The total income was from tuition fee in a college of education (80%), Sikkim Manipal Institute of Technology (90%) and Himalayan Pharmaceutical Institute (86%). A technical institute had also mentioned that

14 percent of the total income was from other sources during the year 2002- 2003. It was also found that no other financial assistant other than regular grants were provided to government colleges as mentioned by Finance Officer of Human Resource Development Department Government of Sikkim.

6. Total Expenditure

It was found that 70% colleges/institutes such as the government general colleges, private general college, colleges of education, law college, and institute of hotel management mentioned that the data were not available. Dean of medical institute mentioned that the institute was facing huge deficit annually due to that reason the data was not provided. Only the technical institutes provided with information about the total expenditure of the institute during the year 2002- 2003. The Sikkim Manipal Institute of Technology mentioned that 1305.20 lakhs was the total expenditure of which 159.43 lakhs were spent on materials and services, 208.54 lakhs were spent on salaries of teaching staff, 532.86 lakhs were spent on administrative salaries and 404.37 lakhs on overheads. Himalayan Pharmaceutical Institute mentioned that 35 percent were spent in materials and services, 48 percent were spent on salaries of teaching staff, 12 percent were spent on administrative salaries and 5 percent were spent on various overhead. The Government of Sikkim earmarked grants for government colleges in the last five years are given below:

Years	Amount allotted
2000- 2001	Rs. 3,944000
2001- 2002	Rs. 251,71000
2002- 2003	Rs. 285,75000
2003- 2004	Rs. 290,18000
2004- 2005	Rs. 451,62000



7. Financial Assistance

It was revealed that College building grant was received by 20% colleges/institutes such as law college and institute of hotel management. 100 percent colleges/institutes under study received scholarship grant. 100 percent colleges/institutes under study never received the science laboratory grant, post graduate development grant, library grant and deficit grant-in-aid to pay to the teachers. It was also found that No financial assistant was provided to private colleges/institutes in the state. Financial assistance from higher authorities such as state government, UGC etc are important for development and maintenance of colleges/institutes.

8. Salary for teachers

The State Government was the source of salary for government general colleges and law college. Private colleges/institutes paid teachers salary entirely by management. Only the salary of teaching staff of Institute of Hotel Management was paid partly by government and partly by management.

9. Allowances

The study indicated that 100 % colleges/institutes under study provided House Rent allowance and Dearness Allowance. Only 20 % institutes that are Medical institute and a technical institute that is Sikkim Manipal Institute of Technology provided Medical allowance. 80 % colleges/institutes such as Government general colleges, private general college, law college, technical institutes, medical institute and institute of hotel management provided GPF. A pension facility was provided by 30% colleges such as government general colleges and Law College whereas rest of the college/institutes under

study did not provide pension facilities. Hill Area allowance was provided by 70 % colleges/institutes such as government general colleges, law college, medical institute, technical institutes and Harka Maya College of Education.

10. Advance increment

The study revealed that 80% colleges/institutes such as government general colleges, private general college, law college, medical institute, technical institutes and a college of education provided advanced increment for higher qualification. Whereas 20% colleges/institutes such as institute of hotel management and a college of education mentioned that they did not provide advanced increment for higher qualification

11. Salary

The study revealed that 100 percent teachers of all the colleges/institutes under study stated that they received salary regularly.100 percent teachers of 60 % colleges/institutes such as government general colleges, private general college, colleges of education, law college stated that UGC scale was given if teachers were regular appointee and had fulfilled the UGC criteria. The teachers of government colleges also revealed that adhoc teachers were given consolidated pay scale of 12000 per month. 100 percent teachers of government institute of hotel management mentioned that they were paid State Government Pay Scale. Teachers of technical institutes: 17.14 percent teachers of teachers stated that they were paid UGC scale if teachers were regular appointee and had fulfilled the UGC criteria and 11.42 percent teachers of mentioned that they were paid management scale. 100 percent teachers of medical institute mentioned that they were paid UGC but modified pay scale.

12. Scholarships

The study revealed that stipends to ST/SC/OBC were provided in 100 percent colleges/institutes under study.

Stipends for handicapped students were provided in 20 % college under study that is Sikkim Government general colleges which was sponsored by Government of Sikkim. Management sponsored free medical check up as well as hospitalization in 20%

colleges/institutes such as Sikkim Manipal Institute of Medical Science and Sikkim Manipal Institute of Technology. Respective management provided grants for excursion/field trip in the 40 percent colleges/institutes such as government general colleges, medical institute and a college of education. 100 percent colleges under study did not provide Book Grant while 100 percent student of all the colleges/institutes under study stated that students get merit scholarships from their respective state for higher education.

Financial assistance provided by Government of Sikkim to Sikkimese students pursuing Higher Education outside the state such as:

(i) merit scholarships for those students who secured 70 percent in class XII were given Rs.800 per month for higher education and Rs.1200 per month for those students who pursued honours courses in graduation level in mathematics, Physics, Chemistry, English, Economics, Statistics, B.Sc (Maths/Bio), B.Ed (integrated) and B.Com.

(ii) general scholarships for those student who secured less than 70 percent in class XII were given Rs.800 per month for MBBS, BDS, BE, B.Tech, BHMS, B.Sc(Ag), BHM outside the state, BCA, M.Sc(Ag), M.VSc & AH, M.Sc, MD, MS, M.Tech, MBA, LLM, MCA, MA geography. Rs.1200 per month who pursued honours course in graduate level in mathematics, physics, chemistry, English, statistics, economics, B.Sc(math/bio), B.Ed (integrated) and B.Com pursued by OBC/SC/ST candidate at graduation level. Rs.2000 per month for pursuing post graduate degree courses in mathematics, physics, chemistry, English, economics, statistics, B.Ed, M.Ed and M.Com. Rs.2500 per month for pursuing M.Phil and Ph.D course. Scholarships were also available for diploma courses for which Rs.500 per month for Diploma in Engineering, printing, photography, cinematography, medicine, CCCT, ATTC, three year degree course in Institute of Hotel Management, Catering Technology and Applied Nutrition, Gangtok. Rs. 300 per month was available for diploma course in Institute of Hotel Management, Catering Technology and Applied Nutrition.

In spite of the financial problem (inadequate scholarships) many of the students of all the colleges/institutes under study were not interested to make any move.

13. Free ships

There was no provision for providing free ship to students of higher education in the state.

14. Fees

It was indicated that students of colleges of education (87.5%), students of technical institutes (86.27%), students of medical institute (84%), students of institute of hotel management (70%), students of law college (40%), and students of private general college (35%) mentioned that the fees charged were too high. This showed that majority of students from professional colleges/institutes had complained that fees charged were high.

15. Financial Problem

Only 40% colleges/institutes under study mentioned financial problem. Loyola College of Education mentioned that no aids were provided to colleges and as it was a self financing institution so it was difficult to manage. Medical institute mentioned that increasing need of fund for development and maintenance of institute. In case of technical institute (Sikkim Manipal Institute of Technology) and institute of hotel management needed additional funds for research and development purpose. Amazingly the private general college stated that they did not have any financial problem. Awasthi, J.N., (1981) [38] also reported that the adequate finances were not available for the expansion of buildings and provision of adequate library and laboratory facilities. Jaganmohan, M., (1983) [39] reported that the financial problems could be considered from two angles, namely, the scarcity of funds even to pay salaries and scarcity of funds for development purpose including funds for the construction of buildings, and for meeting library and laboratory expenditure.

6.5 Findings related to Administration

1. Adequate Staff

The responses from the principal of colleges revealed that 100% colleges/institutes under study were provided with adequate office staff to assist in the official work whereas the official staff of government and private general college quoted that there was lack of adequate number of office staff which had resulted over burden to the staff presently working in college office.

2. Governing Body

The study revealed that 30% colleges which were managed by government did not have governing body. However the Institute of Hotel Management which was managed by government had governing body. Whereas 100 % private colleges/institutes both general and professional had governing body with varied function. It was revealed that planning the whole one year programme of college, recruitment of teachers, preparing budget of institute or decision on finance, disciplinary matters regarding students and disciplinary matters regarding teachers were the functions of Governing Body of colleges/institutes.

Majority teachers were not the member of governing body whereas 33.33 percent teachers of colleges of education, 11.42 percent teachers of technical institute and 6.89 percent teachers of medical institute were the member of governing body.

3 Self study Report

The study revealed that 40% colleges/institutes such as government general colleges, private general college and government Law College did not prepare Self Study Report. However 60% colleges/institutes under study prepared Self Study Report and it was also revealed that the report was prepared annually. Preparation of self study report helps the colleges/institutes itself to evaluate its own performance and plan for future development.

4. Innovation in management tool

Concerning innovation or changes in the management since 1999, the study revealed that 70% colleges/institutes such as government general colleges, private general college, colleges of education, medical institute and Sikkim Manipal Institute of Technology made innovation or changes in the management tool. However 20% colleges/institutes such as Law College, the institute of hotel management and Himalayan Pharmaceutical institute revealed that there was no any important innovation or changes in management tool.

The study revealed that Sikkim Government College Gangtok, Loyola College of education had introduced programme planning. Sikkim Manipal Institute of Medical Science and Sikkim Manipal Institute of Technology, colleges of education had introduced programme budgeting. The private general college, medical institute, Sikkim Government College Gangtok, Sikkim Manipal Institute of Technology and colleges of education used computers for record keeping. It implied that these colleges/institutes who had brought innovation in management tool felt the need to move according to advance in technology, management and time which surely added strength to management.

5. Factors which occur in the future of the colleges/ institutes

Though 100% colleges/ institutes under study stated that these factor will occur in the future such as increase in enrolments, improving the quality of incoming students, improving the quality of teaching and research staff, changes in curriculum to keep pace with changing condition, changes in structural organization of college to meet changing needs, increasing the volume and sources of financing and expansion of facilities. Except institute of hotel management, the other 90 % colleges/ institutes felt that there will be need of attracting teaching and research staff in great number. It showed that 100 percent colleges/institutes under study were futuristic which gives clear vision for the future of respective colleges/institutes.

6. Obstacles to desirable changes in the colleges/ institutes

The study found out obstacles to desirable changes in the colleges/ institutes which are as follows:

- 30 % colleges (government general colleges and law college) had shortage of NET qualified teachers.
- The government general colleges had lack of big lecture halls, no introduction of new subjects, lack of adequate hostel facilities, lack of adequate staff quarters, and lack of adequate sports facilities.
- The law college had small college campus and lack of play ground.
- The institute of hotel management revealed lack of adequate fund for development.
- The Loyola college of Education revealed lack of applications for the lecturers and inadequate fund.
- Inadequate number of books in the library and lack of UGC funds for up gradation of laboratory equipments and library were the two major obstacles for Harka Maya College of Education.
- Private General College revealed poor enrolment
- The Sikkim Manipal Institute of Medical Science had mentioned that increasing need of fund for updating the college.
- Inadequate transportation, placements of students after completion of course and lack of interaction with industry were the main obstacles as stated by technical institutes such as Sikkim Manipal Institute of Technology and Himalayan Pharmaceutical Institute.

It implied that 100 percent colleges/institutes under study were aware of obstacles to desirable changes in the future which will surely help the colleges/institutes to work towards it so that suitable changes can be brought for the betterment of higher education in the state.

7. Information related to planning and improvement

The study revealed that 100% colleges/institutes under study maintained information about student/ teaching staff ratio. 70% colleges/institutes under study maintained record of distribution of staff time among teaching, research and other activities. Whereas 100% colleges/institutes under study did not maintain information about rate of drop out- student wastage, ratio of books available per student and unit costs per graduating students. Information related to wastage of students is essential which will help to analyse the reason for the drop out of students and bring suitable improvement in

curriculum etc. Information related to ratio of books available per student helps to know whether the library is adequately stocked with books and information related to unit costs per graduating student also helps the institutes to keep track of income and expenses.

8. Leave facilities

The study revealed that 100% colleges/institutes under study provided leave facilities. 100% colleges/institutes under study provided casual leave, extra ordinary leave, medical leave and maternity facilities. 60 percent colleges/institutes under study provided earned leave. 50 percent colleges/institutes under study provided half day leave facilities. 70 percent colleges/institutes under study provided study leave facilities. Special leave on principal's discretion were given only in law college as mentioned by 80 percent teachers. Sabbatical leave was not granted to 100 percent colleges/institutes under study. It implied that the 100% colleges/institutes under study provided leave facilities though it is essential to provide study leave, earned leave and sabbatical leave should be provided in all the colleges/institutes.

100 percent colleges/institutes under study stated that there were written rules and regulations related to service condition.

9. Promotion

The study revealed that teachers serving in 100% colleges/institutes under study mentioned that there was prospect for promotion.

The criteria required for promotion in these colleges are as follows:

- UGC criteria
- Higher qualification
- length of service
- teaching experience
- personal appraisal report

10. Extension activities

The study revealed that 70% colleges/institutes under study conduct extension activities for extension of education to the society in general. Whereas 20%

colleges/institutes such as law college and technical institutes did not conduct extension activities.

The government general colleges carried out Extension activities such as Environment education, National Social Service (N.S.S) and National Cadet Corps (N.C.C). The private general college had Environment education and National Social Service (N.S.S). The Harka Maya College of Education had Environment education and Loyola College of education extended education to children of surrounding the college area through Remedial classes for community children. Sikkim Manipal Institute of Medical Science conducted Community Health Programme and Hotel Management Institute carried out Hygiene and Food Science Education to the people in society. It implied that 70% colleges/institutes were trying to extend the education to society as a whole so also law college and technical institutes being a professional colleges/institutes can contribute to the society otherwise these institutes will remain isolated from the problem and present status of society.

11. Record books

Referring to the maintenance of records in colleges/ institutes the study revealed that

- 100 percent colleges/institutes under study maintained the Stock Register, Admission register, Leave register, Cash book, Receipt register, Salary register, Fee register, Personal file of teachers, Pupil attendance register and Library catalogue and issue book register.
- Staff Confidential register were maintained by 40 % colleges/institutes such as percent general colleges, Law College and Institute of Hotel management.
- Transfer and certificate register were maintained by 60 % colleges/institutes such as percent general colleges, Law College, Technical institutes and Institute of Hotel management.
- Except the Institute of Hotel management all the rest 90 % colleges/institutes under study maintain Staff council proceeding book.

12. Student's welfare activity

Student welfare activity called Teacher Guardian scheme was provided in 20 % institutes such as Sikkim Manipal Institute of Medical Science and Sikkim Manipal Institute of Technology where students were taken care by each nominated teacher guardian. This Teacher Guardian Scheme is very effective to know the specific problem faced by the students and it is the pioneering effort taken by these institutes in the area of students welfare which can be taken as an example by other 80% colleges/institutes.

Rest 80% colleges/institutes under study mentioned that teachers gave personal advice related to academic area, extra classes when student asked them and remedial classes seeing the need of the students and subject area.

13. Problem regarding administration

It was found out that 30 percent colleges/institutes such as colleges of education and Sikkim Government College Gangtok mentioned that there were problem regarding administration. The colleges of education revealed that undue pressure from university is the problem. Whereas Sikkim Government College Gangtok mentioned that inadequate class IV staff, lack of adequate class rooms, classrooms were small to accommodate large number of students, lack of provision of microphone, lack of library fund leading to inadequate library reading materials and lack of library staff were some problem regarding administration. All the above inadequacies implied that adequate attention for the development of colleges was essential which in turn only the growth of higher education can be possible.

6.6 Findings related to Academic

1. New courses

The study found that 50 percent colleges/institutes under study mentioned that the new courses had been added between 1999 and 2003. Whereas 30 percent colleges/institutes under study mentioned that no new courses had been added and 20 percent college/institute was newly established colleges.

The Sikkim Government College had added three year bachelor degree course in B.Sc Mathematics Honours, BA Economics Honours and BA Sociology pass

course. The Namchi Government College had added three year degree course in humanities like BA English Honours, BA Economics Honours, BA Nepali Honours and BA Education Honours. Institute of Hotel Management added the three year course of B.Sc in Hotel Management and Hospitality, Certificate course in Food Production and PB were already been run in the institute. The Damber Singh College added the Certificate in communicative English and Diploma and certificate course in computer. Loyola College of Education and Himalayan Pharmaceutical Institute did not add any other course beside their usual course such as B.Ed. and B. Pharm and D. Pharm. Only Law College and Technical institute introduced master degree course. It has come to notice that general courses were added more than the professional courses. Thus it is essential to add the skill based course also to meet the demand of employment.

2. Research

The study revealed that only 40 percent colleges/institutes such as Sikkim Government College, law college, medical institute, Gangtok and Sikkim Manipal Institute of Technology had undertaken research studies. Sikkim Government College Gangtok, medical institute, and Sikkim Manipal Institute of Technology had undertaken project. Sikkim Government College Gangtok, medical institute, and Sikkim Manipal Institute of Technology had undertaken doctoral research studies. However individual research studies were undertaken only in Sikkim Government College, Gangtok. However 60 percent colleges/institutes under study had not undertaken any research studies. The study also found that teachers of colleges/institutes were also involved in research. 30.76 percent teachers of government general colleges, 20.68 percent teachers of medical institute, 20 percent teachers of law college and 17.14 percent teachers of technical institutes had undertaken research project. National project was taken by 20.51 percent teachers of government general colleges, 20 percent teachers of law college, 17.14 percent teachers of technical institutes and 6.89 percent teachers of medical institute. Teachers of medical institute 3.44 percent had taken international, State research project and 6.89 percent had taken institutional research project. It implied that research is still neglected in the state as perhaps due to non availablity of state's own university which is the centre of major research and finding solution to problems.

3. Curriculum

(i) The study revealed that the University frames curriculum in 90 percent colleges/institutes under study. Whereas only in case of institute of hotel management the curriculum is framed by University and National Council for Hotel Management and Catering Technology.

(ii) 80 percent colleges/institutes under study were satisfied with the existing curriculum except the government general colleges which stated that the curriculum was theoretical and it was vast. However among the teachers of higher education such as private general college (100%), colleges of education (77.77%), law college (60%), government general colleges (53.84%), medical institute (31.03%) and technical institutes (11.42) were not satisfied with the existing curriculum. Among students colleges of education (65%), law college (60%), government general colleges (43.46%), private general college (40%), medical institute (40%), institute of hotel management (20%) and technical institutes (15.68%) mentioned that they were not satisfied with the existing curriculum. It implied that majority of teachers and students of 50% colleges/institutes were not satisfied with the existing curriculum which will surely effect the product of these colleges/institutes.

(iii) The study revealed that 100 percent colleges/institutes under study stated that curriculum was revised. It was also found out that 30 percent colleges/institutes under study agreed that the curriculum was revised every 2-4 years. 50 percent colleges/institutes under study quoted that the curriculum was revised every 5-7 years. The revisions of curriculum after duration of 5-7 years were too long which makes the curriculum stagnate with old information and outdated ideas.

(v) With regard to the involvement of students, 70 percent students of colleges of education, 60 percent students of Institute of hotel management, 40 percent students of law college, 36.45 percent students of government general colleges, 13.33 percent students of medical college, 10 percent students of private general college and 9.80 percent students of technical college mentioned that students should be involved in framing the curriculum. When asked the reason for their involvement in framing the curriculum it was revealed that students were the ones who had to study so it's better to take their views that their needs were also taken into consideration. It implied that

students of these colleges/institutes strongly feel that their need should be considered while framing the curriculum.

4. Method of teaching

With regard to the method of teaching used by teachers it was revealed that

- Lecture method was used by teachers of 100 % colleges/institutes under study.
- Discussion method and Questioning method was used by teachers of 90% colleges/institutes under study
- Demonstration method was used by teachers of 80 % colleges/institutes under study
- Teachers dictated notes in the classroom in 100% colleges/institutes under study: government institute of hotel management (80%), law college (70%), private general college (66.66%), government general colleges (64.10%), technical institutes (54.28%), colleges of education (22.22 %) and medical institute (6.89%).
- Field study and project method was followed by teachers of those colleges/institutes which had science stream such as colleges of education, a government general college, technical institutes and medical institute.

It implied that the majority of teachers used lecture method and dictated notes which are traditional method of teaching. Therefore it showed that the teachers should be trained in the skills of teaching and exposed in the psychological techniques and methods of teaching.

5. Participation of students in teaching learning process

- Majority of teachers (above 50%) of 100% colleges/institutes that they encouraged the students to make queries in class to make them participate in teaching learning process.
- Below 35 percent teachers of 90% colleges/institutes stated that they distributed question among students to make them participate in class.
- Below 55 percent teachers of 80% colleges/institutes stated that they equally distributed work among students to make them participate in class.
- Below 52 percent teachers of 90% colleges/institutes stated that they organized group work among students to make them participate in class.

It showed that majority of teachers encouraged students to make queries but only few stated that they distributed question equally. This shows that the teachers lack the skills of teaching as by equally distributing different order of questions according to capability of students encourage the active participation of students in teaching learning process.

6. Teaching aids

The study revealed that teachers of 90 percent colleges/institutes under study used teaching aids. It was also revealed that majority of professional colleges/institutes under study except law college used teaching aids while less percentage of teachers of general colleges used teaching.

However students stated that majority 60% of medical institute, 58.82% of technical institutes that is Sikkim Manipal Institute of Technology, 40% of institute of hotel management (40%) agreed teacher used Over Head Projector (OHP) to clear important points. Only the students of Sikkim Manipal Institute of Technology and Sikkim Manipal Institute of Medical Science mentioned that the teachers used computer to clear points, working model and static model while teaching. It implied that even at this time of technology explosion and at the advanced stage of educational technology, the teachers were not practically using teaching aids in the classroom though they have the knowledge about it. Perhaps the teaching aids are not available in the colleges/institutes. It is the prime responsibility of administration and management to provide varied teaching aids so that effective process of teaching and learning can take place.

