



HIGHER EDUCATION

Dr (Mrs) Yodida Bhutia

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90

HIGHER EDUCATION

Status and Problems in Sikkim

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Applied Nutrition, Gangtok, Sikkim.
Himalayan Pharmacy Institute
Loyola College of Education
Damber Singh College
Sikkim Government College, Namchi
Sikkim Manipal Institute of Technology
Government Sanskrit Mahavidyalaya, Gyalzing
Advanced Technical Training Centre, Bardang
Centre for Computers and Communication Technology
Sikkim Manipal Institute of Medical Science
Harka Maya College of Education
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INTRODUCTION

Higher, post-secondary, tertiary, or third level education refers to the stage of learning that occurs at universities, academies, colleges, seminaries, and institutes of technology. Higher education also includes certain collegiate-level institutions, such as vocational schools, trade schools, and career colleges, that award academic degrees or professional certifications.

The right of access to higher education is enshrined in a number of international human rights instruments. The UN International Covenant on Economic, Social and Cultural Rights of 1966 declares, in Article 13, that “higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education”. In Europe, Article 2 of the First Protocol to the European Convention on Human Rights, adopted in 1950, obligates all signatory parties to guarantee the right to education.

Overview

Higher education is an educational level that follows the completion of a school providing a secondary education, such as a high school, secondary school, or gymnasium. Tertiary education is normally taken to include undergraduate and postgraduate education, as well as vocational education and training. Colleges, universities, and institutes of technology are the main institutions that provide tertiary education (sometimes known collectively as tertiary institutions). Higher education includes teaching, research, exacting applied work (e.g. in medical schools and dental schools), and social services activities of universities. Within the realm of teaching, it includes both the *undergraduate* level (sometimes referred to as tertiary education), and beyond that, *graduate-level* (or *postgraduate* level) for qualified students who wish to go further in their education and skills. In many developed countries, a high proportion of the population (up to 50%), now enter higher education at some time in their lives. Higher education is therefore very important to national economies, both as a significant industry in its own right and as a source of trained and educated personnel for the rest of the economy.

Types

The general higher education and training that takes place in a university, college, or Institute of Technology usually includes significant theoretical and abstract elements, as well as applied aspects. In contrast, the vocational higher education and training that takes place at vocational universities and schools usually concentrates on practical applications, with very little theory.

In addition, professional-level education is always included within Higher Education, and usually in graduate schools, since many postgraduate academic disciplines are both vocationally, professionally, and theoretically/research oriented, such as in the law, medicine, pharmacy, dentistry, and veterinary medicine. A basic requirement for entry into these graduate-level programs is almost always a bachelor's degree. Requirements for admission to such high-level graduate programs is extremely competitive, and admitted students are expected to perform well.

Higher Education in India

Higher Education in India has evolved in distinct and divergent streams with each stream monitored by an apex body, indirectly controlled by the Ministry of Human Resource Development. The 433 universities/institutions, are mostly funded by the state governments. However, there are 40 important universities called Central universities, which are maintained by the Union Government and because of relatively large funding, they have an edge over the others. The engineering education and business schools are monitored and accredited by the All India Council for Technical Education (AICTE) while medical education is monitored and accredited by the Medical Council of India (MCI). Likewise, agriculture education and research is monitored by the Indian Council for Agriculture Research. Apart from these, National Council for Teacher Education (NCTE) controls all the teacher training institutions in the country. The country has some ace engineering, management and medical education institutions which are directly funded by the Ministry of Human Resource Development of the Union Government. Admission to all professional education colleges is done through all-India common admission tests of which the IIT-JEE, AIEEE, CAT and CPMT are the most popular ones. Most of the institutions reserve a small percentage of seats for foreign students.

CHAPTER 1

DEVELOPMENT OF SCHOOL EDUCATION IN SIKKIM

INTRODUCTION

Education is a life-long process. It begins with the birth of a child and ends with his death so it is a continuous process. Life is a continuous process of growth and development, so also the education. An individual learns through his experiences which are acquired throughout his life. Education therefore is not limited to any one stage of life but acquiring experiences through out life in the social and natural environment. The agency of education could be the home, the school, the society, the media, the nature both in a formal and informal way. The school exists to provide a special environment for the formative period of human life. School is a consciously designed institution, the sole concern of which is to educate the child. The school is the first direct and formal educational institution and it is considered as one of the most important agencies of education in modern society. The school is primarily a social institution and it is intimate with the society, it fulfills the expectations of the society and produce developed individual for the society. The school provides the child with social experiences so that individual growth is directed to social advancement. It tries to inculcate some eternal values in the minds of the students through education. The school is also said to be miniature society. The school provide such education so that the individual may develop into worthy member of the society. Social consciousness is fostered and the students develop social efficiency through the process of socialization which can help an individual to be contributing and effective member of the society. The school provides the environment of socialization which is one of the aim of education so that harmonious development of students take place. The school education in Sikkim has same expectation from the society in general and the school too expects the society to participate and contribute in its development. Therefore it is important to know the development of school education in the State.

PROFILE OF SIKKIM

Sikkim is the 22nd State of the Indian Union. Its mountains are capped with snow though out the year and low lying areas are covered with tropical jungles. 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 28° 07' 48" and 27° 04' 46" north latitude and 88° 00' 58" and 88° 55' 25" east longitude. It has an area of 7,300 square kilometers.

Sikkim is a land of diverse 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, 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 prominent 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.

The State has numerous glacial lakes which freezes during winter. The Teesta 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 chu. The rainfall varies from 127cm to 600 cm annually in some areas and the highest rainfall is between the months of May and September. The temperature in Sate varies from 0 to 30 degree Celsius.

