

# **EDUCATIONAL ADMINISTRATION IN SIKKIM**

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**Structures, Processes and Future  
Prospects**

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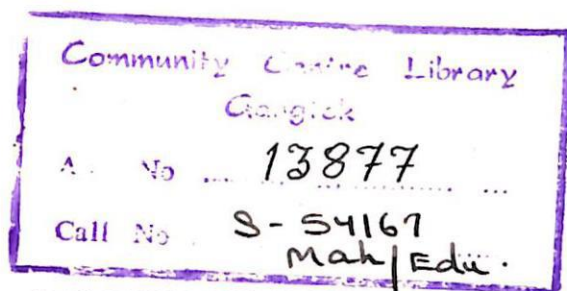
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*NIEPA*

# Educational Administration in Sikkim

Structures, Processes and Future  
Prospects



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## Preface

The first National Survey of Educational Administration conducted by the National Institute of Educational Planning and Administration in 1973 was a pioneering attempt to study the organisation and administration of education in all the states and union territories. The Second Survey now seeks to provide an elaborate picture of educational administration in general and school education in particular, with special reference to its structure, organisation, processes, functions as well as challenges and innovative tasks confronting the system and its growth over the years.

Primary data were procured through a field study conducted with the help of a set of structured tools. A vast variety of secondary sources such as the central and state government documents, non-governmental publications, census reports, state budgets, plan proposals, educational research studies, etc., proved useful for the analysis of the state education system in a national perspective.

This study is an outcome of the collaborative efforts of the Education Department of Sikkim and NIEPA. The findings, interpretations and conclusions are of course those of the authors, and need not necessarily be attributed to the Institute or the state government. We would like to take this opportunity to express our gratitude to the authorities of the state, especially Shri S.W. Tenzing Education Secretary, Shri Tashi Tobden (former Education Secretary), Shri Alok Rawat, Additional Education Secretary, Shri Tshering Bhutia, Director of Education, and Shri M.C. Mathur (former Director of Education) for guiding the survey work in the state; to Shri G.B. Niraula, Assistant Director, Educational Technology for conducting the Survey, compilation and coding of responses; to Ms. Diki Topden for



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## Chapter 1

# Introduction



### Objectives of the Survey

The National Institute of Educational Planning and Administration (NIEPA) conducted the First All India Survey of Educational Administration in 1973-74. During the intervening period of nearly twenty years, modifications in organisational structure and administrative practices as well as adoption of new policies and programmes subsequent to the implementation of the National Policy on Education and Programme of Action (1986), and reports submitted by state-level education commissions, committees, etc., have brought about many changes in the educational scene. It is necessary to see the implication of these changes on educational administration. Consequently it was decided to conduct the Second All India Survey of Educational Administration with the following principal objectives: (a) to understand the present status of educational administration in terms of structures, systems and processes at various levels; (b) to study the experiments, innovations and changes; and (c) to identify major issues and future tasks of educational planning and management.

### Scope and Coverage

The Survey covers the organisational set-up, role, functions and activities of the Education Department at the secretariat, directorate and inspectorate levels; educational institutions under different managements; and departments other than the Education Department. It addresses itself primarily to the administration of school education.



Consequently, technical, professional and higher education have not been discussed at length—although there are occasional references to these.

A useful feature of the Survey relates to the preparation and presentation of activity profiles of different educational management personnel like the district/block/education officers and heads of institutions. A select bibliography in respect of studies conducted and books on educational administration referred to in the report is included in the *Appendix*. Primary data for the Survey pertain to the year 1990-91 and those taken from the secondary sources are the latest available.

### **Methodology**

The methodology of the Survey included collection of information from the State Education Department, its different directorates and divisional, regional, district, block and institutional level organisations on the basis of a representative sample. Other secondary sources were also tapped for this purpose.

### *Sample*

A framework was designed to select a sample by multi-stage, purposive sampling technique covering at least 10 per cent of the total number of districts adequately representing each state/union territory of the country. However, considering the time and feasibility aspects, only one out of every fifteen districts in each state/union territory was selected on the basis of it being the most representative and from each district thus selected, two representative blocks or sub-educational districts, that is, one rural and the other urban, were taken up for the study. Similarly, a representative sample of schools of different types was selected from each of the sampled sub-educational district/block/division/region/circle, if such unit(s) existed in the state/union territory concerned.