7. Innovation in teaching

It was found out that out of selected colleges/institutes under study 50%colleges/institutes such as colleges of education, technical institutes and medical institute stated that there was an innovation in teaching such as Computer Assisted Instruction, programmed instruction and had developed team teaching. It was also found out that private and professional colleges/institutes under study had innovation in teaching whereas the government and general colleges/institute lagged behind in innovation in teaching. It implied that the administration of government colleges should

take the interest to bring innovation in teaching so that they do not lag behind other colleges/institutes.

8. Classroom climate

The study revealed that 100 percent colleges/institutes under study had friendly and open classroom climate. Whereas some percentage of students of law college (40%), private general college (35%), government general colleges (34.50%), medical institute (20%) and technical institutes (14.70%) mentioned that the teachers were indifferent towards students need. It showed that majority of students of government colleges stated that the teachers were not sensitive towards their needs. Empathy is one of the characteristics that teacher should possess beside many other qualities.

9. Medium of instruction

Findings showed that 100% colleges/institutes under study were English medium and majority of students of these colleges/institutes stated that teachers used English as medium of instruction. Whereas students of law college (90%), private general college (50%), government general colleges (42.49%), institute of hotel management (20%) mentioned that teachers use mixture of English and state common language. Students of private general college (50%), government general colleges (10.13%), technical institutes (9.80%) and medical institute (6.66%) mentioned that teachers use English and Hindi.

10. Training and orientation of teachers

It was revealed that

- Intensive course for professional development of teachers was organized by 40 percent colleges/institutes such as private general colleges and medical institute, Loyola College of Education and Sikkim Manipal Institute of Technology.
- Orientation course was organized by 40 percent colleges/institutes such as private general college, Loyola College of Education, Sikkim Manipal Institute of Technology and medical institute.
- Only Sikkim Manipal Institute of Technology conducted Refresher course.

- 100 percent colleges under study did not conduct any certificate course and diploma course for the professional development of teachers.

It was also found the percentage of teachers in higher education who had attended course for professional development which are as follows

- Government general colleges (38.46%), colleges of education (22.22%), law college (20%), government institute of hotel management (20%), medical institute (6.89%), technical institutes (5.71 %) had attended Refresher Course.
- institute of hotel management (40%), government general colleges (35.89%), private general college (33.33%), technical institutes (22.85%), colleges of education (11.11%), law college (10%) and medical institute (6.89%) had attended Orientation Course.
- technical institutes (17.14%)and law college (10%) had attended Certificate course.
- Whereas diploma course was attended by 6.89 percent teachers of medical college.

It was shown that below 40% colleges/institutes organized intensive courses for the professional development of teachers and below 40 percent teachers had attended the intensive courses like refresher course, orientation course and certificate course. It implies that the colleges/institutes of higher education in the state had to give attention to the teachers' training which brings professionalization of the teachers.

11. Academic programme

It was indicated that the academic programme was organized by 100% colleges/institutes under study. 90 percent colleges/institutes under study organized seminar as an academic programme. 60 percent colleges/institutes under study organized workshop as one of the academic programme. However only Sikkim Manipal Institute of Technology organized conference. Different types of academic programme are important for arousing interest in the academic activities for both teachers and students.

12. Published work

The study revealed that 28.20 percent teachers of government general colleges, 17.24 percent teachers of medical institute, 10 percent teachers of law college and 5.71 percent teachers of private technical institutes had published monographs/books. It was shown that very few below 30% teachers of 50% colleges/institutes had published books.

13. Involvement in imparting continuing education

With regard to the involvement of teacher in continuing education the study revealed that 34.48 percent teachers of medical institute, 33.33 percent teachers of colleges of education, 12.82 percent teachers of government general colleges and 8.57 percent teachers of technical institutes had been involved in imparting continuing education. Below 30% teachers of 60% colleges/institutes were involved in imparting continuing education which shows that perhaps teachers are not interested or they are not aware of their responsibility beyond the usual teaching.

14. Library

It was found out that 100 percent colleges/institutes provided library facilities. There was a need for updating of library reading material as expressed by majority of teachers of government general colleges (89.74%), law college (80%), private general college (66.66%), technical institutes (60%) and institute of hotel management (60%). Majority of students of law college (90%), institute of hotel management (60%), private general college (52.4%), government general colleges (47.56%) mentioned that library was not properly maintained and updated timely. Thus teachers and students of 70 percent colleges/institutes such as government general colleges, law college, private general college, technical institutes and institute of hotel management stated that library needs updating.

It was also revealed that 70 percent colleges/institutes under study had full time librarian whereas 30 percent colleges/institutes under study mentioned that the college had clerk of the institute who was also in charge of library.

15. Working hour of library

The study revealed that

- 8AM- 4PM was the working hour of library in Sikkim Government College Gangtok whereas 70.76 percent students mentioned that library doesn't open in time which in turn leads to great hindrance for students for consulting books. It also caused inconvenience for the students of morning and evening shift.

- 10AM- 4PM was the working hour of library in Sikkim Government College, Namchi, law college. Whereas 58% students of Sikkim Government College, Namchi complained that library opens late at around 10.30 AM and closes around 3PM which caused problem for the students of morning shift and majority (100%) students of law college mentioned that college opens late around 11 and the timing was not fixed as the librarian remained busy with the office work.
- 10AM- 4PM was the working hour of library in institute of hotel management.
- 9AM-5PM is the working hour of library in Loyola College of Education, Himalayan Pharmaceutical Institute and private general college. Though majority (100%) students of private general college mentioned that there was no fixed timing of the library as there was no full time librarian.
- 10AM-5PM is the working hour of library in Harka Maya College of Education but 100 percent students mentioned that there was no fixed timing of the library due to lack of full time librarian.
- 10AM- 9PM is the working hour of library in medical institute and 8.30AM- 8PM is the working hour of library in Sikkim Manipal Institute of Technology.

16. Stocks in library

The study revealed that

(i) 100% colleges/institutes under study provided reference books, text books.

(ii) 100% colleges/institutes under study provided encyclopedias. 30% colleges/institutes under study provided three encyclopedias, 50% colleges/institutes under study provided four encyclopedias and 20% colleges/institutes provided six and seven encyclopedias in the college library.

(ii) 100% colleges/institutes under study provided journals. 30% colleges/institutes under study provided three types of journals. 10% institutes (Institute of hotel management) had four types of journals. 10% of colleges/institutes under study had six types of journals. 30% colleges/institutes under study had eight types of journals stocked in college library. 20% colleges/institutes such as Sikkim Manipal Institute of Medical Science and Sikkim Manipal Institute of Technology had eleven types of journals stocked in the college library.

(iii) 80% colleges/institutes under study provided periodicals.

(iv) 90% colleges/institutes under study provided newspapers except Himalayan Pharmaceutical Institute did not provide newspapers in the library.

17. Internet

The study revealed that only 20% colleges/institutes such as a medical institute and Sikkim Manipal Institute of Technology provided internet facility in the library. Whereas 80 percent colleges/institutes under study did not provide internet facility in the library due to lack of adequate funds. Students can have access to the database and the new information through internet in the library. This implied majority (80%) colleges/institutes need to update their library to create an environment of interest towards studies.

18. Library problem

The study showed that 30% colleges/institutes such as government general colleges, private general colleges pointed that library had very small space to accommodate large number of students and lack of fund had caused the inability to acquire more books. Law college stated that librarian assist office work due to the lack of office staff. Sikkim Manipal Institute of Technology mentioned that sufficient books were not available and books, journals were too costly. Scientific categorization and there was no full time librarian were the problem faced by the colleges of education. Above inadequacies in the library was mainly due to lack of fund and trained full time librarian. Thus the management both government and private should look into these specific library problem to create interest among students towards reading books.

19. Co curricular activities

The study showed that

- 20% colleges/institutes such as law college and institute of hotel management did not organize any co curricular activities.
- The literary activities were organized by 50 % colleges/institutes such as government general colleges, private general college, colleges of education.

- 80% colleges/institutes under study conducted cultural activities.
- 40% colleges/institutes under study conducted games and sports and also academic activities.
- National Social Service organized by 30% colleges such as both government and private general colleges. 10% college (Sikkim Government General College, Gangtok) mentioned that NCC was also carried in the college.
- Whereas cultural, games and literary activities were organized during college week in 20 percent institutes(Sikkim Manipal Institute of Medical Science and Sikkim Manipal Institute of Technology).
- 100 percent colleges/institutes under study did not organize activities such as painting.

The study also found out that only in colleges of education 100% students participated in co-curricular activities because those activities carried internal examination marks. Whereas below 50% students participated in co curricular activities organized in respective colleges/institutes. Even the students of law college and institute of hotel management where co curricular activities were not organized showed the interest to participate in co curricular activities. This implied that co curricular activities an another facet of education did not receive its importance. Co curricular activities helps to built physical efficiency, mental alertness, development of certain qualities like perseverance, team spirit, leadership, obedience to rules, mobilization in victory and victory in defeat.

20. Examination

The study revealed that 80% colleges/institutes under study conducted Annual examination system. Whereas 20% colleges/institutes such as Sikkim Manipal Institute of Medical Science and Sikkim Manipal Institute of Technology conducted semester examination system.

The 70% colleges/institutes which were affiliated to North Bengal University stated that the results delayed number of times.

Preference for type of examination conducted in colleges/institutes.

Table No. 149: Preference for type of examination

Preference for type of examination conducted in colleges/institutes	Type of colleges/institutes						
	General		Law	Hotel Management	Colleges of Education	Medical	Technic
	Govt.	Pvt.	Govt.	Govt.	Private	Private	Private
Annual	42.30%	32.5%	30%	20%	10%		4.90%
Semester type	57.69%	67.5%	70%	80%	90%	100%	95.09%

It was showed that majority above 55% students of colleges/institutes under study preferred semester type of examination. The study also found out various reasons for preferring Semester type of examination which are as follows:

Students of institute of hotel management (40%), government general colleges (26.12 %) and medical institute (20%) mentioned that semester type of examination was easy to study. Students of private general college (67.5%), government general colleges (44.24%), colleges of education (40%), law college (30%) and medical institute (30%) mentioned that semester type of examination was easy to score. Students of colleges of education (40%), government general colleges (30.60%) and law college (10%) mentioned that semester type of examination kept the student in touch with studies. Students of law college (80%), colleges of education (50%) and technical institutes (6.86%) mentioned that semester type of examination gives less burden during examination. Students of technical institutes (88.23%) and medical institute (60%) stated that semester type of examination kept student updated. Whereas students of government general colleges (31.18%) and technical institutes (6.86%) mentioned that they were used to annual examination and they could pass in one time. It was clearly seen from the reason pointed by majority of students of 100% colleges/institutes that they preferred Semester system of examination. Now the colleges/institutes should seriously think of bringing change in examination system as need shown by the students.

It was also found that government general colleges had to send students of B.Sc honours outside the college for examination because as per the North Bengal University norms Honours practical in B.Sc were held outside the home centre. Since Sikkim didn't have general university the students had to go to West Bengal to appear B.Sc honours practical.

21. Result of bachelor degree

Table No. 150: Pass percentage of the government general and professional colleges/institutes

Result of last five years	Government					
	General	General			Law	Hotel management
Years	BA	BA	B.Sc	B.Com	LLB	B.Sc (HM)
2000	34.34%	76.95 %	91%	91.66%	92.85%	-
2001	49%	70.10%	89.79%	79.54%	100%	-
2002	34.69%	56%	66%	55%	94.11%	-
2003	72.72%	49%	62%	42%	96.15%	100%
2004	42.04%	55%	70%	94%	87.87%	100%

The study revealed that pass percentage in all the colleges had fluctuated from 1999 to 2003. It showed that over all pass percentage in BA course was not encouraging and it declined than last five years whereas pass percentage in B.com had also fluctuated for the last five years. Pass percentage in B.Sc had also declined but overall it had remained above 60%. However pass percentage of professional courses like LLB and B.Sc(HM) has remained above 87% and it reflected that pass percentage in these courses were better than general courses.

Table No.151: Pass percentage result of private professional colleges/institutes

Result of last five years	PRIVATE							
	General	Colleges of education		Technical			Medical	
	DSC	LCE	HMC	HPI	SMIT		SMIMS	
Years	BA	B.Ed	B.Ed	B. Pharm	B. Tech	M.Sc	M.Sc	MBBS
2000	56.2%	86%	-	-	-	-	-	-
2001	100%	90%	-	48.33%	100%	-	-	-
2002	80%	95%	-	91.66%	100%	100%	-	-
2003	88%	96%	-	81.66%	100%	100%	-	-
2004	-	100%	90.6%	58.33%	98.33%	100%	100%	Not yet complete

The study revealed that pass percentage of BA course in private general colleges had also fluctuated in the last five years. The pass percentage of B.Ed course in Loyola College of Education showed improvement in the last five years and 90.6% was pass

percentage in the first batch of Harka Maya College. The pass percentage in B.Pharm had fluctuated though it remained above 48%. The Sikkim Manipal Institute of Technology produced the result of B.Tech and M.Sc had remained above 98%. The Sikkim Manipal Institute of Medical Science which was established in 2001 so the first batch of MBBS will complete the course in 2005. 100% was the pass percentage in the first batch of M.Sc in 2004. It showed that the over all pass percentage in Undergraduate course among private colleges (both general and professional) was better than the government general colleges.

22. Result of Post Graduate Degree

It showed that Sikkim Manipal Institute of Technology and Sikkim Manipal Institute of Medical Science were the only first institutes to offer post graduate degree in medical science and technology. In 2004 Law College also started post graduate degree i.e. LLM. The study revealed that pass percentage of M.Sc in technical institute from 2002 to 2004 and M.Sc in medical institute had remained 100 percent. It was revealed that so far no colleges/institutes under study in the State has ever produced student with doctoral degree. It implied that post graduate degree started very recently (2002) in professional course. Therefore to improve higher education in the state the post graduate degree should also be introduced in various subjects. For which establishment of State's university is the solution.

23. Problem of higher education

Some of the problems of Higher education

- Insufficient number of colleges was one of the problems of higher education.
- Inadequate funds for higher education which was insufficient for development and maintenance of higher education colleges/institutes.
- Absence of good institution for pursuing Higher Education in the state.
- Lack of general University in the State
- Lack of State Higher Education Committee to look after higher education in state.
- Inadequate communication between Human Resource Development department of Sikkim and colleges/institutes of the state.

- Lack of alternative specialized courses provided in colleges and institutes.
- Lack of qualified teachers and insufficient teachers.
- No proper inspection of daily running of the institution
- Non use of existing facilities
- Financial help for very less number of students pursuing higher education
- Guardians/parents were not aware and students were not motivated for further education.
- Mostly people were from rural area so they could not afford higher education.
- People especially minority were economically poor so they could not afford their studies for their children.

Thus it was high time for Sikkim to take serious note of this and concerted efforts should be directed towards improving the higher education in the state.

6.7 Findings related to Problem of teachers

1. Work load

The study revealed that teachers of colleges/institutes under study such as private college (100%), government Law College (80%), institute of hotel management (80%), general government colleges (53.85%), medical institute (31.03%), technical institutes (25.71%) and colleges of education (22.22 %) found the work load heavy.

Teachers stated problems due to heavy work load which are as follows:

- Teachers of general government colleges (10.25%) stated that teaching and administration caused burden.
- There was no time to involve in other related works as expressed by teachers of Law College (20%) and general government colleges (2.56%).
- It's too hectic to work two- three shifts a day was expressed by 12.82 percent teachers of general government colleges.
- There was no time for personal reading and research work as expressed by teaches of general government colleges (17.94%), colleges of education (11.11%), Law College (20%), institute of hotel management (20%), technical institute (14.28%) and medical institute (4.44%).

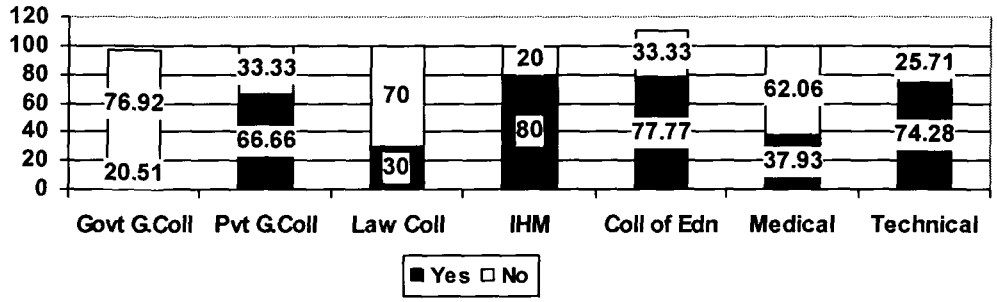
- No time for preparation for many classes a day as expressed by colleges of education (33.33%), law college (60%) and medical institute (3.44%).

This showed that teachers expressed that they had heavy work load which might cause burn out among teachers which will surely harm the quality of education. Therefore administrators and management should see that teachers are not over loaded with work. Establishment of more colleges and recruitment of sufficient teachers will also solve problem especially in government general colleges.

2. Job satisfaction

It was revealed that majority of private colleges/institute were satisfied whereas only small percentage of teachers of government colleges were satisfied with their job.

Graph 69: % of teachers stating whether satisfied with job or not



(Govt.G. Coll: Government General College, Pvt G. Coll: Private General College, Law Coll: Law College, IHM: Institute of Hotel Management, Coll of Edn: College of Education, Medical: Medical Institute, Technical: Technical Institute)

The study showed reasons for job dissatisfaction which are as follows:

- 10.25 percent teachers of government general colleges and 33.33 percent teachers of private colleges, 10 percent teachers of government law college and 44.82 percent teachers of medical institute marked that the job had low salary.
- 5.12 percent teachers of the government general colleges, 22.22 percent teachers of college of education, 20 percent teachers of government institute of hotel management and 3.44 percent teachers of medical institute respectively showed that their job was associated with low status.

- 35.85 percent teachers of the government general colleges and 30 percent teachers of law college showed that their job had inadequate facilities.
- 43.58 percent teachers of the government general colleges and 10 percent teachers of law college showed that college was too small and congested.
- 11.42 percent teachers of the technical institutes and 34.48 percent teachers of medical institute has expressed that college was located far and had communication problem.
- 10.25 percent of the teachers of the government general colleges, 60 percent teachers of law college, 17.14 percent teachers of technical institutes and 13.79 percent teachers of medical institute respectively showed that there was no place for them to act freely.
- 50 percent teachers of law college and 12.85 percent teachers of government general colleges stated that there was no consultation of teachers in decision making.
- 7.69 percent teachers of the general government colleges stated that they suffered from stagnation in profession.

3. Problem Related to Method of recruitment

The problems related to method of recruitment in colleges/institutes under study are as follows:

- Law college (90%), general government colleges (76.95%), medical institute (62.06%) and technical institutes (8.57%) expressed that there was biasness in the recruitment of teachers.
- Law College (60%) and government general colleges (25.64%) specified that there was political interference in the recruitment of teachers.
- The teachers of government general colleges such as 43.58% specified that there was no proper advertisement of post and 10.25% specified that teachers were not selected based on merit.

This implied that the method of recruitment needed to be improved to recruit the best and able teachers. UGC criteria should be considered rather than biasness and political interference.

4. Service condition

With regard specific problem with reference to service condition it is revealed that

- 38.46 percent teachers of government general colleges mentioned there was no timely promotion and career advancement.

- Teachers of law college such as 50 percent mentioned that there should be end of adhoc system and adhoc contract was given for less duration of only one year, it should be for five year and 40 percent stated that the promotion was delayed.
- Teachers of institute of hotel management such as 60 percent mentioned that there was overburden due to fewer faculties and 40 percent stated there was no proper evaluation of performance of teacher.

Infrastructural Problem of Teachers

1. Classroom problem

The study indicated that following classroom problems faced by teachers of colleges/institutes under study.

- Small size of classroom to accommodate large number of students leading to overcrowded classroom as expressed by government general colleges (66.66%) and medical institute (3.44%). Sinha, B.N. (1969) also found out that teachers had little contact with the students due to lack of permanent rooms.
- Classroom was not well lighted as pointed by teachers Law College (50%), medical institute (13.79%), technical institutes (5.71%) and government general colleges (5.12%).
- Insufficient numbers of benches, chairs and need of sound system as specified by medical institute (24.13%), government general colleges (7.69%) and technical institutes (5.71%).

  - 20% teachers of technical institutes pointed that black board condition was not good and 24.13 % teachers of medical institute pointed out that audio- visual equipment was not proper.

This showed that teachers of the colleges/institutes were having problem with the classroom condition. Classroom with adequate furniture, light and teaching aids were needed which will surely add to the creation of proper academic atmosphere. The problem of over crowding of classroom could be solved by updating the present infrastructure or establishing another college.

2. Problem related to accommodation facilities for teachers

Findings showed the teachers of 80% colleges/institutes under study stated that they had to manage on their own. Quarters were provided but were not adequate as expressed by 72.41% teachers of Sikkim Manipal Insitute of Medical Science and 69.23% teachers of Sikkim Government College Gangtok. This implied that adequate and proper accommodation were not provided for teachers which adds to the tension to the teachers serving in the area. The cost of living is high in the state as it is hill area so living in rent also cost a lot in the area. The administration and management should look seriously into this problem.

Financial Problem of Teachers

The main financial problem as expressed by teachers of colleges/institutes under study was that the salary was not matching with the cost of living and large amount was spent in transport as all the colleges/institutes did not provide adequate transport facilities for teachers. Also 11.42% teachers of technical institute stated that medical reimbursement was not given to teachers.