Sikkim displays an astonishing 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.¹

THE PEOPLE OF SIKKIM

According to 2001 census, Sikkim had a population of 540851 which increased to 6,07,688 in 2011 census.

The state has 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."² 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."³

LANGUAGE

On October 12, 1977 the Sikkim Assembly had 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. English is the official language of the State whereas Nepali is widely spoken by all the sections of the society. Sikkim has eleven official languages: Nepali, Bhutia, Lepcha, Limbu, Newari, Rai, Gurung, Mangar, Sherpa, Tamang and Sunwar.

Presently there are three language formulas in schools of Sikkim, they are; English is the first language, Hindi is the second language and regional vernacular language is the third language. In the year 2002, Sanskrit was also introduced in government schools of Sikkim from primary to higher secondary classes but it could not expand as expected.

LITERACY RATE IN THE STATE

According to 2011 census, the literacy rate in Sikkim is 82.20. The literacy rate among males is 87.29 and among females is 76.43. The population of aged 7 and above, who are literates in 2011 is 4,49,294 and percentage decadal difference during 2001-2011 is 41.14. Whereas according to census 2001, Sikkim had total population 540,851 of the total population of Sikkim 318,335 were literates therefore the total literacy rate of Sikkim was 68.8 percent. The literacy rate of male and female was 76 and 60.4 percent respectively. A comparative picture of the literacy rates in the state from 1981- 2011 is shown in the table below.

Table 1: Literacy rate by 1981 - 2011⁴

Year	Persons	Male	Female
1981	41.6	53.0	27.4
1991	54.39	63.44	44.06
2001	68.8	76	60.4
2011	82.20	87.29	76.43

CHAPTER 2

PROGRESS OF HIGHER EDUCATION IN SIKKIM

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

HIGHER EDUCATION IN INDIA, POST INDEPENDENCE

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 economy on the other.

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 year 1949-50 the number of students at the post graduate level was 13,700 and those engaged in research was 922.²

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 country³ 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

Table 12: Institutions of Higher Education⁶ University Grants Commission

Type	2006	2009	2010	2011
Central Universities	20	40	41	42
State Universities	217	234	257	275
Institutions Deemed to be Universities	102	128	130	132
Institutions of national Importance (by State Legislation)	5	5	5	5
Institutions of national Importance (by Central Legislation)	13	39	39	40
Private Universities	10	21	61	86
Colleges	18,064	25,951	NA	NA

NA – not available

The increase in the number of institutions of higher education is amazing. The central universities have doubled up from 2006-2011. There is a rise in the number of state universities and deemed to be universities. Even the number of private university has increased around eight times from 2006 to 2011. The number of college has increased rapidly from 500 colleges in 1947 to 25,951 in 2009.

Increase in Enrolment in Higher Education

Enrolment in higher education has raised in India at a phenomenal rate from 1 lakh in 1950-51, 40 lakh in 1988-89 to 80 lakh in 2001. The enrolment of students has risen to 99.54 lakhs in 2011.

colleges/institutes both general and professional had governing body with varied function and majority of teachers were not the member of governing body.

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.

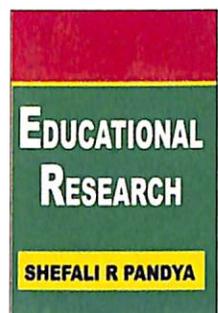
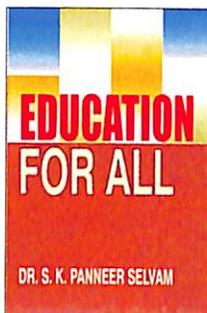
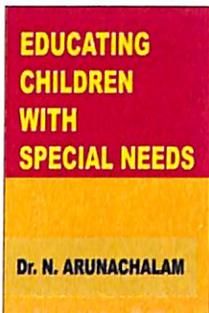
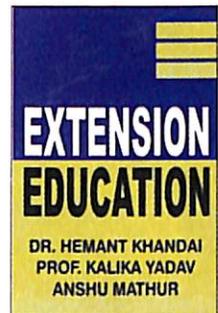
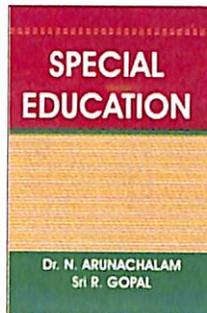
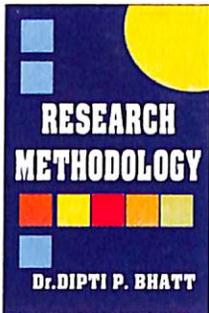
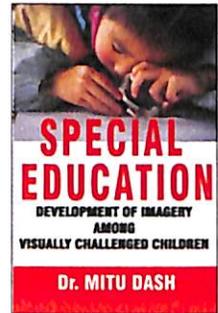
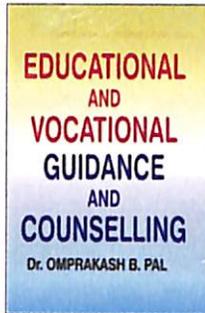
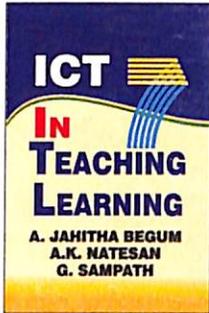
100 percent colleges/institutes under study were aware of obstacles to desirable changes in the future which will surely help the colleges/institutes to work towards it so that suitable changes can be brought for the betterment of higher education in the state.

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. 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. 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 different registers for official record. Except the Institute of Hotel

management all the rest 90 percent colleges/institutes under study maintain Staff council proceeding book.

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