In Sikkim, the district of East Sikkim was taken up for the purpose of the Survey, from which 68 schools at various levels and under different management and belonging to both urban and rural areas, were randomly selected as per details given in Table 1.1.

Table 1.1  
Selected Sample in Sikkim

| Type of Institution | Number of Institutions |   |        |           |   |        |       |   |        |           |   |         | Total |
|---------------------|------------------------|---|--------|-----------|---|--------|-------|---|--------|-----------|---|---------|-------|
|                     | Urban                  |   |        |           |   |        | Rural |   |        |           |   |         |       |
|                     | Govt.                  |   |        | Non-Govt. |   |        | Govt. |   |        | Non-Govt. |   |         |       |
|                     | B                      | G | Co-Ed. | B         | G | Co-Ed. | B     | G | Co-Ed. | B         | G | Co-Ed.* |       |
| — Primary           | —                      | — | —      | —         | — | —      | —     | — | 33     | —         | — | —       | 33    |
| — Upper Primary     | —                      | — | —      | —         | — | 1      | —     | — | 11     | —         | — | —       | 12    |
| — Secondary         | —                      | 1 | —      | —         | — | —      | —     | — | 15     | —         | — | —       | 16    |
| — Senior Secondary  | 1                      | — | 2      | —         | — | 1      | —     | — | 3      | —         | — | —       | 7     |
| All Schools         | 1                      | 1 | 2      | —         | — | 2      | —     | — | 62     | —         | — | —       | 68    |

\* B = Boys, G = Girls and Co-ed. = co-educational

### Tools

Three types of questionnaires were constructed and used for data collection. These are:

1. *State Level Questionnaire (SLQ)* designed to collect information from primary sources namely, Education Department, directorates and other concerned officials;
2. *Area Level Questionnaire (ALQ)* to elicit information on the organisation and administration of education at the divisional, regional, district, block or circle levels and from officers in charge of the area; and
3. *Institutional Level Questionnaire (ILQ)* to collect information from institutions and their heads.

Apart from data collected by means of these questionnaires, supplementary information was also collected at the national, state and area levels from:

- secondary sources like government publications, legislative documents, codes, rules and regulations, ordinances, state plans, budgets and statistical publications;
- interviews and discussions with officers holding different hierarchical positions at various levels as well as heads and teachers of institutions;
- discussions on related issues and problems in meetings, workshops and seminars at national, state, district and grassroot levels; and
- select literature on educational organization and management published by various agencies.

### Advisory Committees

The project design provided for the constitution of National and State Advisory Committees (*Appendix-I*) to guide and advise the national and state-level project team on matters pertaining to the Survey.

Preliminary work on this report was done at the state level. It was revised and finalised at NIEPA, in consultation with experts and state authorities, according to a common format to facilitate inter-state comparison.



**Problems and Difficulties**

Any survey of this kind is usually confronted with a set of problems and difficulties. In case of the Survey in Sikkim, the problems encountered were as follows: (a) since there are only composite schools and no primary and upper primary schools in the urban areas covered by the Survey, the sample was not truly representative; (b) majority of the government schools are co-educational ones; of the two girls' schools, only one was included in the sample; and (c) a large number of heads of schools were not fully aware of the financial and administrative powers delegated to them. All these problems have caused a few gaps in the relevant information.



## About the Series

Vikas Publishing House, on behalf of the National Institute of Educational Planning and Administration, brings to you a major series on Educational Administration: Structures, Processes and Future Prospects—a set of volumes on various states and union territories of India. Apart from delineating the new trends and developments in education, vital information and data on the size, efficiency and performance of educational administration have now been made readily available to educational planners and administrators, scholars and academicians. All the relevant aspects of planning, administration, innovations and problem-solving approaches pursued in the field of education have been brought together through this new series, offering a fresh perspective on educational administration in general and school education in particular.

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