Administrative problem of Teachers

(i) The study revealed that half pay was commutable only in medical ground as stated by teachers of government general colleges (5.13%). Leave rule was inconsistent which was stated by 24.13% teachers of medical institute. Too less casual leave which forced them to take medical leave and earned leave was mentioned by teachers of colleges of education (22.22%), technical institutes (6.89%) and medical institute (5.7%).

(ii) Teachers of technical institute (6.89%) and medical institute (10.34%) complained that rules were not clear and there was biasness which influenced advancement in rank.

This implied that administrative problem faced by teachers was related to leave and advancement in rank. There should be consistent rule framed about leave sand for advancement of rank that teachers do not feel biased.

Academic problem of teachers

1. Problem related to curriculum

- Teachers of 50% colleges/institutes under study stated that the curriculum was theoretical.
- Teachers of 80% colleges/institutes under study mentioned that the curriculum was too vast.
- Teachers of 60% colleges/institutes under study mentioned that the curriculum was inappropriate for graduate level and it was not relevant to societal needs.

This showed that teachers from majority of colleges/institutes under study were not satisfied with the existing curriculum. Since they are the one to finally implement the curriculum so their ideas and opinions regarding what to be included in curriculum should be seriously taken by curriculum frame worker so that teachers become satisfied and its implementation be proper.

2. Library problem

The study showed the problem related to library faced by teachers of colleges/institutes:

(i) The teachers of government colleges stated the problems such as there was no cataloguing of the books (51.28%), inadequate periodicals/journals on different subjects (25.64%), the library was not up dated according to change in syllabus (20.51%), library was small to accommodate large number of students and teachers (15.38%), no open shelf system for students (10.25%) and lack of books prescribed by the university (5.12%).

(ii) Teachers of law college mentioned that there was no cataloguing of the books (100%), librarian could not give full attention to her work as she had to take care of official work also (90%), there was no any proper library rule was followed for borrowing books (80%), inadequate books in different subjects (80%) and no computer and internet facility in library (80%).

(iii) Teachers of institute of hotel management mentioned that there was insufficient books (60%), the rotation of books were done faster among students due to which they couldn't use the issued books properly (40%).

(iv) Teachers of private general college stated that there were inadequate books in library (100%), there was no full time librarian which was also the problem to the library user (66.66).

(v)Teachers of Technical Institutes stated that there were inadequate books in library (28.57%), inadequate journals, periodicals (28.57%), less book was available for post graduate degree course like M.Tech (17.14%), less book was available in issuing section (11.42%) and inadequate international journal (8.57%).

(vii) Teachers of Medical Institute stated that there was no supply of heater as library is cold and damp (20.68%), there were inadequate books in library (17.24%), no international journal (13.79%) and the reading cabins lack proper ventilation (10.34%).

(viii) Teachers of colleges of education stated that absence of full time librarian caused problem in the timing of library (75%) and it also lead to irregular timing for library (50%).

3. Problem related to co curricular activities

The study revealed that 14.81 percent teachers of government colleges mentioned the main problems were lack of well maintained ground, 7.40 percent stated that lack of boys and girls common room, students were not forthcoming, lack of discipline and organizing skill among students. 50 percent teachers of college of education mentioned that the lack of plain land was one of main problem in organizing co curricular activities. The co curricular activities such as games and sports could be organized in public ground and the teachers should also take genuine interest in such activities so that learn from them also beside its main objective.

4. Problem related to teaching

Teachers of higher education stated various problems such as

- Government general colleges(7.69%) mentioned that heavy work load prevent thorough teaching.
- Technical institute (28.57%), colleges of education (22.22%), law college (20%) and government general college (2.56) mentioned that students from vernacular medium faced difficulty when taught in English..
- Institute of hotel management (60%) mentioned that there was a lack of practical area.

- Medical institute (6.89%) percent mentioned that poor students attendance, (17.24%) stated poor student participation and lack of time to elaborate topics.

This showed there were not major problem faced by teachers related to teaching. The administrators and management should avoid over loading teachers with excess work which will solve many problems.

5. Problem related to lack of teaching aids

The study revealed that problem stated by teachers

- government general colleges (15.38%) mentioned that there was lack different types of maps, charts in the college which prevent proper explanation of practical concepts and they used using books and notes in the classroom.
- institute of hotel management (60%), technical institutes(34.28%), government general colleges (30.76%) and law college (20%) mentioned that there was a lack of Audio-visual (A-V) aids so they had to resort back on traditional lecture method.
- technical institute(28.57%) mentioned that since black board was not in good condition it caused difficulty for teacher to write clearly and students to see.
- medical institute (34.48%) mentioned that there was a need to procure multimedia projection system for better A-V demonstration in class and there was no facility for 35mm film processing.

This implied that lack of teaching aids in majority of colleges/institutes under study had forced the teachers to opt for traditional method of teaching. So the administrators and management should seriously look into this problem for the betterment of teaching in the institutes of higher education.

6. Classroom Teaching problem

Regarding the problem related to classroom teaching the study revealed numerous classroom problems of teachers which are as follows;

- Teachers of government general colleges stated that noise from vehicles from continuous traffic from National highway near college disturbed the classroom teaching greatly (100%), classes were overcrowded so they could not give individual attention to students (76.92%), they had to speak aloud as P.A system was not provided (61.53%),

their voice was echoed in a hall which caused disturbance in hearing and insufficient classrooms which hampered running the classes smoothly according to the routine (58.97%), blackboards were not in good condition (56.41%), there was lack of efficiency of students in English (38.46%), the laboratory was not updated, communication gap between teachers and students, attendance consumed time due to large number of students (30.76%), there was no separate class for honours students (25.64%).

- Teachers of government institute of hotel management (20%) stated that there was poor attendance of students.
- Teachers of private general college (66.66%) mentioned that students were not regular in attending classes.
-11.11 percent teachers of college of education mentioned that students were more interested to take down notes than explanation.
- Teachers of technical institutes stated that there was poor interaction from students (22.85%), limited time period prevents them from explaining elaborately any new concepts in classroom (20%).
- Teachers of medical institute mentioned that time was not sufficient to cover the syllabus (31.03%) and microphone did not work properly (20.68%).
- 13.79% teachers of medical institute mentioned that one hour was too long period to hold attention of students.

This implied that teachers of government general colleges faced more problem than other colleges/institutes so the state government should take steps to solve the classroom teaching problem which will help to improve the standard of general education in the state.

7. Problem related to the examination and evaluation system

It was revealed that classes were overcrowded even during the examination which prevented from conducting fair and strict examination was stated by 7.96% teachers of government general colleges. Teachers of medical institute (58.62%) stated that the patients were not available for clinical examination for medical students in the end students remained with just theoretical knowledge, student gets best out of two examiner evaluation marks instead of average of two test which didn't give justification to the process of evaluation (34.48%) and there was no proper rule for invigilation of

examination (27.58%). It showed that overcrowding of classroom affected the examination system which could be solved by updating the existing infrastructure or by establishing new college. Lack of patient in medical college will surely produce doctors with mere certificate so the management should seriously look into this problem. The proper invigilation should also be framed so that fair examination are conducted.

8. College atmosphere

The teachers of government general colleges (38.46%) that the college was too near to the national highway and market place this lead to disturbance in the college atmosphere, 33.33% mentioned that the campus was very small and so it was overcrowded with increasing number of students in campus. Above 50% teachers of law college stated that the head of institution was autocratic in nature and which has made closed and unfriendly climate, there was a lack of healthy working atmosphere and there was lack of participative culture as the views of teachers were not taken into consideration. Teachers of medical institute complained that autocratic leadership of higher authorities of institute had lead to closed college atmosphere. It showed that autocratic nature of the head of institution of law college and medical institute had created a closed climate which had encouraged unparticipative culture among teachers. Such climate will affect the self esteem of teachers which in turn affect the work of teachers. Thus there are urgent need for head of institution to under go refresher course or orientation course in management and leadership qualities which will help in bringing the quality higher education.

6.8 Findings related to problem of students

1. Choice of subjects

The study revealed that students of 30% colleges (Sikkim Government College Gangtok and Sikkim Government College Namchi, private general college) mentioned that there was not enough options to choose subjects so they had to study whatever options were provided by the college/institute. This implied that these colleges should provide variety of courses so that students can choose according to their need and interest.

2. Problem due to lack of sufficient furniture

It was found out that lack of sufficient furniture was one of the major problem of students of general colleges both private and government. One long bench was shared by many students as stated by 37.62 percent students of government general colleges and 30 percent students of private general college. 15.59 percent students of government general colleges also expressed that sometimes they don't have anything to sit so they come out of class. The implication of adequate furniture were clearly stated by students thus this problem faced by students needs urgent attention to bring punctuality among students.

3. Problem related to laboratory and workshops equipments

The problem in relation to laboratory and workshops equipments existed as stated by students government general colleges (70.76%), technical institutes (70.58%), medical institute(20%) and colleges of education (10%).

The problem stated was such as i. Equipments were outdated ii. Equipments were not up to date iii. Equipments need repairing. iv. Inadequate equipments. Laboratory/workshop with such equipments as mentioned by students cannot fulfill the sole objective with which the laboratory is established.

4. Lack of playground for various games and sports

The games were played in the front courtyard of the college as the college lack play ground and it was not very convenient also as the floor is tarred as stated by 29.23 percent students of Sikkim Government College Namchi whereas 100 percent students of private general college, law college and institute of hotel management mentioned that games were not organized due to lack of playground. Particular game was played at particular time in one playground as stated by 70.76 percent students of government general colleges and 26.66 percent students of medical institute. This showed that the lack of playground among majority of colleges/institutes under study has affected the organization of co curricular activities such as games and sports.

5. Problem due to lack of transport facility

The study revealed that students of 100 percent colleges/institutes under study used local taxis and Sikkim Nationalized Transport (SNT) bus at their own expense. Students of Sikkim Government College Namchi complained that Sikkim Nationalized Transport (SNT) bus comes down to college in the morning and at the evening but it was not sufficient as public also travel as it was a government bus. It implied that colleges/institutes should provide traveling facility so that transport section of respective college can sustain from the fees collected from students as for now also they are paying to public vehicles for their travel.

6. Problem due to lack of facility in hostel

The study showed that 40% colleges/institutes did not provide hostel facility for students. The problems of students due to hostel facility are as follows:

- Sikkim Government College, Gangtok (10.94%) stated that there was inadequate infrastructure and it was difficult to stay three to four in one room in hostel.
- Harka Maya College of Education (25%) mentioned that it was difficult to study and concentrate in a dormitory of four grown up students in a single room, 30 percent mentioned that the mess facility was not good, 20 percent mentioned that there was no common room in hostel to watch TV or read newspaper and 25.5 percent mentioned that there were lots of restrictions for grownup students. This implied that hostel accommodation should be provided and it should be adequate also. The hostel accommodation should not be cause for distraction for students from their studies.

7. Problem related to fees

- Majority students of Sikkim Manipal Instititute of Technology (86.27%), Sikkim Manipal Institute of Medical Science (76%), institute of hotel management (50%), colleges of education(40%), mentioned that fees were high so the students from poor economic background cannot afford it.
- Games fees were being paid but had never seen games being organized in college as complained by students of law college (60%). Library fees were being paid but the

college library did not have adequate books as stated by students of law college (60%) and government general college (17.54%).

- It is difficult to pay such a huge amount of fees in a two installments so the students should be allowed to pay in three to four installments, there was no facility according to the money taken as stated by students of colleges of education (25%).

This showed that fees charged in professional private colleges are high especially for students from poor economic background so there should be provision for paying the fees in small installments so that they can pursue their studies. There should be supervision form the State government in the matter of fees charged in government managed college like law college. The colleges/institutes should be accountable to the fees charged and facilities should be according to amount of fees charged from students.

8. Problem related to college environment

- There was disturbance from vehicles from National Highway way near college stated by students of institute of hotel management (60%) and government general colleges (58.47%). Students of Sikkim Government College, Gangtok such as (35.08%) mentioned that sound from the nearby temple during pujas disturbs the class, 28.07% stated that campus was overcrowded and (20.07 %) stated that foul smell from toilets was disturbing.
- Students of law college (60%) mentioned that there was lots of distractions because the college was too near market place and many people were rented in the college building.

It was clearly seen as that student of government managed colleges have problem related to college environment. There is an urgent need to establish new college with proper campus which can provide good academic college environment to students.

9. Problem related to classroom teaching

- Students of government general colleges such as 55.16 mentioned that it was difficult to hear lecture as the class was overcrowded, 39.57 percent stated that some teachers were not regular in taking class, 38.98 percent stated that teachers starts dictating notes as soon as they entered the class they did not bother to explain and 1.94 percent mentioned that teachers did not complete syllabus in time.

- students of government general colleges(51.26%), institute of hotel management (20%) and private general college (5 %) mentioned that lecturing was done too fast so it was difficult to catch up with the speed of lecture.
- colleges of education(25%) and law college and technical institutes (9.8 %) mentioned that most of the teachers were inefficient and could not explain well.
- students of government general colleges (37.03%) and colleges of education (35%) mentioned that it was difficult to understand the pronunciation as most of the teachers themselves were from vernacular background and were not fluent in English.

From the problem stated by students it implied that there is a need to recruit efficient teachers or the teachers of higher education also have to undergo refresher course and orientation course in teaching skills.

10. Problem related to classroom

i. Students of government general colleges 65.69 percent mentioned that there was insufficient teachers, 64.91 percent stated that there was insufficient desk and benches, 60.62 percent stated that the classes were small and overcrowded, 58.47 percent mentioned that backbenchers could not hear the lecture and 30.60 percent mentioned that there was no sound system,18.12 percent mentioned that canteen was too close to some classroom which causes lots of disturbance, 11.69 percent mentioned that there was not enough classroom for students studying mathematics.

ii. Students of law college such as 55 percent mentioned that there was no electrical fittings in the classrooms and 15 percent mentioned that there was no separate classroom for LLM students so they had to sit in library and attend class.

iii. Students of private general college (30%) mentioned that sound echoed in the class so it was difficult to hear the lecture clearly.

iv. Student of colleges of education (20%) mentioned that it was difficult to hear the lecture at the last bench and 15% students stated that there was a lack of good blackboard facility.

v. Students of technical institute (88.23%) and Harka Maya College (45%) mentioned that they did not have enough classrooms.

11. Problem related to method of teaching

- Majority students of 100% colleges/institutes under study expressed that lecturing a monotonous way of teaching so they get bored.
- Students of government general colleges; 49.51% mentioned that some teachers just dictates notes, explanation was not done so it was difficult to understand, 49.31 percent mentioned that teacher speaks very fast so difficult to catch up with their speed, 29.82 percent stated that lecturing was not satisfactory.
- Students of law college (10%) mentioned that teachers did not know how to ask questions sometime they made them nervous and some teachers were not efficient to take post graduate degree class.
- Students of colleges of education 25 percent mentioned that the teachers were inefficient and 17.5 percent stated that teachers usually dictate notes.
- 39.21 percent students of technical institutes mentioned that some teachers were not experienced to teach and some teachers are un approachable.
- 13.33 percent students of medical institute mentioned that some teachers' just tries to complete the syllabus but the needs of students were not taken care of.

12. Library problem

Students from different colleges/institutes under study expressed different problems such as

(i) Inadequate books related to the course were available - colleges of education (75%), private general college (65%), medical institute (53.33%) and technical institutes (29.41%), colleges of education (5%)

(ii) No Xerox facility - government general colleges (60.81%), private general college (40%)

(iii) Only one book was issued at one time - law college (70%) and government general colleges (19.29%), colleges of education (27.5%)

(iv) Old torn books with missing page were available and library is not managed well - government general colleges (37.03 %), technical institutes (7.84%)

(v) Inadequate new edition books - medical institute (60%), technical institutes (35.29%)

(vi) Less space in library - government general colleges (51.26%)

(vii) Noise from vehicles from National highway near college doesn't allow reading silently - government general colleges (38.98 %)

(viii) Inadequate books in mathematics subject - government general colleges (8.77%)

(ix) Library card were issued late - law college (19.49%),

(x) Librarian was busy with office work and remains unapproachable - law college (85%)

(xi) Not allowed to take books during long holidays - law college (40%)

(xii) Books were not issued daily - private general college (25%).

(xiii) No current journals - colleges of education (20%)

(xiv) No heating system was available as it's too cold in Sikkim during winter - medical institute (20%)

Problems related to library as expressed by students of colleges/institutes under study implied that library is in bad state and it need urgent attention of head of the institution and management to update it quickly.

13. Problem related to curriculum

The study revealed that the students of 100% colleges/institutes under study found that the curriculum was theoretical. The curriculum was too vast as stated by students of 90% colleges/institutes under study. Students of only 30 % colleges/institutes under study found that the curriculum did not fulfill the objectives of Higher education. This showed that there is a need of need based curriculum in the state for the various course.

14. Problem related to co curricular activities

The study showed that only students of 10% college (college of education) faced problem regarding the co curricular activities organized in college. 25% expressed that co curricular activities were poorly organized and 20% mentioned that there was no proper guidance from teachers. For proper organization of co curricular activities to fulfill its aims and objective the supervision of teachers are very important which seems to be lacking in the colleges/institutes under study.

15. Problem related to examination and evaluation

The study found out that student of 60% colleges/institutes under study faced problem in connection with examination and evaluation. Students of government general colleges (23.39%) mentioned that marks were not properly awarded in university examination, wrong marks were sent by North Bengal University and had to be sent back for recheck which caused extra tension among students (11.11%). 30% students of law college also mentioned that Annual examination was burdensome and evaluation was not proper according to what was written as the papers were checked in another state in West Bengal. 20% students of institute of hotel management mentioned that there was no proper invigilation which resulted into malpractice in examination hall. 14.66% students of medical institute mentioned that there was lots of partiality in giving marks in examination.

16. Problem related to colleges/institutes

- The problems that students faced in government general colleges revealed that there was non availability of computer facility (53.99%), classroom was overcrowded, common room for boys and girls were not available, transport facility was inadequate, hostel facility was inadequate (50.68%), there was no higher course like MA, M.Sc, so students had to go outside the state (50.29%), there was insufficient teachers (49.70%), campus was very small (49.31%), proper toilets and urinals were not available (46.78%), there was less furniture available in the classroom (45.61%), noise pollution from vehicles which pass near college caused lots of disturbance (43.27%), proper canteen was not available in campus (42.49%), there was not enough space in library (41.91%), option of subjects were not available to choose (41.71%) and timing for the morning shift was difficult for students who stayed far (40.93%), there was inadequate books in the library (38.98%), there was lack of permanent teachers (38.40%), co curricular activities were not well organized (36.06%), classes were not held regularly (34.50%), playground was in bad condition (33.72%), there was no indoor games facility (30.21%), there was no environment to study (30.01%), inefficient lecturers and they taught only from the examination point of view (22.41%), there was no funds available for excursion (20.46%), there was no hostel facilities, teacher did not come to class regularly (19.49%),

laboratory equipments were outdated (17.54%), commerce and science stream were not available in all Sikkim Government College Namchi, there was no playground (17.15%), Geography practical equipment was not adequate (15.59%), there was lack of modern equipments in science laboratory and there was no active student committee (13.64%), there were old and torn books in library (13.45%), science laboratory had old equipments and specimens, there was no teacher quarter (12.47%), student had to go outside the state for practical exam and faced language problems (11.69%) and there was no sound system in the classroom (3.11%).

- The problems that students faced in government professional colleges revealed that there was no college building and there was inadequate books for study and issuing in library (80%), there was no hostel accommodation (70%), there was no campus (30%), computer facility was not provided, authority did not allow any student organization and guest speakers were never invited in the institution (30%), there was no transport facilities, identity card was for a very limited period of six months and there were other people rented in same college building which caused disturbances (20%). Students of government institute of hotel management stated that there was disturbance from the noise of vehicles of highway (80%), there were inadequate books for study and issuing in library and also that there was no campus (40%).

- The problems that students faced in private general and professional colleges revealed that co curricular activities were not organized in college as stated by 30% students of private general college and 10.66% students of medical institute. 35% students of private general college, 20% students of colleges of education and 16% students of medical institute mentioned that transportation facility was not provided. 50% students of private general college and 38.66% students of medical institute mentioned that there were inadequate books in library. Students of private general college such as 40% stated that the computer facility was not provided in college and 25% stated that there was no play ground in the college. 30% students of colleges of education and 20% students of private general college mentioned that there were inefficient teachers in college. Students of colleges of education stated that it was difficult to understand the pronunciation of teachers as some of them were from vernacular medium (30%), teachers just dictated

notes (25%), there was no telephone facility in campus (10%) and the canteen facility was not good (5%). 52.94% students of technical institutes and 20% students of medical institute mentioned that there were insufficient teachers in college. Student of technical institutes (Himalayan Pharmaceutical Institute) stated that college was very far and there was no facility for sport and games (6.86%) and there was no updating of library (4.90%). 17.33 percent students of medical institute and 12.74 percent students of technical institutes (Sikkim Manipal Institute of Technology) mentioned that new edition books were not available in library. 46.66 percent students of medical institute and 38.23 percent students of technical institutes (Sikkim Manipal Institute of Technology) mentioned that teachers kept changing. Students of medical institute stated that there was less patient in the hospital resulted into less practical work (66.66%) and there was no student council so gap between students and administrators (10.66%).

6.9 Feed back from former students

Findings related to infrastructure

1. College building

The study revealed that former students of 100% colleges/institutes under study expressed the importance of own college/institute building instead of rented college/institute building so that that the rent that are to be paid could be used for maintenance and development of college/institute.

2. Hostel facility

The study revealed that former students (76%) of colleges/institutes under study showed importance of hostel facility for students from far off places. They also expressed that student who was staying in rented house which did not provide enough security especially to girls students. Moreover it that added extra burden to them as they had to take care of whole house as well as studies.

