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. In 2004-05, 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.l/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.


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. However 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 Institute 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 blackboard 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 Institute 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.

(xxii) 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.


(iv) A study may be undertaken 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.