3. Transport facility

The study showed that transport facility was not available in 80% colleges/institutes under study as expressed by former students. 66.66% former students

of colleges/institutes under study used Sikkim Nationalised Transportation (SNT) bus and local taxi for transportation which was found to be very expensive for students. They stated that Rs.15- 50 per day expense for transportation was very high for students. Need of college bus is one of the main requirement of colleges/institutes which increases regularity and punctuality among students which in turn adds to proper running of classes.

Findings related to Finance

1. Scholarships

The study revealed that former students of only 20% college that was government general colleges mentioned that financial assistance of 1,200 per annum were given to all students of Sikkimese origin. Former students of rest 80% colleges/institutes under study also expressed the need of scholarships for students which will act as reinforcement and for motivating students.

2. Fees

The study revealed that former students of 40% colleges/institutes such as medical institute (66.66%), colleges of education (50%) and technical institute (50%) mentioned that the fee charged in college was too high. They expressed that fees should be allowed to pay in smaller amount in many installments so that even the students from poor economic background can enter the course and complete the course successfully. Whereas 30 % former students of government general colleges and law college stated that the fee charged in college was low and they expressed that it should be average so that the funds collected from fees can be used for maintenance of college instead of waiting for government to pay.

Findings related to administration

1. Admission

The study revealed that 100% former students of colleges/institutes under study stated the importance of Common Admission test to select students especially for

professional courses. They expressed that it makes students aware of the course that they are preparing for.

2. Course satisfaction

The study showed that former students of institute of hotel management (100%), medical institute (100%), technical institutes (83.33%), law college (80%), colleges of education (75%), government general colleges (64.70%) and private general college (60%) were satisfied with the course that they opted in the respective colleges. Although majority of them (70%) stressed the need of course which produce skilled manpower in society which in turn will help in getting employed. Need of guidance for students to choose the correct course was also stressed by them.

Findings related to Academic

1. College environment

The study revealed that former students of institute of hotel management (100%), private general college (80%) and government general colleges (52.94%) mentioned that there was disturbance from the noise of vehicles from National Highway. 100% former students of law college mentioned that other people rented in the college building caused distraction so they stressed of having own college campus where proper environment can be provided.

2. Method of teaching

The study revealed that 100% former students of colleges/institutes under study stated that teacher used lecture method. Different methods of teaching like discussion method, demonstration method were used sparingly. 80% former students of colleges/institutes under study stated that teacher usually dictated notes in the class. They emphasized that efficient teachers should be recruited, orientation of new teachers to the different method of teaching and refresher should be made compulsory.

3. Library

The study indicated that 100% students of colleges/institutes under study mentioned that library should be stocked with adequate books, new journals, newspapers. The sitting arrangement should be proper so that students can go through the reading material without being disturbed. Adequate space to accommodate students and open shelf system for students should be given so that many students can avail the facilities of library. The working hour of library should be fixed but not according to the convenience of librarian. The need of full time librarian is stressed by former students of 40% colleges/institutes under study.

4. Curriculum satisfaction

It was revealed that 80% former students of colleges/institutes under study stressed the need of need based curriculum. 50% former student of colleges of education and 17.64% former students of government general colleges mentioned that the curriculum is outdated and expressed the need of thorough revision and updating of curriculum.

5. Co curricular activities

The study indicated that 35.29% former students of colleges/institutes under study expressed the need of conducting co curricular activities in colleges/institutes. The social values like team working, tolerance are developed through these activities.

The former students of government general colleges (35.29%), colleges of education (25%) and technical institute (16.66%) mentioned that the co curricular activities were not well organized and students were not well informed about the co curricular activities organized in college. Therefore they stressed on the proper organization of co curricular activities with the guidance of teacher.

6. Examination and evaluation

It was found out that 100% former student of colleges/institutes under study expressed preference for semester type of examination. Former students of law college (80%), colleges of education (75%), government general college (70.58%) and private

general college (60%) mentioned that there was relatively high failure percentage in university examination, students faced language problem to approach university that is North Bengal University where Bengali language was used and University is outside the state so it was difficult to convey any problems to them. Therefore they had stressed on the establishment of general University in the State itself.

6.10 Findings from interview taken from the officials of Secretariat Level

- All the six officials of secretariat level of Human Resource Development Department were aware and interested for the development of Higher Education in the State. They mentioned that teachers should be recruited based on UGC norms and also felt the need of State Government policy for establishment of colleges/institutes based on UGCs guidelines. They also stressed on the establishment of Sikkim Council of Higher Education (SCHE) for better monitoring and development of Higher education. They also mentioned that State Government provides scholarships to the students pursuing higher studies in different colleges and universities of our country.
- They were aware about the aims and objectives of Higher education which are as follows (i) development of human resource (ii) specialization of education (iii) accelerating the pace of modernization (iv) development of enlightened citizens.
- However all the six officials had not carried any supervision of the colleges or institutes of the State.
- They all were conscious about the problems about Higher Education in the State. Some of the problems mentioned by them are as follows:

(i) Less college to accommodate increasing number of students (ii) Less number of faculty (iii) Large number of teachers on adhoc basis who leave the job anytime as they get better prospect. (iv) Crunch of financial assistance (v) lack of teaching faculties (vi) lack of infrastructure (vii) lack of teaching/ learning environment.

- Some of the suggestions offered by the six officials for the better functioning of educational administrative machinery in Higher Education of Sikkim were as follows(i) more colleges should be established in the Gangtok itself to accommodate the large number of students from Sikkim Government College, Gangtok (ii) Infrastructure should

be developed (iii) teacher should be appointed on regular basis (iv) more funds should be allotted (v) professional courses should be encouraged to develop skilled manpower.

6.11 SUGGESTIONS FOR IMPROVEMENT IN THE FIELD OF HIGHER EDUCATION IN SIKKIM

6.11.1 Administration

(i) Establishment of more colleges is very important to cater to the needs of the students from all the four districts of Sikkim and distribute the students equally. Since enrolment in general education is three times more than in professional colleges, this also avoids over crowding of the general colleges currently present in the state.

(ii) Sikkim has not yet established any high level board, council or committee to advise and provide expert guidance in matters related to Higher Education. Thus establishment of State Council of Higher Education is very essential for proper coordination and maintenance of higher education in the state.

(iii) The Higher Education in Sikkim is looked after by secretariat. The Joint Secretary I is given responsibility to look after higher education in particular. It may be advisable now to examine the need to establish separate directorate for Higher Education for its effective management.

(iv) The need of an hour is immediate establishment of Sikkim University since Sikkim University Bill was passed by the cabinet and Sikkim University act was formed in 2003.

(v) Leadership style of the head of the institute of higher education should be democratic for the proper functioning of the system and encourage team work. So that good relation is also ensured between Head of the Institute, teachers and students which makes the working environment easy and workable.

(vi) The head of institute should make sure that the administration be transparent, there should be disintegration of power and division of responsibility.

(vii) The Government was to adopt a policy regarding establishment of colleges and sanctioning grants based on the type of college.

(viii) Co-operation and co ordination between staff member should be maintained by organizing various academic activities.

(ix) Time to time the supervision by the authorities (both government and university) should be carried out though maintaining the autonomy and academic freedom of each colleges/institutes.

(x) The need of the hour is to bring confidence in the ability of the state colleges for providing education relevant to the present context and that too cost effectively.

(xi) Students need opportunities to put classroom learning into practice. Students need service programming so they can volunteer, be exposed to social problems, and have the opportunity to solve those problems.

(xii) Environment for study should be encouraged through various modes and media available.

(xiii) More optional courses should be provided in college so that students can choose the subjects according to their capability and interest.

(xiv) Higher education colleges/institutes should adapt itself to the use of Information and Communication Technology to face the challenge of globalization.

(xv) Morning, day and evening- the three shifts in one college should be removed and only full time day classes should be conducted to provide quality education to the students and for better contribution from the teachers. The three shifts also cause fatigue among teachers and they can not remain accountable to their profession.

(xvi) Student committee should be formed in each colleges/institutes and work for the welfare of students.

(xvii)Fixed dress code like uniform is not required for students of higher education as they are grown up human being.

(xviii) Medical institute should attract more patients for which they have to make their service friendly especially for rural people.

(xix) There is a need to place greater emphasis on enrolment of students from underprivileged backgrounds such as the rural areas, the scheduled castes and tribes and other backward groups, minorities, the disabled and others who have suffered from discrimination which has existed for centuries.

(xx) Guidance and counseling services in Higher Education were missing. There should be effective co ordination between emplying agencies and educational institutions which could help in the placement of students.

Teachers

(xxi) Only qualified, competent, efficient teachers who can compete anywhere in India should be recruited in the colleges/ institutes of higher education.

(xxii) UGC norms like NET/SLET with 55 percent marks in post graduate degree should be must for appointment of teachers.

(xxiii) Permanent teachers should be recruited for giving quality education. Contract for the teachers should be at least 5 years so that teachers stay for five years in each college/institute.

(xxiv) Sufficient number of teachers should be provided and lecturer for each subject should be provided to avoid the burn out of teachers.

(xxv) There should be proper advertisement whenever the post of lecturer is lying vacant so that many candidates can apply and the best can be chosen for disseminating knowledge.

(xxvi) Adhoc and part time teacher should be avoided to bring accountability among teachers of Higher education.

6.11.2. Infrastructure

(i) Campus of Sikkim Government College the oldest college at Gangtok should be enlarged or new college should be established to accommodate large number of students presently studying in that college.

(ii) Classroom should be big enough to accommodate all students.

(iii) Adequate furniture should be provided.

(iv) Sound system in the classroom should be provided so that even the students sitting at the back bench in a large classroom can hear the teacher teach.

(v) Laboratories should be well equipped with modern equipments to disseminate better practical knowledge and give access to students about modern technology especially coming from rural areas.

(vi) Computer facility should be provided to students.

(vii) Sufficient space in library is important to accommodate the increasing number of students.

(viii) Xerox facility should be provided.

(ix) Common room for boys and girls should be provided.

(x) Adequate toilet facility should be provided.

(xi) Indoor games facility should be provided.

(xii) Playground should be improved.

(xiii) Adequate transport facility should be provided.

(xiv) Proper canteen should be provided in campus.

(xv) Public telephone booth with STD in campus is important in case of colleges/institutes which are located in far off places in rural areas.

(xvi) Adequate hostel facility should be provided to accommodate students from far flung areas.

(xvii) Teacher quarter should be provided.

6.11.3 Finance

(i) Fund allocation for higher education should be increased.

(ii) Scholarships for the meritorious student pursuing Higher Education should be provided to motivate them and assist them financially.

(iii) Financial support for minorities who are good in studies should be provided to encourage them to come forward and join the main stream of society.

(iv) Up-to-date equipment in the laboratory/workshops should be purchased.

(v) Enough funds for excursion should be provided especially in government colleges so that even the students from poor students can join the excursion which gives them chance to visit various places and interact with different people, culture and custom of our nation.

(vi) Institutions of higher education should make efforts to raise their own resources by raising the fee levels, encouraging private donations and by generating revenues through consultancy and other activities. On the other hand Government of Sikkim should monitor that these higher education institutes do not function as profit making industry.

(vii) The Government will have to step up measures for encouraging self-reliance while providing a much more massive investment than hitherto.

6.11.4 Academic

Course

(i) Higher courses like MA, MSc should be provided in the colleges/institutes of state so that deserving students can acquire higher education in the state itself.

(ii) Commerce and science course should also be provided in the Sikkim Government College, Namchi also to cater to the need and demand of the students as that is the only government general college in south district of the State.

(iii) More Honours subject should be provided in general colleges as this is one of the criteria needed for post graduate course. So if more honours subject are provided than the students can have access to higher education.

(iv) More options for method paper should be provided in the colleges of education so that students can master the skills of teaching in their specialized subjects.

(v) Curricular changes should be considered to teach youths the skills and knowledge needed to be participatory citizens.

Library

(i) Adequate books should be available for reading in the library and also for issuing.

(ii) Books that are placed in demand by the college and those books that are actually acquired from supplier should be checked whether exact books are supplied or other books are supplied or books are second hand type.

(iii) New edition books should be provided in the library.

(iv) Students should be allowed to take books during short holidays also as some of the government college do not allow the students to take books during holidays which prevent them from doing their assignment and simple reading also. Most of the students from rural area cannot buy books themselves.

(v) Library should be updated timely.

(vi) Working hour of library should be extended so that students and teachers can do their work little longer.

(vii) Journals and magazines should also be provided which carries lots of new information.

(viii) Computer and Internet access in library for browsing the information is important to keep abreast with the new developments in various fields of education.

Co curricular Activities

Co Curricular Activities should be well organized which has psychological, social, physical and moral value. Ways and means should be found out to attract the maximum number of students to these activities or it might be suggested that co curricular activities be made compulsory.

Examination & evaluation

(i) Entrance examinations for admission should be held to give choose students who are able to undertake further education.

(ii) System of examination should be semester type to reduce burden for students and which also make students study all through the course.

(iii) In Government General College, Gangtok final practical examination should also be held in the college itself. Students have expressed that it causes extra tension, anxiety and they do not understand the language spoken in the colleges where they are sent, usually the colleges which are chosen by university to conduct practical are located in North Bengal where they use Bengali language more than the English and Hindi which causes inconvenience and adjustment problem to our students from the state as a result they cannot do their practical examination well and cannot score well.

6.12 SUGGESTIONS FOR FURTHER RESEARCH

The present study had studied the Higher Education in Sikkim consisting of the development of Higher Education, present status of infrastructure, finance, administration and academic in higher education, problems of college teachers and students and remedial measure for the same. Other domains were also included such as affiliation of colleges/institutes, recognition by UGC, State Government and councils, courses, research studies etc. In the course of study there was a felt need to conduct other researches on other aspects of Higher Education not covered in this work. It would indeed be enrichment to the educational world, if research were carried out in the following areas:

(i) A Study of patterns, procedures, policies and planning of Human Resource Development Department, Government of Sikkim in the matter of Higher Education can be conducted.

(ii) Case study of one Government College and private college can be conducted to know the reason why students' enrolment is higher in general courses then in professional courses.

(iii) A study of the financial management of colleges/institutes present in the state might also be conducted.

(iv) A study of some problems of Higher Education in Sikkim with special reference to the Financing of Education since 1975-2005.

(v) A study may be under taken to locate specific problem faced by colleges which are affiliated to university that is located outside the state (i.e. in West Bengal).

(vi) An Investigation to the existing conditions and developmental problems of Affiliated Colleges in North Bengal University Area can be conducted.

(vii) A comparative study of the performance of degree colleges under different managements in Sikkim can be conducted.

(viii) A comparative study in the relationship between the attitude of teachers and the performance of students can be carried out.

(ix) A comparative study on the development of Higher Education in different states of the North East region might also be conducted.

(x) A study may be conducted on the status of teachers of higher education and their self concept.

(xi) A study may also be conducted on the implication on society due to lack of proper higher education institute like University in the state.

(xii) A study of student services in the colleges in Sikkim.

(xiii) The existing system of examinations in Higher Education and measures for improving upon it can be conducted.

(xiv) A critical study on the effectiveness of the existing curriculum of undergraduate course in Sikkim.

(xv) A study of the classroom climate and methods of teaching adopted by teachers of higher education can be conducted

(xvi) Wastage and stagnation in collegiate education in Sikkim.

CHAPTER SEVEN

CHAPTER VII
SUMMARY

7.0.0 INTRODUCTION

The summary epitomized all the facts and findings in the preceding chapters. The present study had analyzed the development of Higher Education in Sikkim since the state became a part of Indian union. In the first chapter, the profile of Sikkim including the people of Sikkim, the overview of history of Sikkim and the administrative structure of education in the state, need and significance of the study, statement of the problem, definition of term, the objectives, scope of the study, delimitation and limitation of the study were presented. The second chapter traced the progress of Higher Education in Sikkim from the time it became the part of Indian union up to the present day. The third chapter constitutes a brief review of the researches done to analyze the various aspects of Higher Education in the country and abroad. In the fourth chapter, method and procedure adopted for the study was described. The analysis and interpretation of data was presented in chapter five. In chapter six, the major findings, their educational implications and suggestions were presented. The present chapter seven dealt with the summary of the entire study of Higher Education in Sikkim.

7.1.0 BACKGROUND OF THE PRESENT STUDY

In 1922, the Education Department was placed under the Judicial Secretary. According to census report in 1975, there were two hundred sixty four schools in Sikkim. After the merger of Sikkim with India, the total number of government schools in the State reached 264 in 1975-76 and in 2004-05 it stands at 742. As on 31.10.2002 there were 471 private schools in the state of which 231 pre primary, 114 lower primary, 77 primary, 26 junior, 10 high and 5 senior secondary schools. The state also has two Kendriya Vidyalaya, three Navodaya Vidyalaya, fifty monastic schools, twelve Sanskrit pathsalas and one Madrasa.

The Sikkim Board of School Education was set up on September 12, 1978 by the Sikkim Assembly.

District Institutes of Education and Training (DIET) was established in 1998. So far there is only one DIET at Gangtok to cater to the training of elementary teachers of

the whole state. However Government of Sikkim, Department of Education, passed notification No.245/Est-1/Edn, dated: 20.1.2004 which notified the establishment of DIET at Namchi, South District, South Sikkim. Establishment of one more DIET in West Sikkim, Soreng was notified by Government of Sikkim Gazette, Human Resource Development Department, in reference no. 269/Est-I/HRDD dated 9.8.2005. Infrastructure for starting these two DIET is ready but has not started due to lack in trained manpower.

State Institute of Education is an academic wing of Directorate of Education that was established in 1978-79.Efforts are on to convert the SIE into the State Institute of Educational Research and Training (SIERT) by strengthening it on the lines of the National Council of Educational Research and Training (NCERT), for better and wider academic pursuits, with a Director/Joint Director as its head as quoted by Mahajan, Baldev, Majumdar Srilekha, Agnihotri D.C., in 1995 in the Educational Administration in Sikkim. However the state has not set up the SIERT till date.

Government of Sikkim, Department of Education, passed notification No. 40/Home/95, dated: 10th July 1995 which notified the setting up of a Directorate of Higher Education and a Directorate of Primary and Secondary Education in the Education Department. However the state setup only Directorate of Primary and Secondary Education and till date the Joint Secretary I is given responsibility to look after higher education in particular.

According to notification passed by Government of Sikkim, dated 24th May 2004, the Education Department was renamed as Human Resource Development Department.

Human Resource Development Department has taken giant step toward achieving quality education by launching a massive programme for training for primary and secondary level teachers. The programme aims at clearing the backlog of about 1600 secondary level and 4000 primary level teachers through IGNOU in a phased manner. From January 2003 to July 2004 Human Resource Development Department has registered 1589 teachers of primary school level for CPE training. From January 2003 to January 2005 807 teachers of senior secondary and secondary level of government schools were registered. The State Government is spending 3030 per candidate teacher for undergoing Certificate in Primary Education (CPE) course, 13700 per candidate

teacher for undergoing B.Ed course and also pays for supporting staff and centre charge. IGNOU pays for counseling classes, workshops, practice teaching and academic activities.

7.2.0 NEED AND SIGNIFICANCE OF THE STUDY

The need for investigating the area of Higher Education in the State of Sikkim was felt because of the following reasons:

1. However till now Sikkim has not yet established any high level education board, council or committee to advise and provide expert guidance in matters related to higher education.
2. In Sikkim access to higher education is limited due to various reasons. People of Sikkim have no access to the general academic university education i.e. post graduate and research education (M.Phil and PhD) at their own place. Till date the colleges of Sikkim do not conduct postgraduate classes in the field of humanities, only the private constituent colleges of Sikkim Manipal University provide M.Sc in Physics, Chemistry. A large number of students from Sikkim go out to other parts of the country for degrees such as, M.A, M.Phil, and PhD in humanities and social sciences, sciences and professional courses respectively. These pose great difficulties and financial burden to students to pursue for higher education elsewhere. In fact it is seen that many of them stopped their post graduate and research education after college education due to various factors.
3. Till date Sikkim does not have regular general university of its own, however higher education from college level leading to Masters and research in arts subjects are obtainable through Open Universities and correspondence courses operated in Sikkim.
4. There is an urgent need for establishment of general and professional university to cater to the growing demands of higher education in the state. It is found that colleges are mostly located in the east district and in the south district only hence there is need for establishment and growth of more colleges in other parts of the state too.
5. There is a lack of research on all fronts in education in the state. For development of Sikkim in its totality, researches in the entire fields are necessary but Sikkim is

still found to be backward especially in the field of Higher Education. As a matter of fact, very less research in education has been carried out even after its integration with the Indian Union in 1975. When compared with the national level the picture of Sikkim is very discouraging. Till date practically there is no systematic research being conducted with reference to higher education in Sikkim. Today there is an urgent need of research to be conducted in higher education towards solutions associated to its various problems.

7.3.0 OBJECTIVES OF THE STUDY

The objectives of the study are as follows:

I. To study the development of Higher Education in Sikkim such as general and professional.

II. To investigate the status of the following in Higher Education
(a) Infrastructure (b) Finance (c) Administration (d) Academic

III. To study the problems of college teachers.

IV. To find out the problems of students.

V. To assess the feedback from the former students.

VI. To suggest measures for improvement in the field of Higher Education in Sikkim.

7.4.0 SCOPE OF THE STUDY

The scope of the study is comprehensive. It covered the development of Higher Education in Sikkim from the time Sikkim became a part of India. It also includes the status of Administration, Infrastructure, Finance and Academic on Higher Education. It also deals with finding out the problems of teachers and students of the institutions of Higher Education and suggests some remedial measures.

7.5.0 REVIEW OF RELATED LITERATURE

In the review of related literature, the findings of different researchers that had some relation with the present study had been classified under the following categories such as (i) Related studies on the Historical development of higher education (ii)Related studies on Infrastructure (iii) Related studies on Financial Management (iv) Related

studies on Administration (v) Related studies on Academic Organization (vi) Related studies on Problem of Teachers (vii) Related studies on problem of Students (viii) Related studies on problem of Higher Education. The views of the different authors had at times fully and at other times partially supported the findings of the present study.

There had been an considerable increase in the number of educational institutions viz, affiliated, constituent colleges and the university after the India attained independence. In some States the quantitative growth in institutions occurred after they became part of India. There was quantitative growth in enrolment and number of faculty also. Quantitatively, the post independence period saw a massive expansion of education. However there was no parallel growth between the professional and general education in most of the states of the country.

A number of studies revealed that the physical facilities in higher education institutions were inadequate and in some cases there was no proper use of available facilitates. The inadequacy was seen in the size of the classroom, the classroom were small for increasing student population, inadequate hostel and laboratory facilities.

There had been considerable increase in educational expenditure as reported by number of studies. It was also revealed that the recurring expenditure in science and technical education was higher than that in arts and social sciences. The expenditure for higher education was less as compared to higher education. The low levels of capital expenditure, inadequate funds from the government, etc., had damaging effects on the quality of education provided in institutions of higher education.

Majority of studies revealed that teachers in majority of institutions of higher education follow lecture method. In some cases teachers were not aware of the full implications of such methods as seminars, small group discussions, assignments, self study report, etc. Teachers and students of the most of the colleges as revealed by studies were of the opinion that semester system of examination was better than the annual examination system. Though few studies had doubted the reliability of external assessment and suspected subjectivity in internal assessment.

The overall problems of higher education were unplanned mushrooming of institutions, ballooning of students' enrolment, growth of educated unemployment, lack of infrastructure, improper budgeting system and ever increasing expenditure.

7.6.0 METHODOLOGY

An attempt has been made to study Higher Education in the state of Sikkim. The methodology adopted in conducting the study was survey method.

i. POPULATION

The population in this study means all the principals, teachers, students, former student of colleges and institution of higher education of Sikkim. These colleges/institutes includes all that government general colleges, private general college, law college, colleges of education, medical institute, engineering institute, institute of hotel management, pharmaceutical institute, Sanskrit college and institute of Buddhist Studies.

ii. SAMPLE

Ten colleges/institutes of higher education were chosen which provides general, professional education. A sample of ten principals, 130 teachers, 800 students from ten different colleges/institutes were included in the study.

Questionnaire was given personally by the investigator to the respondents by visiting concerned colleges and institutes several times. Total of one thousand two questionnaires were distributed to the whole sample, of which nine hundred forty filled in questionnaire were collected back. Accordingly, respondents were the 10(100%) principals, 130 (92.85%) teachers and 800 (93.89%) students.

7.7.0 TOOLS

In the present study questionnaire for the principals, questionnaire for college teachers, questionnaire for college students and interview schedule for former (ex) students of representative colleges, a member from management of private colleges/institutes and officials of Human Resource Development, Government of Sikkim were prepared in order to know the present status prevailing in the higher education and the problem of teachers and students of colleges/institutes.

(a) Development of Questionnaire

After the extensive reading of books related to study, journals, magazines and records, three sets of questionnaire separately for the principals of colleges/institutes,

colleges/institutes teachers, colleges/institutes students was prepared. On receiving clearance and approval from the Supervisor, the same was given to the experts of the department of education, North Eastern Hill University for their advice. On the basis of suggestions and advice items were modified accordingly. The three sets of questionnaire were made ready for try out after the final approval from the supervisor.

To determine the suitability of tools, the questionnaires were tried out to the three principals, ten teachers and twelve students of three colleges of Gangtok, east Sikkim and one principal, five teachers and five students of a college from Namchi, south Sikkim. When the responses were received, they are analyzed, modified, and final form of questionnaire was prepared.

(b) Development of Interview Schedule

Three sets of Interview schedule was prepared separately for former (ex) students of representative colleges and officials of Human Resource Development, Government of Sikkim. The Interview Schedule also went through the same procedure of correction and modifications. Before finalizing the respective interview schedule was tried out on five students from three colleges of Gangtok and three students from one college of Namchi, discussed with three officials from secretariat of Human Resource Development, Government of Sikkim. The final form of Interview Schedule was prepared after the modification based on the try out and final approval from the supervisor.

(c)Sources of Data

Both primary and secondary sources were used in the collection of pertinent information regarding higher education in Sikkim. All the available primary sources such as letters of correspondence in the office of the Secretariat, notification and bill passed in the cabinet of the state government, unpublished statistical data in the Human Resource Development Department, letter of correspondence between the University and the colleges/institutes and UGC, and other official records maintained in the archives. The secondary sources were the text and reference books, journals, encyclopedias, survey of research in education and periodical publications on the subject. Information has been collected from the Statistical and Information and Public Relation office, Government of Sikkim.

Data were collected from a sample of college principals, college teachers and students, former students, a member of management and officials of Human Resource Development Department.

7.8.0 PROCEDURE FOR DATA COLLECTION

(a) Administering the Questionnaires

The entire questionnaires for principals, teachers and students were distributed personally by investigator. At first a list of all the colleges and institutes of higher education in the state were prepared later out of which ten colleges/institutes of higher education were selected. Investigator prepared the list of total number of faculty and total number of students in these ten colleges/institutes. The percentage of selected sample from the population varies from college to college due to difference in the type of institute, management and the courses offered. Then the investigators personally visited each colleges/institute and sought permission from the head of college/institute to administer questionnaire. A liberal amount of time was provided for them to complete the questionnaire by the respondents.

(b) Administering the Interview Schedule

Investigator collected names of the former passed out students form the ten colleges/institutes under study and selected total fifty former students. Investigator went to different offices, shops, private homes to meet former students. Appointment was taken from the officials of secretariat level of Human Resource Development Department and fixed the date and day for interview and investigator personally conducted face to face interview.

(c) Documentary Study

The investigator also went through books on education, encyclopedias, magazines, journals, research report from Survey of educational research Volume I-V, book reviews, gazette of Sikkim from 1974- 2004, census records were obtained from the Directorate of Statistics, Monitoring and Evaluation, Government of Sikkim, data about finance were collected from Finance, Revenue and Expenditure Department, Government of Sikkim, educational statistical records were collected from Planning Section of Human Resource Development Department, publications, statistical files and examination results

were obtained from colleges/institutes in the state. The letter of correspondence between the colleges/institutes and university, between colleges/institutes and UGC.

The method of data collection was a time consuming process. It took about six months to get a representative sample of responses from the principals, teachers and students.

7.9.0 ANALYSIS OF DATA

The data after collection through documentary materials like official records, statistical reports, magazines, journals, books, encyclopedias, letter of correspondence were processed and organized in chapter two. The data collected through questionnaire and interview schedule has been analyzed using percentage as a statistical technique.

7.9.1 DEVELOPMENT OF HIGHER EDUCATION IN SIKKIM

The development of Higher education in Sikkim started late and also it was surprisingly slow. The Task Force Committee has been constituted in the Education Department, Government of Sikkim, vide notification No. 01/08/212/2002/EST/EDN, dated August 2, 2002 to examine the necessity and prepare a report for establishment of a separate University in the State of Sikkim. The Committee had submitted a complete report on the subject on 24th January, 2003. The Sikkim University Bill, 2003 (Bill No. 4) of 2003 was introduced in Sikkim Legislative Assembly on 28th February, 2003. The Governor of Sikkim had given his assent on the bill. According to notification no. 5/LD/2003, dated: 24.6.2003, the Sikkim University Act 2003 (Act No.2003) was published. The state has decided to establish affiliating university which conducts teaching and undertakes intensive research.

In 2004-05, the total number of colleges/institutes has reached sixteen. In 1975-76 there were only three colleges in the State. In2004-05, the colleges/institutes increased 5.3 times than in 1975-76 Previously when few colleges were established, the Government of Sikkim selected teachers who were qualified like candidates with post graduate degree and above. Later as per Government of Sikkim, Gazette no.337/Est.I/Edn dated 1.4.2004 accepted the State Level Eligibility Test Commission, Assam (North- East Region) as the State Level Eligibility Test Commission for the state of Sikkim for

conducting the State Level Eligibility Test (SLET) for selection of lecturers in the colleges of Sikkim.

Enrolment in higher education colleges/institutes has increased drastically for the past five years. It was also seen that enrolment in general colleges were high then the enrolment in professional colleges/institutes. Whereas there has been steady growth in the number of faculty for the last five years.

The existing colleges/institutes of higher learning in the state are such as Sikkim Government College Gangtok, Government College Namchi, Government College Rhenock, Sikkim Government Law College, Institute of Hotel Management Catering Technology and Applied Nutrition, Government Sanskrit Mahavidyalaya Gyalzing, Damber Singh College, Himalayan Pharmacy Institute, Harka Maya College of Education, Loyola College Of Education, Sikkim Manipal Institute Of Technology, Sikkim Manipal Institute of Medical Science, Pakim Palatine College, Research Institute of Tibetology, Sikkim Institute of Higher Nyingma Studies, Karma Sri Nalanda Institute for Higher Buddhist Studies and Advanced Technical Training Centre and Centre for Computers and Communication Technology.

7.9.2 GENERAL INFORMATION

It showed that 70 percent of the general and professional colleges/institutes were affiliated to a University of North Bengal which was located in West Bengal due to absence of University in the State itself. Hotel Management Institute was also affiliated to IGNOU for awarding degree. Sikkim Manipal Institute of Technology and Sikkim Manipal Institute of Medical Science were the two constituent colleges of Sikkim Manipal University, Gangtok.

40 percent colleges/institutes were recognized by UGC whereas 100 percent colleges/institutes under study were recognized by the State government of Sikkim and also by their respective councils. Howe ever all the ten colleges/ institutes under study were yet to be assessed by National Accreditation and Assessment Council (NAAC) and National Assessment Board (NAB).

The majority of general colleges offered bachelor degrees in different disciplines whereas the professional colleges/institutes offered post graduate degree along with graduate degrees.

Full day classes were run by 70 percent colleges/institutes under study. Whereas Sikkim Government College, Gangtok carried out three shifts such as morning, day and evening programme of class. Sikkim Government College, Namchi carried out morning and day shift. Damber Singh College carried out only morning shift. The reason for these shifts was due to large enrolment in these general colleges.

The teachers in higher education were recruited as per the UGC norms in 70 percent colleges / institutes whereas only 30 percent of colleges /institutes recruited teachers on the basis of interview. It was found out that in higher education colleges/institutes there were total 7.25% of teachers with PhD degree, 1.61% with M.Phil, 60.72% with master degree, 26.61% with bachelor degree and 1.88% with diploma degree.

The study revealed that students were given admission based on merit in all the colleges/institutes and only in the Government general colleges the entire students who seek admission were given admission. The reservation for ST/SC/OBC were given in all the colleges in the state whereas 30% colleges offer reservation for students of North East States and for children of defence personnel. Only 30 percent colleges/institutes under study had student's organization,

7.9.3 STATUS OF THE INFRASTRUCTURE IN HIGHER EDUCATION

80 percent colleges/institutes under study had their own college building but the government law college and institute of hotel management did not have their own college building and the classes were run in rented building.

100 percent colleges/ institutes under study have well lighted and ventilated classroom but the Sikkim Government College Gangtok mentioned that the classrooms were overcrowded and it was difficult to accommodate large number of students. It was found out that 70.76 percent students of Sikkim Government College Gangtok and 30 percent students of private general college mentioned that the college did not have the

sufficient number of furniture. Perhaps this may be due to large enrolment in general colleges.

Only 40% colleges/institutes had separate room for indoor games. 100 percent colleges/ institutes under study had separate room for Principal and Office rooms. The 20% college/institute did not have separate section for various department so separate room for head of the department did not arise. 10% college had separate department but there was no provision for separate room for head of the department. The single room for teachers was provided in 10% college only. 20% colleges/institutes provided a room which was shared by 2-3 teachers. 30% colleges/institutes provided room in each department which accommodated teachers of respective department. 40% colleges/institutes provided a large common room to accommodate all the teachers teaching in the colleges/institutes.

Only 20% colleges/institutes provided separate common room for girls and boys. 70% colleges/institutes had auditorium hall. Except Law College, 90% colleges/institutes under study provided computer room. 30% colleges/institutes provided internet facilities for students in the college.

90% colleges/institutes under study had separate room for library whereas only law college did not have separate room for library. Library in law college was in the large room in office, where reading table and chairs were provided for students to consult books. 90 percent colleges/institutes under study provided the reading room in college library. The reading room of 20% colleges/institutes under study did not have well lighted and spacious reading room.Gymnasium was not available in 100 percent colleges/institutes under study in the state. 20% colleges/institutes had separate playground for different games. Whereas 80% colleges/institutes did not have separate playground for different games. Majority (80%) of colleges/institutes had facility for the use of teaching aids. 30% colleges/institutes provided residential quarters for teachers. It was found out that separate hostel accommodation for boys and girls were provided in 60% colleges/institutes

7.9.4 STATUS OF FINANCE IN HIGHER EDUCATION

It was also noticed that only the government colleges were fully financed by the State government and all the private colleges and institutes were unaided. 100 percent colleges/institutes under study prepared annual budget, accounts were audited annually and records of receipts and expenditure were maintained properly.

The State Government was main source of income in colleges/institutes managed by Government. The private colleges had main source of income was from tuition fees. Only 20 percent colleges/institutes provided information about the expenditure and they have mentioned that majority of expenditure is spent on the maintenance.

The State Government was the source of salary for government general colleges and law college. Private colleges/institutes paid teachers salary entirely by management. 100 percent teachers of all the colleges/institutes under study stated that they received salary regularly.

100 percent colleges/institutes under study provided House Rent allowance and Dearness Allowance. Only 20 percent institutes provided Medical allowance. 80 percent colleges/institutes provided GPF. A pension facility was provided by government. Hill Area allowance was provided by 70 percent colleges/institutes. 80 percent colleges/institutes provided advanced increment for higher qualification acquired by teachers.

Stipends to ST/SC/OBC were provided in 100 percent colleges/institutes Financial assistance provided by Government of Sikkim to Sikkimese students pursuing Higher Education outside the state. There was no provision for providing free ship to students of higher education in the state.

Only 40 percent colleges/institutes under study mentioned financial problem. Loyola College of Education mentioned that no aids were provided to colleges and as it was a self financing institution so it was difficult to manage. Medical institute mentioned that increasing need of fund for development and maintenance of institute. In case of technical institute (Sikkim Manipal Institute of Technology) and institute of hotel management needed additional funds for research and development purpose. Amazingly the private general college stated that they did not have any financial problem.

7.9.5 STATUS OF ADMINISTRATION IN HIGHER EDUCATION

100 percent colleges/institutes under study were provided with adequate office staff to assist in the official work. 100 percent private colleges/institutes both general and professional had governing body with varied function and majority of teachers were not the member of governing body.60 percent colleges/institutes under study prepared Self Study Report and it was also revealed that the report was prepared annually.

The Sikkim Government College Gangtok, Loyola College of education had introduced programme planning. Sikkim Manipal Institute of Medical Science and Sikkim Manipal Institute of Technology, colleges of education had introduced programme budgeting. The private general college, medical institute, Sikkim Government College Gangtok, Sikkim Manipal Institute of Technology and colleges of education used computers for record keeping.

100 percent colleges/ institutes under study stated that these factor will occur in the future such as increase in enrolments, improving the quality of incoming students, improving the quality of teaching and research staff, changes in curriculum to keep pace with changing condition, changes in structural organization of college to meet changing needs, increasing the volume and sources of financing and expansion of facilities. It showed that 100 percent colleges/institutes under study were futuristic which gives clear vision for the future of respective colleges/institutes.

100 percent colleges/institutes under study were aware of obstacles to desirable changes in the future which will surely help the colleges/institutes to work towards it so that suitable changes can be brought for the betterment of higher education in the state.

100 percent colleges/institutes under study maintained information about student/ teaching staff ratio. 70 percent colleges/institutes under study maintained record of distribution of staff time among teaching, research and other activities. Whereas 100 percent colleges/institutes under study did not maintain information about rate of drop out- student wastage, ratio of books available per student and unit costs per graduating students.

100 percent colleges/institutes under study provided casual leave, extra ordinary leave, medical leave and maternity facilities. 60 percent colleges/institutes under study provided earned leave. 50 percent colleges/institutes under study provided half day leave

facilities. 70 percent colleges/institutes under study provided study leave facilities. Special leave on principal's discretion were given only in law college as mentioned by 80 percent teachers. Sabbatical leave was not granted to 100 percent colleges/institutes under study. 100 percent colleges/institutes under study stated that there were written rules and regulations related to service condition. Teachers serving in 100 percent colleges/institutes under study mentioned that there was prospect for promotion. 70 percent colleges/institutes under study conduct extension activities for extension of education to the society in general. 100 percent colleges/institutes under study maintained the Stock Register, Admission register, Leave register, Cash book, Receipt register, Salary register, Fee register, Personal file of teachers, Pupil attendance register and Library catalogue and issue book register. Staff Confidential register were maintained by 40 percent colleges/institutes Transfer and certificate register were maintained by 60 percent colleges/institutes Except the Institute of Hotel management all the rest 90 percent colleges/institutes under study maintain Staff council proceeding book.

Student welfare activity called Teacher Guardian scheme was provided in 20 percent institutes where students were taken care by each nominated teacher guardian.

30 percent colleges/institutes mentioned problem regarding administration. The colleges of education revealed that undue pressure from university is the problem. Whereas Sikkim Government College Gangtok mentioned that inadequate class IV staff, lack of adequate class rooms, classrooms were small to accommodate large number of students, lack of provision of microphone, lack of library fund leading to inadequate library reading materials and lack of library staff were some problem regarding administration.

7.9.6 ACADEMIC STATUS IN HIGHER EDUCATION

50 percent colleges/institutes under study mentioned that the new courses had been added between 1999 and 2003. 20 percent college/institute was newly established colleges. 40 percent colleges/institutes had undertaken research studies. 30 percent had undertaken project. 30 percent had undertaken doctoral research studies. However individual research studies were undertaken only in Sikkim Government College, Gangtok.

The University frames curriculum in 90 percent colleges/institutes under study. Whereas only in case of institute of hotel management the curriculum is framed by University and National Council for Hotel Management and Catering Technology. 80 percent colleges/institutes under study were satisfied with the existing curriculum except the government general colleges which stated that the curriculum was theoretical and it was vast.

70 percent students of colleges of education, 60 percent students of Institute of hotel management, 40 percent students of law college, 36.45 percent students of government general colleges, 13.33 percent students of medical college, 10 percent students of private general college and 9.80 percent students of technical college mentioned that students should be involved in framing the curriculum. When asked the reason for their involvement in framing the curriculum it was revealed that students were the ones who had to study so it's better to take their views that their needs were also taken into consideration.

Majority of teachers used lecture method and dictated notes which are traditional method of teaching. Therefore it showed that the teachers should be trained in the skills of teaching and exposed in the psychological techniques and methods of teaching.

Majority of teachers encouraged students to make queries but only few stated the ways and techniques used by them. This shows that the teachers lack the skills of teaching. The teachers can encourage students by equally distributing different order of questions according to capability of students.

90 percent colleges/institutes under study used teaching aids. It was also revealed that majority of professional colleges/institutes under study except law college used teaching aids while less percentage of teachers of general colleges used teaching. Out of selected colleges/institutes under study 50 percent colleges/institutes stated that there was an innovation in teaching such as Computer Assisted Instruction, programmed instruction and had developed team teaching. The administration of government colleges should take the interest to bring innovation in teaching so that they do not lag behind other colleges/institutes.

100 percent colleges/institutes under study had friendly and open classroom climate. Whereas some percentage of students of law college (40%), private general

college (35%), government general colleges (34.50%), medical institute (20%) and technical institutes (14.70%) mentioned that the teachers were indifferent towards students need. It showed that majority of students of government colleges stated that the teachers were not sensitive towards their needs.

40 percent colleges/institutes organized intensive courses for the professional development of teachers and below 40 percent teachers had attended the intensive courses like refresher course, orientation course and certificate course. 90 percent colleges/institutes under study organized seminar as an academic programme. 60 percent colleges/institutes under study organized workshop as one of the academic programme. However only Sikkim Manipal Institute of Technology organized conference. Different types of academic programme are important for arousing interest in the academic activities for both teachers and students.

It was shown that very few below 30 percent teachers of 50 percent colleges/institutes had published books. Below 30 percent teachers of 60 percent colleges/institutes were involved in imparting continuing education which shows that perhaps teachers are not interested or they are not aware of their responsibility beyond the usual teaching.

Teachers and students of 70 percent colleges/institutes stated that library needs updating. 70 percent colleges/institutes under study had full time librarian whereas 30 percent colleges/institutes under study mentioned that the clerk of the college/institute was also in charge of library.

100 percent colleges/institutes under study provided reference books, text books, encyclopedias, journals in the library. 80 percent colleges/institutes under study provided periodicals, 90 percent colleges/institutes under study provided newspapers. 20 percent colleges/institutes provided internet facility in the library. 30 percent colleges/institutes pointed that library had very small space to accommodate large number of students and lack of fund had caused the inability to acquire more books. Law college stated that librarian assist office work due to the lack of office staff. Scientific categorization and there was no full time librarian were the problem faced by the colleges of education. Thus the management both government and private should look into these specific library problem to create interest among students towards reading books.

80 percent colleges/institutes organize any co curricular activities except law college and institute of hotel management. 80 percent colleges/institutes under study conducted Annual examination system. Whereas 20 percent colleges/institutes such as Sikkim Manipal Institute of Medical Science and Sikkim Manipal Institute of Technology conducted semester examination system.

7.9.7 PROBLEM OF TEACHERS

(i) The teachers of colleges/institutes under study such as private general college (100%), government Law College (80%), institute of hotel management (80%), general government colleges (53.85%), medical institute (31.03%), technical institutes (25.71%) and colleges of education (22.22 %) found the work load heavy.

Teachers stated problems due to heavy work load which are as follows:

- Teaching and administration caused burden.
- There was no time to involve in other related works as expressed by teachers.
- It's too hectic to work two- three shifts a day.
- There was no time for personal reading and research work.
- No time for preparation for many classes a day.

(ii) Majority of the teachers of private colleges/institute was satisfied whereas only small percentages of teachers of government colleges were satisfied with their job.

(iii) 10.25 percent teachers of government general colleges and 33.33 percent teachers of private colleges, 10 percent teachers of government Law College and 44.82 percent teachers of medical institute marked that the job had low salary. 5.12 percent teachers of the government general colleges, 22.22 percent teachers of college of education, 20 percent teachers of government institute of hotel management and 3.44 percent teachers of medical institute respectively showed that their job was associated with low status. 35.85 percent teachers of the government general colleges and 30 percent teachers of law college showed that their job had inadequate facilities.10.25 percent of the teachers of the government general colleges, 60 percent teachers of law college, 17.14 percent teachers of technical institutes and 13.79 percent teachers of medical institute respectively showed that there was no place for them to act freely. 50 percent teachers of law college and 12.85 percent teachers of government general colleges stated that there

was no consultation of teachers in decision making. 7.69 percent teachers of the general government colleges stated that they suffered from stagnation in profession.

(iv) The problems related to method of recruitment in colleges/institutes under study are as follows:

- Law college (90%), general government colleges (76.95%), medical institute (62.06%) and technical institutes (8.57%) expressed that there was biasness in the recruitment of teachers. Law College (60%) and government general colleges (25.64%) specified that there was political interference in the recruitment of teachers. The teachers of government general colleges such as 43.58% specified that there was no proper advertisement of post and 10.25% specified that teachers were not selected based on merit.

(v) With regard specific problem with reference to service condition it is revealed that 38.46 percent teachers of government general colleges mentioned there was no timely promotion and career advancement. Teachers of law college such as 50 percent mentioned that there should be end of adhoc system and adhoc contract was given for less duration of only one year, it should be for five year and 40 percent stated that the promotion was delayed. Teachers of institute of hotel management such as 60 percent mentioned that there was overburden due to fewer faculties and 40 percent stated there was no proper evaluation of performance of teacher.

(vi) The classroom problems faced by teachers of colleges/institutes under study.

Small size of classroom to accommodate large number of students leading to overcrowded classroom as expressed by government general colleges (66.66%) and medical institute (3.44%). Classroom was not well lighted as pointed by teachers Law College (50%), medical institute (13.79%), technical institutes (5.71%) and government general colleges (5.12%).Insufficient numbers of benches, chairs and need of sound system as specified by medical institute (24.13%), government general colleges (7.69%) and technical institutes (5.71%). 24.13 percent teachers of medical institute pointed out that audio- visual equipment was not proper.

(vii) Teachers of 80 percent colleges/institutes under study stated that they had to manage on their own. Quarters were provided but were not adequate as expressed by 72.41

percent teachers of Sikkim Manipal Insitute of Medical Science and 69.23 percent teachers of Sikkim Government College Gangtok.

(viii) The main financial problem as expressed by teachers of colleges/institutes under study was that the salary was not matching with the cost of living and large amount was spent in transport as all the colleges/institutes did not provide adequate transport facilities for teachers. Also 11.42 percent teachers of technical institute stated that medical reimbursement was not given to teachers.

(ix) Teachers also found that the curriculum was theoretical, vast and inappropriate for graduate level and it was not relevant to societal needs.

(x) The half pay was commutable only in medical ground as stated by teachers of government general colleges (5.13%). Leave rule was inconsistent which was stated by 24.13 percent teachers of medical institute. Too less casual leave which forced them to take medical leave and earned leave was mentioned by teachers of colleges of education (22.22%), technical institutes (6.89%) and medical institute (5.7%). Teachers of technical institute (6.89%) and medical institute (10.34%) complained that rules were not clear and there was biasness which influenced advancement in rank.

(xii) The problem related to library faced by teachers of colleges/institutes:

(a) The teachers of government colleges stated the problems such as there was no cataloguing of the books (51.28%), inadequate periodicals/journals on different subjects (25.64%), the library was not up dated according to change in syllabus (20.51%), library was small to accommodate large number of students and teachers (15.38%), no open shelf system for students (10.25%) and lack of books prescribed by the university (5.12%).

(b) Teachers of law college mentioned that there was no cataloguing of the books (100%), librarian could not give full attention to her work as she had to take care of official work also (90%), there was no any proper library rule was followed for borrowing books (80%), inadequate books in different subjects (80%) and no computer and internet facility in library (80%).

(c) Teachers of institute of hotel management mentioned that there was insufficient books (60%), the rotation of books were done faster among students due to which they couldn't use the issued books properly (40%).

(d) Teachers of private general college stated that there were inadequate books in library (100%), there was no full time librarian which was also the problem to the library user (66.66).

(e)Teachers of Technical Institutes stated that there were inadequate books in library (28.57%), inadequate journals, periodicals (28.57%), less book was available for post graduate degree course like M.Tech (17.14%), less book was available in issuing section (11.42%) and inadequate international journal (8.57%).

(f) Teachers of Medical Institute stated that there was no supply of heater as library is cold and damp (20.68%), there were inadequate books in library (17.24%), no international journal (13.79%) and the reading cabins lack proper ventilation (10.34%).

(g) Teachers of colleges of education stated that absence of full time librarian caused problem in the timing of library (75%) and it also lead to irregular timing for library (50%).

(xiii) The 14.81 percent teachers of government colleges mentioned the main problems related to proper organization of co curricular activities were lack of well maintained ground, 7.40 percent stated that lack of boys and girls common room, students were not forthcoming, lack of discipline and organizing skill among students. 50 percent teachers of college of education mentioned that the lack of plain land was one of main problem in organizing co curricular activities.

(xiv) Teachers of higher education stated various problems related to teaching such as Government general colleges (7.69%) mentioned that heavy work load prevent thorough teaching. Technical institute (28.57%), colleges of education (22.22%), law college (20%) and government general college (2.56) mentioned that students from vernacular medium faced difficulty when taught in English.. Institute of hotel management (60%) mentioned that there was a lack of practical area. Medical institute (6.89%) percent mentioned that poor students attendance, (17.24%) stated poor student participation and lack of time to elaborate topics.

(xv) Problem related to lack of teaching aids stated by teachers were;

Government general colleges (15.38%) mentioned that there were lack different types of maps, charts in the college which prevent proper explanation of practical concepts and they used using books and notes in the classroom. Institute of hotel management (60%),

technical institutes(34.28%), government general colleges (30.76%) and law college (20%) mentioned that there was a lack of Audio- visual (A-V) aids so they had to resort back on traditional lecture method. Technical institute(28.57%) mentioned that since black board was not in good condition it caused difficulty for teacher to write clearly and students to see. Medical institute (34.48%) mentioned that there was a need to procure multimedia projection system for better A-V demonstration in class and there was no facility for 35mm film processing.

(xvi) The teachers of government general colleges faced more problem than other colleges/institutes. Teachers of government general colleges stated that noise from vehicles from continuous traffic from National highway near college disturbed the classroom teaching greatly (100%), classes were overcrowded so they could not give individual attention to students (76.92%), they had to speak aloud as P.A system was not provided (61.53%), their voice was echoed in a hall which caused disturbance in hearing and insufficient classrooms which hampered running the classes smoothly according to the routine (58.97%), blackboards were not in good condition (56.41%), there was lack of efficiency of students in English (38.46%), the laboratory was not updated, communication gap between teachers and students, attendance consumed time due to large number of students (30.76%), there was no separate class for honours students (25.64%).Teachers of government institute of hotel management (20%) stated that there was poor attendance of students.

(xv) The classes were overcrowded even during the examination which prevented from conducting fair and strict examination was stated by 7.96% teachers of government general colleges. Teachers of medical institute (58.62%) stated that the patients were not available for clinical examination for medical students in the end students remain with just theoretical knowledge, student gets best out of two examination evaluation marks instead of average of two test which didn't give justification to the process of evaluation (34.48%) and there was no proper rule for invigilation of examination (27.58%).

(xvi) The teachers of government general colleges (38.46%) that the college was too near to the national highway and market place this lead to disturbance in the college atmosphere, 33.33% mentioned that the campus was very small and so it was overcrowded with increasing number of students in campus. Above 50% teachers of law

college stated that the head of institution was autocratic in nature and which has made closed and unfriendly climate, there was a lack of healthy working atmosphere and there was lack of participative culture as the views of teachers were not taken into consideration. Teachers of medical institute complained that autocratic leadership of higher authorities of institute had lead to closed college atmosphere.

7.9.8 PROBLEM OF STUDENTS

(i) The students of 30 percent colleges (Sikkim Government College Gangtok and Sikkim Government College Namchi, private general college) mentioned that they was not enough options to choose subjects hence they had studied whatever options were provided by the colleges/institutes.

(ii) It was found out that lack of sufficient furniture was one of the major problem of students of general colleges both private and government. 15.59 percent students of government general colleges also expressed that sometimes they don't find anything to sit in the classroom due to inadequate furniture so they come out of class.

(iii) The problem in relation to laboratory and workshops equipments were such as i. Equipments were outdated ii. Equipments were not up to date iii. Equipments need repairing. iv. Inadequate equipments.

(iv) Games were played in the front courtyard of the college as it lack play ground and the floor is tarred which makes very inconvenient also as stated by 29.23 percent students of Sikkim Government College Namchi whereas 100 percent students of private general college, law college and institute of hotel management mentioned that games were not organized due to lack of playground.

(v) The of 100 percent colleges/institutes under study used local taxis and Sikkim Nationalized Transport (SNT) bus at their own expense. Students of Sikkim Government College Namchi complained that Sikkim Nationalized Transport (SNT) bus comes down to college in the morning and at the evening but it was not sufficient as public also travel as it was a government bus.

(vi) The study revealed that 40 percent colleges/institutes did not provide hostel facility for students.

(vii) The problem related to fees were the following:

Majority students of Sikkim Manipal Instititute of Technology (86.27%), Sikkim Manipal Institute of Medical Science (76%), institute of hotel management (50%), colleges of education(40%), mentioned that fees were high so the students from poor economic background cannot afford it. Fees for games were being paid but had never seen games being organized in college as complained by students of law college (60%). It was difficult to pay such a huge amount of fees in a two installments so the students should be allowed to pay in three to four installments. 25 percent students of colleges of education stated that there was no facility according to the fees charged. This showed that fees charged in professional private colleges are high.

(viii) The problem related to college environment faced by the students were that there was disturbance from vehicles plying in the National Highway way near college stated by students of institute of hotel management (60%) and government general colleges (58.47%). Students of Sikkim Government College, Gangtok such as (35.08%) mentioned that sound from the nearby temple during pujas disturbs the class, 28.07% stated that campus was overcrowded besides (20.07 %) stated that foul smell from toilets was disturbing the class.

(ix) Problem related to classroom teaching

Students of government general colleges such as 55.16 mentioned that it was difficult to hear lecture as the class was overcrowded, 39.57 percent stated that some teachers were not regular in taking class, 38.98 percent stated that teachers starts dictating notes as soon as they entered the class they did not bother to explain and 1.94 percent mentioned that teachers did not complete syllabus in time. Students of government general colleges (51.26%), institute of hotel management (20%) and private general college (5 %) mentioned that lecturing was done too fast which makes it was difficult for students to catch up with the speed of lecture. Colleges of education (25%) and law college and technical institutes (9.8 %) mentioned that most of the teachers were inefficient in teaching and explanation. Students of government general colleges (37.03%) and colleges of education (35%) mentioned that it was difficult to understand

the pronunciation as most of the teachers themselves were from vernacular background and were not fluent in English.

(x) Problem related to classroom faced by students were

a. Students of government general colleges 65.69 percent mentioned that there was insufficient number of teachers, 64.91 percent stated that there was insufficient desk and benches for students, 60.62 percent stated that the classes were small and overcrowded, 58.47 percent mentioned that backbenchers could not hear the lecture and 30.60 percent mentioned that there was no sound system,18.12 percent mentioned that canteen was too close to some classroom which causes lots of disturbance, 11.69 percent mentioned that there was not enough classroom for students studying mathematics.

b. Students of law college such as 55 percent mentioned that there was no electrical fittings in the classrooms and 15 percent mentioned that there was no provision of separate classroom for LLM students classes for them were taken in vacant library room.

c. Students of private general college (30%) mentioned that sound echoed in the class so it was difficult to hear the lecture clearly.

d. Student of colleges of education (20%) mentioned that it was difficult to hear the lecture at the last bench and 15% students stated that there was a lack of good blackboard facility.

e. Students of technical institute (88.23%) and Harka Maya College (45%) mentioned that they did not have enough classrooms.

(xi) Problem related to method of teaching faced by students

Majority students of 100% colleges/institutes under study expressed that lecturing a monotonous way of teaching which makes the students frequently bored. Students of government general colleges; 49.51% mentioned that some teachers just dictates notes, explanation was not done so it was difficult to understand, 49.31 percent mentioned that teacher speaks very fast so difficult to catch up with their speed, 29.82 percent stated that lecturing was not satisfactory. Students of law college (10%) mentioned that teachers did not know how to ask questions sometime they made them nervous and some teachers were not efficient to take post graduate degree class. Students of colleges of education 25 percent mentioned that the teachers were inefficient and 17.5 percent stated that teachers usually dictate notes. 39.21 percent students of technical institutes mentioned that some

teachers were not experienced to teach and some teachers are un approachable. 13.33 percent students of medical institute mentioned that some teachers' just tries to complete the syllabus whereby the needs of students were neglected.

(xii) Students from different colleges/institutes under study expressed different library problems such as

(a) Inadequate books related to the course were available - colleges of education (75%), private general college (65%), medical institute (53.33%) and technical institutes (29.41%), colleges of education (5%)

(b) No Xerox facility for students- government general colleges (60.81%), private general college (40%)

(c) Only one book was issued at one time - law college (70%) and government general colleges (19.29%), colleges of education (27.5%)

(d) Old torn books with missing page were available and library is not managed well - government general colleges (37.03 %), technical institutes (7.84%)

(e) Inadequate new edition books - medical institute (60%), technical institutes (35.29%)

(f) Less space in library - government general colleges (51.26%)

(g) Noise from vehicles from National highway near college doesn't allow reading silently - government general colleges (38.98 %)

(h) Inadequate books in mathematics subject - government general colleges (8.77%)

(i) Library card were issued late - law college (19.49%),

(j) Librarian was busy with office work and remains unapproachable - law college (85%)

(k) Not allowed to take books during long holidays - law college (40%)

(l) Books were not issued daily - private general college (25%).

(m) No current journals - colleges of education (20%)

(n) No heating system was available as it's too cold in Sikkim during winter - medical institute (20%)

(xiii) The problem faced by students related with curriculum was that the curriculum was theoretical, vast and curriculum did not fulfill the objectives of Higher education.

(xiv) 25 percent students expressed that co curricular activities were poorly organized and 20 percent mentioned that there was no proper guidance from teachers.

(xv) The student of 60 percent colleges/institutes under study faced problem in connection with examination and evaluation. 23.39 percent students of government general colleges mentioned that marks were not properly awarded in university examination. 30% students of law college also mentioned that Annual examination was burdensome and evaluation was not proper according to what was written as the papers were checked in another state in West Bengal. 20% students of institute of hotel management mentioned that there was no proper invigilation which resulted into malpractice in examination hall. 14.66% students of medical institute mentioned that there was lots of partiality in giving marks in examination.

(xvi) Problems that student faced in the colleges/institutes

The problems that students faced in government general colleges revealed that there was non availability of computer facility (53.99%), classroom was overcrowded, common room for boys and girls were not available, transport facility was inadequate, hostel facility was inadequate (50.68%), there was no higher course like MA, M.Sc, so students had to go outside the state (50.29%), there was insufficient teachers (49.70%), campus was very small (49.31%), proper toilets and urinals were not available (46.78%), there was less furniture available in the classroom (45.61%), noise pollution from vehicles which pass near college caused lots of disturbance (43.27%), proper canteen was not available in campus (42.49%), there was not enough space in library (41.91%), option of subjects were not available to choose (41.71%) and timing for the morning shift was difficult for students who stayed far (40.93%), there was inadequate books in the library (38.98%).

- The problems that students faced in government professional colleges revealed that there was no own college building and there was inadequate books for study and issuing in library (80%), there was no hostel accommodation (70%). Students of government institute of hotel management stated that there was disturbance from the noise of vehicles of highway (80%), there were inadequate books for study and issuing in library and also that there was no campus (40%).
- The problems that students faced in private general and professional colleges revealed that co curricular activities were not organized in the college as stated by 30% students of private general college and 10.66% students of medical institute. 50% students of private

general college and 38.66% students of medical institute mentioned that there were inadequate books in library. Students of private general college such as 40% stated that the computer facility was not provided in college. Students of colleges of education stated that it was difficult to understand the pronunciation of teachers as some of them were from vernacular medium (30. 52.94% students of technical institutes and 20% students of medical institute mentioned that there were insufficient teachers in college. Student of technical institutes (Himalayan Pharmaceutical Institute) stated that college was very far and there was no facility for sport and games (6.86%) and there was no updating of library (4.90%). 46.66 percent students of medical institute and 38.23 percent students of technical institutes (Sikkim Manipal Institute of Technology) mentioned that teachers kept changing. Students of medical institute stated that there was less patient in the hospital resulted into less practical work (66.66%).

7.10.0 SUGGESTIONS FOR IMPROVEMENT IN THE FIELD OF HIGHER EDUCATION IN SIKKIM

(i) Establishment of more colleges is very important to cater to the needs of the students from all the four districts of Sikkim and distribute the students equally. Since enrolment in the general education is three times more than in professional colleges, this also avoids over crowding of the general colleges currently present in the state.

(ii) Sikkim has not yet established any high level board, council or committee to advise and provide expert guidance in matters related to Higher Education. Thus establishment of State Council of Higher Education is very essential for proper coordination and maintenance of higher education in the state or it may be advisable now to examine the need to establish separate directorate for Higher Education for its effective management.

(iii) The need of an hour is immediate establishment of Sikkim University.

(iv) There should be time to time the supervision by the authorities (both government and university).

(v) More optional courses should be provided in college so that students can choose the subjects according to their capability and interest.

(vi) Morning, day and evening- the three shifts in one college should be removed and only full time day classes should be conducted to provide quality education to the students and for better contribution from the teachers.

(vii) Medical institute should attract more patients for which they have to make their service friendly especially for rural people.

(viii) There is a need to place greater emphasis on enrolment of students from underprivileged backgrounds such as the rural areas, the scheduled castes and tribes and other backward groups, minorities, the disabled and others who have suffered from discrimination which has existed for centuries.

(ix) Guidance and counseling services in Higher Education were missing. There should be effective co ordination between employing agencies and educational institutions which could help in the placement of students.

(x) Only qualified, competent, efficient teachers who can compete anywhere in India should be recruited in the colleges/ institutes of higher education.

(xi) UGC norms like NET/SLET with 55 percent marks in post graduate degree should be must for appointment of teachers.

(xii) Campus of Sikkim Government College the oldest college at Gangtok should be enlarged or new college should be established to accommodate large number of students presently studying in that college.

(xiii) Classroom should be big enough to accommodate all students and adequate furniture should be provided.

(xiv) Laboratories should be well equipped with modern equipments to disseminate better practical knowledge and Computer facility should be provided to students.

(xv) Indoor games facility should be provided and playground should be improved.

(xvi) Adequate transport facility should be provided and adequate hostel facility should be provided to accommodate students from far flung areas.

(xvii) Fund allocation for higher education should be increased.

(xviii) Financial support for minorities who are good in studies should be provided to encourage them to come forward and join the main stream of society.

(xix) Higher courses like MA, MSc should be provided in the colleges/institutes of state so that deserving students can acquire higher education in the state itself.

(xx) Adequate books should be available for reading in the library and also for issuing.

(xxi) Computer and Internet access in library for browsing the information is important to keep abreast with the new developments in various fields of education.

(xxii)Co Curricular Activities should be well organized which has psychological, social, physical and moral value.

(xxiii) Entrance examinations for admission should be held to give choose students who are able to undertake further education.

(xxiv) In Government General College, Gangtok final practical examination should also be held in the college itself. Students have expressed that it causes extra tension, anxiety and they do not understand the language spoken in the colleges where they are sent, usually the colleges which are chosen by university to conduct practical are located in North Bengal where they use Bengali language more than the English and Hindi which causes inconvenience and adjustment problem to our students from the state as a result they cannot do their practical examination well and cannot score well.

7.11.0 SUGGESTIONS FOR FURTHER RESEARCH

In the course of study there was a felt need to conduct further research on the following areas of Higher Education in the State. They are:

(i) A study of patterns, procedures, policies and planning of Human Resource Development Department, Government of Sikkim in the matter of Higher Education can be conducted.

(ii) A study of the financial management of colleges/institutes present in the state might also be conducted.

(iii) A study of some problems of Higher Education in Sikkim with special reference to the Financing of Education since 1975-2005.

(iv) A study may be under taken to locate specific problem faced by colleges of Sikkim which are affiliated to university that is located outside the state (i.e. in West Bengal).

(v) A comparative study of the performance of degree colleges under different managements in Sikkim can be conducted.

(vi) A comparative study in the relationship between the attitude of teachers and the performance of students can be carried out.

(vii) A comparative study on the development of Higher Education in different states of the North East region might also be conducted.

(viii) A study may be conducted on the status of teachers of higher education and their self concept.

(ix) A study may also be conducted on the implication on society due to lack of proper higher education institute like University in the state.

(x) A study of student services in the colleges in Sikkim.

(xi) The existing system of examinations in Higher Education and measures for improving upon it can be conducted.

(xii) A critical study on the effectiveness of the existing curriculum of undergraduate course in Sikkim.

(xiii) A study of the classroom climate and methods of teaching adopted by teachers of higher education can be conducted

(xiv) Wastage and stagnation in collegiate education in Sikkim.

7.12 CONCLUSION

In conclusion, historical development of Higher Education from the time the time Sikkim became part of India was searched thoroughly and presented. Literature that had relation to the present study had been found out to get the views of past research scholars and educationist towards the growth and development of education in different areas. The method and procedure adopted for the study was also presented. An analysis of data collected was done extensively as well as intensively and the results were interpreted. In the light of analysis and interpretation of the data, the major findings of the study were recorded. Suggestions that could lead to an improvement of Higher Education in Sikkim were offered and suggestions that might be of interest to future researchers were also presented.

APPENDIX I
QUESTIONNAIRES FOR PRINCIPALS

Instruction

The questionnaire consists of items. Please read each item carefully and then give a tick mark ( ) to the response which you think to be the most appropriate according to you. If in case you feel that any of the responses provided does not clearly speak out your position/stand, you are free to add your own response in the space provided, or you may use a separate sheet of paper, if necessary.

1. Name:
2. Designation:
3. Qualification:
4. Name of the College/Institute:
5. Type of the College/institute: Arts/ Science/ Commerce/ Combination of these/B.Ed/Medical/ Technical/ Law/Pharmaceutical
6. Management:
   (a) Government
   (b) Private aided
   (c) Private unaided
7. Location: Urban/ Rural (_____)

A. GENERAL INFORMATION

Status of college

1. When was the college/institution established?
   ---
2. Is your college/institution affiliated with any university? Yes/ No____
   If yes, when was the college/institution affiliated?
   ---
3. Is your College/ Institution recognized by UGC?
   Yes / No _____
   If yes, when? ----------
4. Is your college recognized by government of Sikkim?
   Yes/No____
   If yes, is it aided or not?
   _____
5. Is your college/institution assessed by concerned academic authorities?
   Yes/No _____
   If yes, please tick who assess your college/institution:
   (a) NAAC, (b) NAB, (c) AICTE, (d) MCI, (e) NCTE, (f) BCI
   (g) Any other _____
6. What are the different types of subjects/disciplines provided in your college/institution? Please mention

---

---

7. Which of the following programmes of classes are currently in your college/institution? Please tick:

(a) Full time day classes
(b) Evening classes
(c) Morning classes
(d) Correspondence classes
(e) Part-time day classes
(f) Summer classes
(g) Any other (please specify)

_____

Teachers Recruitment

8. Who recruits the teachers in your college/ institution?
   a. Selection Committee constituted by Vice –chancellor/ Registrar of University
   b. Managing committee constituted by Principal/management
   c. Board of Higher Education
   d. Sikkim Public Service Commission
   e. Department of Education, Government of Sikkim
   g. Any other (please specify)_____
9. How are the teachers recruited in your college/institution?
   (i) As per UGC Norms
   (ii) On the basis of interview
   (iii) On the basis of interview/ written test
   (iv) On the part time basis
   (v) Any other please specify_____
10. What is the total number of the teaching staff in the college/institution?
    Full time_____ Part time _____
11. Total number of teaching staff according to qualification

QUALIFICATION	NO. OF TEACHERS		QUALIFICATION	NO. OF TEACHERS
MA			MSC	
MCom			MBBS	
BE			MTech	
LLM			MPhil	
PhD			Any other	

Admission

12. How are the students admitted in your college/institution?
    (i) On merit basis
    (ii) On the basis of written test
    (iii) On the basis of personal interview
    (iv) On the basis of Academic record
    (v) Place of residence
    (vi) In some other ways (please specify)_____
13. Are there any reserved seat/ quota for students in your college/institution?
    Category Percentage
    (a) SC/ST/OBC _____

(b) Physically handicapped _____
(c) Sports quota _____
(d) Quota for girl students' _____
(e) Any other please specify _____

14. Students total enrolment in your college/institution.

Boys:_____ Girls:_____ Total:_____

Course	1999		2000		2001		2002		2003	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
BA										
BSc										
BCom										
BEd										
BPharm										
LLB										
MBBS										
BE										
MA										
MSc										
MD										
MS										
LLM										
M Phil										
PhD										

B. INFRASTRUCTURE

1. Do your college / institution have a building of its own?

Yes/ No_____

If No, where are the classes held?

a. Rented building
b. Leased building
c. Any other (please specify)_____

2. Is the classroom well lighted and ventilated? Yes/ No _____

3. Is the classroom having sufficient number of furniture like desks, benches, and chairs for students? Yes/ No_____

If No, please specify the reason_____

4. What type of furniture is provided for the students?

i. Long bench and desk
ii. Single bench and desk
iii. Chair with attached side desk
iv. Any other (please specify)

5. Is the laboratory/workshops adequately equipped? Yes/No_____

If no, please mention how you are coping with the problem

a_____

b_____

6. Is there separate room for indoor games? Yes/No____
If no, how are indoor games conducted in your college/institution please specify?
a_____
b_____
7. Is there a separate room in the College/ Institution for each one of the following?
   a. Principals room
   b. Head of the Department
   c. Teachers common room
   d. Girls common room
   e. Boys common room
   f. Library
   g. Auditorium hall
   h. Office rooms
   i. Gymnasium
   j. Computer room
   k. Any other (please specify)_____
8. Is there a separate playground facility for different games? Yes/No_____
   If yes, for which type of games:
   1. Football
   2. Basketball
   3. Volleyball
   4. Badminton
   5. Any other (please specify)_____
9. Is your college/institution having the facility for the use of Audio-visual aids? Yes/No_____ If Yes, please give the information in detail.

Audio visual Aids		
Projected	Non projected	Static

10. Does your college/institution provide residential quarters for teachers? Yes/No___.
If no, how are your teachers coping with this problem.
a_____
b_____
11. Does your college/institution provide separate hostel accommodation for boys and girls? Yes/No___If yes, is the accommodation in hostel adequate?
a_____
b_____

C. FINANCE
1. Do you prepare annual budget? Yes /No_____ If No what is the reason please mention?
a_____
b_____
2. Do you have any problem with the budgeting of your college/institution? Yes/No

If yes, please mention those problems

a_____

b_____

3. Are the accounts audited annually? Yes/ No____If no, what problem do you face?

a_____

b_____

4. Do you maintain proper records of receipts and expenditures? Yes/No____

If no, why please mention?

a_____

5. What percentage of the total income to the college/institution during the year came from each of the following? If necessary, estimate the answers and put 'E' beside them to indicate they are an estimate

	1998-99	2000-01	2002-03
(a) State Government Sources			
(b) Central Government Sources			
(c) Industrial Sources			
(d) Income from college/institution's own funds or property			
(e) Tuition			
(f) Foreign aid			
(g) Other sources (please specify)			
	100%	100%	100%

6. What was the total expenditure for the college/institution?

	1998-99	2000-01	2002-03
(a) Total operating expenditure			
(b) Materials and services			
(c) Student scholarships and support			
(d) Operating expenditure for instructional salaries			
(e) Operating expenditure for administrative salaries			
(f) Overheads			
(g) Others (please specify)			

7. From what source or sources were the salaries of the teaching staff paid

	1998-99	2000-01	2002-03
(a) Partly by the government			
(b) Entirely by the government			
(c) Partly by Management			
(d) Entirely by management			
(e) Partly from other sources (please specify)			

(f) Entirely from other sources (please specify)_____			

8. Which of the following types of financial assistance did your college/institution received from the concerned authorities in the last five years?

Grants

a. The deficit grant-in-aid to pay to the teachers
b. The College/institution building grant
c. Science laboratory grant
d. Scholarships grant
e. Post graduate development grant
f. Library grant
g. Any other (Please specify)

9. Which of the following are provided in your college and who sponsors it?

Schemes	Yes/No	Regular/ Not regular	Sponsoring agency	Amount per student
Merit Scholarship				
Medical check up				
Stipends to Gen/ST/Sc/OBC students				
Free Scholarship				
Book Grant				
Stipends for handicapped students				
Grants for excursion/field trips				

10. Are the following benefits provided to the teachers?

b. House rent allowance
c. Medical allowance
d. Traveling allowance
e. Dearness allowance
f. G.P.F
g. Pension
g. Any allowance _____

11. Do teachers get advance increment for higher qualification? Yes/ No____

12. What are the main financial problems faced by your college/institution? Please mention.

a_____
b_____

D. ADMINISTRATION

1. Do you have adequate office staff to assist your office work? Yes/No _____
   If No, how do you cope with this problem, please mention?

a_____
b_____

2. Is there any Governing Body in your college/ institution? Yes / No____

If yes, what are the functions of the Governing Body (please tick ( )

a. Planning the whole one year programme of college/Institution
b. Recruitment of teachers
c. Preparing budget of institution
d. Disciplinary matters regarding teachers
e. Disciplinary matters regarding students
f. Financial
g. Maintenance
h. Organizing co-curricular activities
j. Any other (please specify)_____

3. Is extension activities carried out in extension of education?

Yes/No _____

If yes, what are they, please tick

a. Adult education programme
b. Continuing education
c. Population education
d. Environment education
e. Agriculture education
f. Health education
g. Rural education
h. N.S.S
i. N.C.C
j. Community Health Programme
k. Any other (please specify) _____

4.Do you prepare self study report of your college/institution? Yes/No _____

If yes, mention the number of times,

(a) Annually, (b) Once in 3 years,
(c) Once in 5 years (d) Any other (please specify) _____

5. Have there been any important innovations and changes in your college/institution since

1999 in management tools and methods? Yes/No___ If yes, please tick

Innovation

(a) Establishment of new information system
(b) Introduction of programme planning
(c) Introduction of programme budgeting
(d) Use of computers for record keeping
(e) Use of analytical models
(f) Any other (please specify)

6. Does the college/institute 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. Accounts book

h. Salary register
i. Fee register
j. Staff Confidential register
k. Teacher's casual leave register
l. Personal file of teachers
m. Transfer and certificate register
n. Curricular file
o. Records of Co curricular activities
p. Annual and terminal plans for both curricular & Co curricular activities
q. Staff council proceeding book
r. Cumulative record card register
s. Progress report card
t. Pupil attendance register
u. Library catalogue & issue book register
v. Any other (pl specify)_____

7. In the table below are given the factors of change, please indicate to what extent these changes are desirable for the future of the college/institute.

	Factors will occur or continue to occur		How desirable is the factor?		
	Yes	No	Very desirable	Desirable	Not desirable
(b) Increase in enrolments					
(c) Improving the quality of incoming students					
(d) Attracting teaching and research staff in increasing number					
(e) Improving the quality of teaching and research staff					
(f) Changes in curriculum to keep pace with changing condition					
(g) Changes in structural organization of college/institution to meet changing needs					
(h) Increasing the volume and sources of financing					
(i) Expansion of facilities					

8. What, in your estimation, have been the most important obstacles to needed or desirable changes at your college/institution in the last five years? Please state

(a) _____
(b) _____

10. What is the Student's Welfare Activity carried out in your college/institute?

(a) _____

(b) _____

9. Are you facing any problem regarding the administration of college/institution?
   Yes/No____ If yes, please mention the problem.

a_____

b_____

E. ACADEMIC

I. Course

1. Have any new courses been added between 1999 and 2003? Yes/No_____
   If yes, please give the name of the course and give brief description of it, and the reason it was added

   Name of the course added Description

   (a) _____ _____

   (b) _____ _____

2. Does your college/institution undertake any research studies? Yes/No___
   If yes, which category (Please tick)
   a. Doctoral
   b. M.Phils
   c. Projects
   d. Individual
   e. Any other (pl specify)
3. Do you organize any intensive course for professional development of teachers in your college/ institution?
   Yes/ No_____
   If yes, please tick?
   a. Refresher course
   b. Orientation Course
   c. Certificate course
   d. Diploma Course
   e. Any other _____
4. Do you organize any academic programme in your college/institution?
   Yes/No___
   If yes, please tick
   a. Seminar
   b. Conference
   c. Workshop
   d. Any other

II. Curriculum

1. Who frames the curriculum of your college/ institution? Please tick
   a. University
   b. College/Institution
   c. State Board of Higher Education
   d. Managing committee of College/Institution
   e. Any other (please mention)_____
2. Is the existing curriculum satisfactory? Yes/ no
   If no, please tick the defects from the following?

a. It is theoretical
b. It is too vast
c. It is inappropriate for graduate level
d. It does not fulfill the objectives of Higher education
e. It is not relevant to societal needs
f. It is not relevant to national needs
g. Any other(please mention)_____

3. Is curriculum revised? Yes/ No___If yes, how frequent the revision is carried out?
b. every 2-4 years
c. every 5-7 years
d. every 8-10 years
e. Any other duration (please mention)_____

III. Library

1. Is the library properly maintained and updated timely. Yes/No___
2. Who is in- charge of the library?
a. Teacher on part time basis
b. Clerk of the Institution
c. Full time librarian
3. Do you provide reading room in the library? Yes/No___
4. Is the room well lighted? Yes/No ___
5. What is the working hour of the library in your college/institution?
(a) 8AM – 4PM
(b) 9AM- 5PM
(c) 10 AM- 4PM
(d) 10AM- 5 PM
(e) Any other please specify_____
6. Which of the following is stock in the library?
e. Reference books
f. Encyclopedias
g. Journals
h. Periodicals
i. Text books
j. Newspapers
k. Any Other _____
7. How many encyclopedias are there in the library of your college/institution?
a) 1 b) 2 c) 3 d) 4
8. How many different types of journals are there in the library of your College/institution?
a) 1 b) 2 c) 3 d) 4
9. How many different types of newspapers are do you subscribe in the library of your college/institution?
a) 1 b) 2 c) 3 d) 4
10. Do you provide the facility of access to virtual library through internet? Yes/No__
If not please furnish the reason in brief
a_____

b_____

11. Do your college/institution have any problem concerning library? Yes/ No _____ If yes, Please specify

a_____

b_____

IV. Co curricular Activities

1. What is the Co Curricular activity organized in your College/ Institution? Please mention

a_____

b_____

2. Do you provide facilities for indoor games? Yes/ No _____ If yes, what are they, please tick

(a) Badminton
(b) Table tennis
(c) Carom board
(d) Any other please mention _____

3.Do you have any problem in organizing co curricular activities? Yes/No _____

If yes, please mention the type of problem

a_____

b_____

V. Examination & Evaluation

1. What type of examination system does your college/institution have?

(a) Annual
(b) Semester type
(c) Any other (please specify)_____

2. Are there any problem in connection with examination and evaluation?

Yes/ No___ If yes, please furnish the problem in brief

a_____

b_____

3. Do your students have to go outside the college/institution to face any examination? Yes/No___

If yes, please state why the students are sent outside the state to face examination?

(a) Lack of State general university
(b) Lack of up-to-date laboratory
(c) Lack of expertise in different subjects
(d) Any other (please specify)

4. Result of B.A/ B.Sc/B.Com/B.Ed/LLB /B.Pharm/MBBS/BE (Please mention the result of only five years back from 2004)

(Please tick) BA/BEd/BPharm/LLB/MBBS/BE BSc/BCom

YEAR	No appeared		No of pass		% of Pass		No appeared		No of pass		% of Pass	
2000												
2001												
2002												

2003												
2004												

6. Result of M.A/ /M.Sc/LLM/M.D/M.S/M.Tech.

Year	No appeared	No. of pass	% of pass
2002			
2003			
2004			

5. How many Doctoral (PhDs) are on the roll currently in your college/institution?

Year	Title of the study
	(Please provide the title of the study in a separate sheet)

7. How many students with doctoral degree are produced from your institution till date?
Please tick
a. One b. Two c. Three d. Any other number_____ e. None

8. The following are the some of the problems in the fields of higher education in Sikkim.
   a. Insufficient number of colleges/Institutions
   b. Non-availability of qualified teachers
   c. Insufficient number of teachers
   d. Lack of funds for Higher education
   e. Apathy of parents
   f. Low motivation of students
   g. Lack of proper academic atmosphere
   h. High percentage of failure
   i. Lack of general University in the State
   j. Lack of academic standard
   k. Lack of State Higher Education Committee
   l. Any other (please specify

_____

9. Please offer some suggestions for the improvement of higher education in Sikkim,

_____

   a. Provision of separate building for College/ Institution with good campus
   b. Establishment of Sikkim University
   c. Establishment of more colleges
   d. Increase fund allocation
   e. Recruitment of qualified competent teachers
   f. Provision of educational facilities
   g. Awareness of parents
   h. Establishment of Higher Education Commission
   i. Any other (please specify)

APPENDIX II
QUESTIONNAIRE FOR COLLEGE TEACHER

Instruction
The questionnaire consists of items. Please read each item carefully and then give a tick mark ( ) to the response which you think to be the most appropriate according to you. If in case you feel that any of the responses provided does not clearly speak out your position/stand, you are free to add your own response in the space provided, or you may use a separate sheet of paper, if necessary.

1. Name:
2. Designation:
3. Name of the College/ institution:
4. Name of the Department:
5. Academic qualification:
6. Area of specialization:
7. Other (diplomas/ certificates):

I. GENERAL INFORMATION

1. How are you appointed in the college/institution? 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)

2. Teaching experience

	Courses Taught		Name of University/ College/ Institution	Years of teaching experience
A.	UG (general)			
	BA	Pass		
		Hons		
	B.Sc	Pass		
		Hons		
	B.Com	Pass		
		Hons		
	UG (professional)			
	B.Ed			
	B.Pharm			
	B.Sc (HM)			
	LLB			
	MBBS			
	BE			
B.	PG (General)			
	MA			

	MSc			
	MCom			
	PG (professional)			
	M.Ed			
	M.Pharm			
	LLM			
	MD			
	MS			
	M.Tech			
C.	Research			
	M.Phil			
	Ph.D			
	Any other			

3. Is your present work load heavy? Yes/No ___ if yes, please state the problem.

a_____

b_____

4. Are you satisfied with the present job?Yes/ No_____ If No, what are the reasons?

a. Poor salary
b. Low social status
c. Heavy load
d. Inadequate facilities
e. College is too small and congested
f. College is located far and have communication problem
g. No place for teachers to act freely
h. No consultation in decision making
j. Any other (please specify) _____

5. Are you satisfied with the method of recruitment of teachers?Yes/ No

If no, please tick the reasons

a. No proper advertisement
b. No proper selection
c. Political interference in selection
d. Any other (Please specify) _____

6. What are your suggestions for the improvement of recruitment of teachers?

a_____

b_____

7. What are the steps taken by you for students' welfare?

a_____

b_____

II. . INFRASTRUCTURE

1. Do your college / institution have a building of its own? Yes/ No

If No, where are the classes held?

i) Rented building
ii) Leased building

iii) Any other (please specify)

2. Is the classroom condition satisfactory? Yes/ No ___ If not, please tick the problems given below
   (a) Overcrowded
   (b) Class size is too small
   (c) Not well lighted
   (d) Not well ventilate
   (e) Insufficient number of benches and chairs
3. Is your college/institution is well equipped with teaching aids? Yes /No___
   If no, how are you coping with the problem, please mention.

a_____
b_____

4. Is the teacher's common room large enough to accommodate all teachers? Yes/No
5. Is the teacher's common room providing with the following facilities? (please tick)
   i) Magazines
   ii) Journals
   iii) Newspaper
   iv) TV set
   v) Lockers for each lecturer
   vi) Reading room/ writing table
   vii) Any other (please mention) _____
6. Are the teachers provided single room? Yes/No_____
7. Is there any provision of computer facility for teachers? Yes/No____
8. Is there housing facilities for teachers? Yes/ No____
   If no, how are you coping with the problem, please mention.

a_____
b_____

9. Is there enough transport facilities for teachers? Yes/No____
10. Are you satisfied with the existing infrastructure provision for the teachers?
    Yes/ No_____ If no, please give your suggestion to improve the infrastructural facilities in your college/institute.

a_____
b_____

III. FINANCE

1. Do you receive your salary regularly? Yes/ No _____
2. What types of pay scales are you getting?
   i) State government Pay scale
   ii) UGC scale
   iii) Any other scale (please specify)_____
3. Are the following benefits provided to the teachers?
   a. House rent allowance
   b. Medical allowance
   c. Traveling allowance
   d. Dearness allowance

e. G.P.F
f. Pension
g. Winter allowance
h. House rent allowance
i. Any other allowance _____

4. Do you get financial assistance for any research work?
Yes/ No, ____ If yes, from which agency do you receive financial assistance:
(a) UGC
(b) State Government
(c) MHRD
(d) University
(e) Council
(f) Any other (please specify) _____

5. Do you get advance increment for higher qualification? Yes/ No____

6. Do your college/ Institution have any Pensioner Benefit schemes for teachers? Yes/No____

7. What are the main financial problems faced by you? Please mention
(a)_____
b)_____

IV. ADMISTRATION

A. Leave Rules

1. Do you enjoy leave facilities?Yes/ No
If yes, mention the type of leave facility available in your college/ Institution.
j. Earned leave
k. Medical leave
l. Half day leave
m. Study leave
n. Extraordinary leave
o. Maternity leave
p. Casual leave
q. Sabbatical leave
h. Any other (Please specify)_____

2. How many days are you permitted the following leave in 1 working year?
(i) Casual Leave _____
(ii) Earned Leave _____
(iii) Medical Leave _____
(iv) Any other (Please specify) _____

3. What are the problems faced by you related to leave facility provided in your college/institution? Please mention
a_____
b_____

B. Promotion and Service Rules

1. Are there any written rules and regulations related to your service condition? Yes/ No_
If no, what are the problems you are facing due to absence of written rules and regulations? Please specify

a_____
b_____
2. Is there any prospect for promotion in your college? Yes/ No_____ If no, what are the problem that you face with reference to promotion? Please mention
a_____
b_____
3. What criteria are used in determining your eligibility for advancement in rank and increase in salary? Pl mention.
a_____
b_____
4. Are you a member of any governing agency? Yes/ No__ If yes, please tick
(a) Government committee
(b) Management
(c) University
Are you facing any problem? (Please mention)
a_____
b_____

V. ACADEMIC

A. Courses

1. Have you undertaken any Project (both completed and in progress)? Yes/No _____
If yes, please mention type of project
(a) National
(b) International
(c) State
(d) Any other (please specify) _____

2. Have you published any Monographs/ Books? Yes/No_____
If yes, please mention the number of Monographs/ Books published by you and the title of the book.

_____
_____

3. Have you attended any of the following Intensive Courses?
Please tick mark
(a) Refresher Course
(b) Orientation course
(c) Certificate Course
(d) Diploma Course
(e) Any other (please specify) _____

4. Have you organized any seminar/ conference? Yes/No____ If Yes, how often?
(f) Once
(g) Twice
(h) Thrice
(i) Any other _____

5. Are you involved in imparting continuing education? Yes/ No___ If yes, what is your role?
A. Faculty b.Organiser c.Organiser and faculty

6. Have you reviewed papers for technical journals or served on other Editorial Boards. Yes/ No

If applicable, name the journal, _____.

B. Curriculum

1. Who frames the curriculum of your institution?
   a. The university
   b. State Government
   c. State Board of Higher Education
   d. Managing committee
   e. Any other (please specify) _____

2. Is the existing curriculum satisfactory? Yes/ No___

If no, please mark the defects from the following?
   a. It is theoretical
   b. It is too vast
   c. It is inappropriate for graduate level
   d. It does not fulfill the objectives of Higher education
   e. It is not relevant to societal needs
   f. It is not relevant to national needs
   g. Any other (please specify) _____

3. Is curriculum revised? Yes/ No___If yes, how frequently the curriculum is revised? Please tick
   a. every 2 years
   b. every 3 years
   c. every 4 years
   d. every 5 years
   e. every 10 years
   f. Any other duration (please mention)_____

C. Library

1. Is the library properly maintained and updated timely? Yes/No_____
2. Who is in- charge of the library?
   a. Teacher on part time basis
   b. Clerk of the Institution
   c. Full time librarian
3. Do you have reading room in the library? Yes/No_____
4. Is the room well lighted? Yes/No___
5. What are the hours of work for the library?
   (a) 8AM – 4PM
   (b) 9AM- 5PM
   (c) 10 AM- 4PM
   (d) 10AM- 5 PM
   (e) Any other please specify_____
6. Which of the following are stocks in the library? Please tick
   a. Reference books
   b. Encyclopedias
   c. Journals

d. Periodicals
e. Text books
f. Newspapers
g. Any Other _____

7. Is your college/institution library is stocked adequately with books on different subjects?
Yes /No ___ If no, how are you coping with this problem?
a_____
b_____
8. What are your main library problem (please specify)
a)_____
b)_____

D. Co-Curricular Activities

1. Are you taking any responsibility towards Co curricular activities in the college/institution?
Yes/No_____If yes, what are the Co curricular activities that you are in charge of?

_____
_____

2. Do your college/institution provide facilities for indoor games? Yes/ No _____
If yes, what are they, please tick
(a) Badminton
(b) Table tennis
(c) Carom board
(d) Any other please mention _____
3. Do you have any problem in organizing co curricular activities? Yes/No _____
If yes, please mention the type of problem.
a_____
b_____

E. Method of Teaching

1. Do you have the freedom to teach in your own style? Yes/ No_____
2. Which method of teaching do you generally follow in your classes? Please tick
a. Lecture Method
b. Discussion Method
c. Demonstration Method
d. Questioning
e. Dictating notes
f. Field study
g. Project Method
h. Self study by students
i. Any other (please specify)_____
3. What are the problems related to method of teaching?
a_____
b_____

4. How do you ensure student's active participation in classes?
   a. Encouraging the student to make queries
   b. Proper distribution of question to students
   c. Distributing work
   d. Organizing group discussion
   e. Any other _____

5. Do you use Teaching aids? Yes/No___ If no, what are the problem related to teaching aids in your college/institution?

a_____

b_____

6. Is there innovations in teaching in your college/institution? Yes/No____
If yes, Indicate which of the items listed below are major innovations in the college/institution and which is now systematic or experimental use.

(a) Instructional television	
(b) Instructional radio	
(c) Computer assisted instruction	
(d) Independent study course	
(e) Programmed instruction	
(f) Team teaching	
(g) Any other (please specify)	

7. What are the problem do you face in the classroom related to teaching?

a_____

b_____

F. Examination and Evaluation

1. What type of examination system does your college/institution have?
   (a) Annual
   (b) Semester type
   (c) Any other (please specify)_____

2. Are you facing any problem in connection with examination and evaluation?
   Yes/ No___ If yes, please furnish the problem in brief

a_____

b_____

3. Do your students have to go outside the college/institution to face any examination?
Yes/No_____ If yes, why the students are sent outside the state to face examination?
Please state
   (a) Lack of State general university
   (b) Lack of up-to-date laboratory
   (c) Lack of expertise in different subjects
   (d) Any other (please specify)

MISCELLANEOUS

1.What is you specific problem with reference to
   (a) Service condition

i_____

ii_____

(b) Teaching

i_____

ii_____

(c) College/institute atmosphere

i_____

ii_____

2. The following are some of the problems in the fields of higher education in Sikkim.
   h. Insufficient number of colleges/Institutions
   i. Non-availability of qualified teachers
   j. Insufficient number of teachers
   k. Lack of funds for Higher education
   l. Apathy of parents
   m. Low motivation of students
   n. Lack of proper academic atmosphere
   o. High percentage of failure
   p. Lack of general University in the State
   q. Lack of academic standard
   r. Lack of State Higher Education Committee
   s. Any other (please specify)

3. Please offer some suggestions for the improvement of higher education in Sikkim,
   a. Provision of separate building for College/ Institution with good campus
   b. Establishment of Sikkim University
   c. Establishment of more colleges
   d. Increase fund allocation
   e. Recruitment of qualified competent teachers
   f. Provision of educational facilities
   g. Awareness of parents
   h. Establishment of Higher Education Commission
   i. Any other (please specify)

APPENDIX III
QUESTIONNAIRE FOR STUDENTS

Instruction

The questionnaire consists of items. Please read each item carefully and then give a tick mark ( ) to the response which you think to be the most appropriate according to you. If in case you feel that any of the responses provided does not clearly speak out your position/stand, you are free to add your own response in the space provided, or you may use a separate sheet of paper, if necessary.

Name:
Course:
Year:
Department:
Name of the College/Institution:

I. GENERAL INFORMATION

1. Which discipline have you selected for your study?
   (i) Humanities, (ii) Science, (iii) Commerce, (iv) Medical, (v) Engineering
   (vi) Law, (vii) Pharmacy, (viii) Any other (please specify) _____
2. Why did you select this discipline?
   (i) It is easier than other subjects
   (ii) I have interest in this subject
   (iii) It is easy to get job after completing this course
   (iv) Any other (please specify) _____
3. How did you get admission in the college/institution?
   a. Interview
   b. Written test
   c. Viva and Written test
   d. Previous examination marks
   e. Donation.
   f. Any other (please specify) _____
4. Is there any student organization in your college/ institution? Yes/ No
   If yes, what are the functions of student's organization?
   a. To help students to cope with present problem
   b. To work for welfare of students
   c. Disciplinary matters regarding students
   d. Funding it
   e. Organization of co curricular activities
   f. It has no function and survives for the name sake
   g. Any other _____

5. What are the problems do you face during the admission in the college/institution?

a_____

b_____

6. Is there enough options to choose the subjects in your college/institution? Yes/No__ If no, what are the problems faced by students related to it, please state.

a_____

b_____

II. INFRASTRUCTURE

1. Does your College/Institution have building of its own?Yes/ No, If No,
    a. Rented buildings
    b. Leased property
    c. Any other_____
2. Is there separate room in the College/Institution for each of the following? Please tick mark
    a. Girls common room
    b. Boys common room
    c. Auditorium hall
    d. Any other (please specify)_____
3. Is the classroom having sufficient number of furniture like desks, benches, and chairs for students? Yes/ No_____

If no, please mention how are you coping with these problems?

a_____

b_____

4. What type of furniture is provided for the students?
    i) Long bench and desk
    ii) Single bench and desk
    iii) Desk with attached side desk
    iv) Any other (pleas specify)_____
5. Do you have science laboratory/workshops/clinic in your college/institution? Yes/No_
6.Do you face any problem with laboratory/workshop equipments? Yes/No____ If yes, what are the problems
    h. Equipments are outdated
    i. Equipments are not up to date
    j. Equipments need repairing
    k. Any other _____
7. Are the students provided internet connection facilities in your college/institute? Yes/No
8. Is there separate room for indoor games? Yes/No____ If no, how are indoor games conducted in your college/institution please specify?

a_____

b_____

9. Is there separate playground for different games? Yes/No_____

If no, how are you coping with the problem, please mention.

a_____

b_____

10. Are you provided with college/institution transport system? Yes/No _____ If no then how are you coping with the problem

a_____

b_____

Hostel

11. Are you day scholar or hosteller? Yes/No_____ If yes, is your hostel well furnished and well equipped? Yes/No___
12. What type of hostel accommodation are you getting?

(i) Single room
(ii) Two bedded
(iii) Dormitory
(iv) Any other (please specify) _____

13. Is your stay in hostel comfortable? Yes/No___ If not, please mention your problem

a_____

b_____

III. FINANCE

A.Scholarships

1. Are the students given scholarships? Yes/ No_____ If yes, it is based on
   i) OBC/ST/SC
   ii) National scholarships
   iii) State scholarships
   iv) University scholarships
   v) Any other (please specify) _____
2. Do you think the amount given as the scholarships is adequate enough for the liabilities? Yes/No_____If not, what are you doing about it?
   (a) Opting for more
   (b) Not interested in making any move
   (c) Complaining to the principal or the government
   (d) Any other (please specify) _____
3. Do you get book grant facility? Yes/ No _____
4. Are the students given freeship? Yes/No___ If yes, is it based on
   i) Poor economic background
   ii) Good academic record
   iii) Any other (please Specify) _____

B. Fees

1. The fees charged in your college/institution are;
   (i) Too high
   (ii) Average
   (iii) Any other (please specify) _____
2. Please give in detail the amount of fees charged in your college/institution

Fees	Amount
a. Admission fee	
b. Examination fee	
c. Course fee	
d. Caution fee	
e. Library fee	
f. Laboratory fee	
g. Games fee	
h. Hostel fee	
i. Any other fee _____	

3. What problem do you face regarding fees, please state.

a_____

b_____

IV. ACADEMIC

A. Class Room

1. What type of classroom climate generally exists, please tick
   (a) Friendly and open
   (b) Tense and strict
   (c) Indifferent towards students need
   (d) Any other please specify_____

2. Is the environment in your college/institution favorable for you to study? Yes/No____
If No, please mention the disturbing factors

a_____

b_____

3. What is the medium of instruction used in class by teachers?
   vi) English except in other language class
   vii) State common language
   viii) Mixture of English and state common language
   ix) Any other (please specify) _____

4. Are you satisfied with lectures given in the class room? Yes/No___ If no, Please say in few lines

a_____

b_____

5. What are the classroom problems faced by students in your college/institution?

a_____

b_____

B. Method of teaching

1. Does teacher use innovative technique while teaching in the class? Yes/ No____
   If yes, please tick
   a. OHP to clear important points
   b. Computer
   c. Charts
   d. Working model
   e. Static model
   f. Any other _____

2. Which method of teaching do your teachers generally follow in the class? Please tick
   a. Lecture Method
   b. Discussion Method
   c. Demonstration Method
   d. Questioning
   e. Dictating notes
   f. Field study
   g. Project Method
   h. Self study by students
   i. Any other (please specify)_____

3. What are the problem do you face with the teaching method followed by teachers in the class, please mention.

a_____

b_____

C. Library

1.Is the library properly maintained and updated timely? Yes/No_____

2.Who is in- charge of the library?

a. Teacher on part time basis
b. Clerk of the Institution
c. Full time librarian
d. Any other _____

3. Do you have reading room in the library? Yes/No___

4. What are the hours of work for the library?

(a) 8AM – 4PM
(b)9AM- 5PM
(c) 10 AM- 4PM
(d) 10AM- 5 PM
(e) Any other please specify_____

5. What are the library problems faced by students in your college/institution? Please state.

a_____

b_____

D. Curriculum

1. Is the existing curriculum satisfactory?

Yes/No if no, please mark the defects from the following?

a. It is theoretical
b. It is too vast
c. It is inappropriate for graduate level
d. It does not fulfill the objectives of Higher education
e. It is not relevant to societal needs
f. It is not relevant to national needs
g. Any other (please specify)

_____

2. Should students be involved in framing the curriculum? Yes/No_____ please justify your answer

a_____

b_____

E. Co curricular Activities

1. What is the Co Curricular activities organized in your College/ Institution? Please tick

a. Dance Competition
b. Sports Competition
c. Quiz
d. Debate
e. Song
f. Painting
g. National Social Service
h. Any other _____

2. Do you participate in co curricular activities organized in your College/ Institution? Yes/No__ If yes, what are the activities that you participate.

a_____

b_____

3. Do you face any problem regarding the co curricular activities organized in your college/institution? Yes/No___ If yes please specify

a_____

b_____

4. Does your college/institution have facilities for any indoor games?

i. Gymnasium
ii. Table tennis
iii. Badminton
iv. Any other (Please specify) _____

5. Are the extension activities carried out in your College/ Institution? Yes/ No

If Yes, please tick the activities in which you participate.

a. Adult education programme (NAEP)
b. Continuing education
c. Population education
d. Environment education
e. Agriculture education
f. Health education
g. Rural education
h. N.S.S
i. N.C.C
j. Community Health Programme
k. Any other (please specify)

F. Examination and Evaluation

1. What type of examination system does your college/institution have?

(a) Annual
(b) Semester type
(c) Any other (please specify)_____

2. Do you prefer Semester system/annual system of examination?

_____

3. Are there any problem in connection with examination and evaluation? Yes/ No___

If yes, please furnish the problem in brief

a_____

b_____

4. Do students have to go outside the State to face any examination? Yes/ No____

If yes, please state the name of examination and the university/college where students have to go to face examination

Name of examination Name of university/college

(i) _____

(ii) _____

5. If students have to go outside the State to face any examination? Please specify the reason:

(a) Lack of State general university

(b) Lack of up-to-date laboratory
(c) Lack of expertise in different subjects
(d) Any other (please specify)

Miscellaneous

1. Are you satisfied with the facilities provided by college/institution? Yes/ No ____
2. What are the main problems that the students face in your college/institution?

a_____
b_____

3. Please give your suggestions for the improvement of your college/ institution.

a_____
b_____
c_____

APPENDIX IV
INTERVIEW SCHEDULE FOR FORMER STUDENTS OF COLLEGES/INSTITUTES OF THE STATE

Name:
Educational Qualification:
Year of passing out from the college/institute:
Department:
Name of the College/Institute:
Present Position:

I. INFRASTRUCTURE

1. Do the college/ institute had its own building when you studied?
2. Where were the classes held in your college/ institute?
   a. Rented building, b. leased building, c. Any other (please specify)_____
3. How important is the own building for college/institute than the rented building?

a_____
b_____

4. Did the college/ institute provide hostel facility? Yes/No____ If not, how did students cope with the problem _____
5. Was there transport facility in your college/ institute? Yes/No___ If not how did you cope with the problem_____
6. Did your college/ institute have any problem with the infrastructural facilities?

II. FINANCE

1. Whether the students were given any scholarships? Yes/ No___ If yes, It is based on
   - i) SC/ST/OBC
   - ii) National scholarships
   - iii) State scholarships
   - iv) University scholarships
   - v) Any other (please specify) _____
2. The fees charged in your college/ institute at the time when you studied was:
   (i) Too high
   (ii) Average
   (iii) Low

5. What are the problems faced by students regarding the fees?

a_____
b_____

III. ADMINISTRATION

1. How are students enrolled in your college/institute? Please tick mark
   (a) In order of merit basis
   (b) Written test basis
   (c) Interview
   (d) Written and interview
   (e) Previous examination marks
   (f) Any other (please specify) _____

2. Are you satisfied with the course that you opted? Yes/No___ If no, please give your reason _____

IV. ACADEMIC

1. Was the environment in your college/ institute favorable for you to study? Yes/No____ If No, please mention the disturbing factors

a_____

b_____

2. Which method of teaching did your teachers generally followed in the class? Pleasetick
   a. Lecture Method
   b. Discussion Method
   c. Demonstration Method
   d. Questioning
   e. Dictating notes
   f. Field study
   g. Project Method
   h. Self study by students
   i. Any other (please specify)_____

3. What were the problems faced by students related to method of teaching used by teachers in the classroom?

a_____

b_____

4. Was the library properly maintained and updated timely.

5. Did you face any problem concerned with library? Yes/ No _____ please furnish your suggestions for the improvement of library.

a_____

b_____

6. Were you satisfied with the curriculum? Yes/No___ if no, please give your reasons?

a_____

b_____

7. What are the impotance of co curricular activities in colleges/institutes?

8. Did the students face any problems with the co curricular activities organized in your College/ institute?

_____

_____

9. What type of examination system did your college/ institute have?
   (a) Annual Examination System
   (b) Semester type
   (c) Any other (please specify)_____

10. Did you face any problem in connection with examination and evaluation? Yes/ No___ If yes, please furnish the problem in brief

a_____

b_____

12. Please suggest some suggestions for the development of College/ institute.

a_____

b_____

APPENDIX V
INTERVIEW SCHEDULE FOR OFFICIALS OF HUMAN RESOURCE DEVELOPMENT DEPARTMENT, GOVERNMENT OF SIKKIM

Name:
Designation:
Office:
Years of service completed:

ADMINISTRATION

1. What is the Administrative structure of Education in the State?

_____

_____

2. How is management of Higher Education carried out in Sikkim?

_____

_____

3. How planning for Higher Education done in Sikkim? Please state briefly.

_____

_____

4. Do you involve principals of the colleges in planning of higher education in State? Yes/No_____ If yes, please mention

_____

_____

5. Kindly mention policies adopted by the Government of Sikkim for setting up of colleges/institutes in the state.

_____

_____

6. What criteria are used for recruitment of teachers in the colleges/institute?

_____

_____

7. Do you receive any grievances from the colleges/institute?
   a. How often: _____
   b. What type:

i_____

ii_____

8. Does the state government set up State Council of Higher Education? Yes/No.
   If yes, when was it set up _____
   If No, please state reason

_____

9. What relationship exists between state government and colleges/institute of state?

_____

_____

10. How are you satisfied with the present procedure adopted by the state government towards development of higher education in Sikkim? Please justify.

_____

_____

11. What is the administrative assistance provided by the Department of Education (Government of Sikkim) towards Private colleges/institute? Please state

_____

_____

12. What are the problems of college education administration in the state?

_____

_____

FINANCE

1. How much of grants was earmarked for colleges in the last 5 years

year	Total amount of fund	Amount allotted to each colleges
1999	Rs_____	a)Government colleges Rs_____. b)Private colleges Rs_____
2000	Rs_____	a)Government colleges Rs _____ b)Private colleges Rs_____
2001	Rs_____	a)Government colleges Rs. _____ b)Private colleges Rs_____
2002	Rs_____	a)Government colleges Rs. _____ b)Private colleges Rs_____
2003	Rs_____	a)Government colleges Rs. _____ b)Private colleges Rs_____

2. Please state how is the budget estimate is prepared for colleges/institutes of the state?

_____

_____

3. What are the conditions for payment of grants to the different Colleges/institutes?

_____

_____

4. Apart from grants, do you extend any other financial assistant to government colleges/institute in Sikkim? Yes/No
   Please elaborate your answer

_____

_____

5. Do you provide any financial assistance to private colleges/institutes in the state? Yes/No. If Yes, please state in detail

_____

_____

6. Do you provide financial assistance to students from Sikkim pursuing Higher Education outside the state? Yes/ No _____ If yes please state briefly.

_____

_____

ACADEMIC

1. What are the aims and objectives of Higher Education in the State? Please give your views.

_____

_____

2. Please state whether the department of education, state government carries out supervision towards Higher Education in the State? State briefly.

_____

_____

3. Do the Government of Sikkim, department of education carries out inspection of the colleges for the following years:
   a. 2000-2001, b. 2001-2002, c. 2002-2003, d. 2003-2004, e. 2004-2005
4. Whether inspection reports are submitted to the authority concerned like
   a. University Grants Commission (UGC)
   b. National Assessment and Accreditation Council (NAAC)
   c. All India Council of Technical Education (AICTE)
   d. Bar Council of India (BCI)
   e. North Bengal University (NBU)
   f. State Government (Government of Sikkim)
5. What types of complaints do you get with regards to the Colleges/ institutes in general?

a_____

b_____

6. What are the academic problems of the Colleges/institutes, detected during the course of Inspection?

a_____

b_____

7. Please give your suggestions for the better functioning of educational administrative machinery in Higher Education of Sikkim.

a_____

b_____

c_____

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MA (English literature)	Madurai Kamraj Univ	2001	II
M.Ed	Mangalore University	2002	I with distinction
NET in Education		2003	Qualified for lectureship
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