CHAPTER
TWO
CHAPTER II
PROGRESS OF HIGHER EDUCATION IN SIKKIM

2.00 INTRODUCTION

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

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

2.1 HIGHER EDUCATION IN 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 inherited economy on the other. Contemporary society expected the institution of higher education to shoulder the responsibility of ushering in a new era and contribute to the attainment of, in as short time as possible, freedom from want, disease and ignorance by the development of scientific knowledge and its technological applications.

Yet Higher Education paced fast towards the development which can be seen in the increase in enrolment of students in Higher Education including secondary education...
from 1,26,228 in 1937 to 2,15,000 in 1947. The number of affiliated colleges was 496 including 297 arts and science degree colleges and 199 intermediate colleges. There were also 140 colleges of professional and technical education. Towards the end of 1947 India had 20 universities. In the academic year 1949-50 the number of students at the post graduate level was 13,700 and those engaged in research was 922. 2

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

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

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

2.1.2 Increase in Enrolment

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

2.1.3 Expansion of Faculty size

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

2.1.4 Finance

In India, Education has been a very large scale programme of public service consuming a heavy amount of resources. The main sources of these resources are
Government grants, funds from the self government agencies, tuition fees, donations, scholarships, educational cess and so on. The government fund plan and non plan grants. The plan expenditure of government's funds for education is meant for expansion of physical facilities such as new construction and non plan expenditure is for maintaining the existing infrastructure, and latter is something like 80 percent of the total expenditure on education.

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

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

2.2 EDUCATION – A CONCURRENT SUBJECT

The 42nd amendment of the Constitution in 1976 transferred education from the state list of responsibilities to the concurrent list. The role and responsibilities of the States in regard to education remains unaltered, the Union Government accepts a larger responsibility to reinforce the national and integrated character of education, to maintain quality and standards, to study and monitor the educational requirements of the country as a whole in regard to manpower for development, to cater to the needs of research and advanced study, to look after international aspects of education, culture and human resource development, and in general, to promote excellence at the tertiary level of the educational pyramid throughout the country.
The coordination and cooperation between the Union and the States is brought about in the field of education through the Central Advisory Board of Education (CABE).

2.3 HIGHER EDUCATION COMMISSION AND COMMITTEES

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

The Radhakrishnan Commission gave guidelines for the structuring of higher education and recommended that the University Grants Committee should be reorganized and should have powers to allocate grants within total limits set by the Government.

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

Based upon the Kothari Commission report, the National Policy of Education, 1968 was adopted. Nearly twenty years later, in 1985, the Government of India document ‘Challenge of Education’ recognized that “the general condition of universities and colleges is a matter of great concern to the nation”. Later in 1986 the new National Policy
on Education was adopted. The policy emphasized to provide appropriate funding to universities and colleges, review management patterns including the structure, roles and responsibilities of universities/bodies, to regulate admission on the basis of physical facilities, encourage autonomous colleges, recruitment of teachers based on common qualifying test. It was also stressed on research in universities, development of rural universities and institutes, delinking of degrees from jobs and manpower planning.\textsuperscript{12}

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

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

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

2.4 STRUCTURE OF THE EDUCATION MINISTRY

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

2.5 AGENCIES INVOLVED IN HIGHER EDUCATION

2.5.1 Central Government

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

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

2.5.3 Professional Councils

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

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

2.5.4 University Grants Commission

The University Grants Commission (UGC) was established by an Act of Parliament in 1956. The UGC takes care of general higher education in Arts, Science, Commerce and professional education provided in the faculties of the universities. Its function in general is confined to promotion, coordination, determination and maintenance of the standards of higher education. It provides funds for improvement of physical facilities, recruitment of staff, purchase of books and equipment, development of libraries and
laboratories and for the varied programmes designed to raise academic standards on all India basis. More specifically, the functions of the Commission\textsuperscript{15} can be stated as briefly as follows;

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

\textbf{2.5.4.1 UGC's Tenth Plan Vision of Higher Education}\textsuperscript{16}

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

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

8. Focus on faculty development and rewards.

9. Enhance research capabilities by upgrading scientific infrastructure in universities and inter-university centre and give easy access to research funding.

10. Invest in basic research and promote interdisciplinary research in all the subjects and all the disciplines.

11. Twin with research and development institutions and industries for symbiotic research and development programmes.

12. Create opportunities for faculty for spending more time on research through “joint – employment” opportunities and research scientists’ stream.

13. Promote cross-flow of teachers/ scientists through interchange between universities and diverse research laboratories at national / international level.

14. Promote “quality” consciousness and monitor performance of educational institutions.

15. Create and enable organizational and administrative structure for making it more user – friendly.

16. Expand links with international educational and research institutions for enriching the students and faculty.

17. Expand study abroad opportunities for foreign students.

18. Focus on “exploring the higher education”.

19. Create independent financial support structure for venture capital and student education loans.

20. Enhance opportunities for mobilizing and optimizing financial resources base.

21. Development opportunities for enhanced financial support for innovative and creative institutions.

Thus UGC looked out for a forward-looking strategy of global standards but one that took care of India’s internal demand for skilled human power. It asserted that Indians should be educated to be competent and successful in an interdependent world.
2.5.5 National Assessment and Accreditation Council (NAAC)\textsuperscript{17}

The NAAC, an autonomous institution of the UGC is established under section 12 CCC of the UGC Act of 1956(3) on 16 September 1994. The NAAC was established purely for ensuring quality in higher education, a felt need for a long time, especially since the National Education Policy of 1986, the Programme of Action of which stated that “Excellence of institutions of higher education is a function of many aspects; self-evaluation and self-improvement are important among them. If a mechanism is set up which will encourage self-assessment in institutions and also assessment and accreditation by a Council of which these institutions are corporate members, the quality of process, participation, achievements, etc., will be constantly monitored and improved.”

The agenda of NAAC is to assess and accredit institutions of higher learning with an objective of helping them to work continuously to improve the quality of education. The process of assessment followed by NAAC is accordance with internationally accepted proactive criteria with certain modifications to suit the Indian context. The application of assessment and accreditation as a quality enhancing mechanism has yielded appreciable results world wide and has shown similar favourable indication in India also during the short period of the NAAC’s functioning. The philosophy of NAAC is ameliorative and enabling rather than punitive or judgmental, so that all constituencies of institutions of higher learning are empowered to maximize their resources, opportunities and capabilities.

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

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

Specific Objectives
1. The relevance of higher education
2. Quality, evaluation and accreditation
3. Research and development
4. Outreach activities in business and community and life-long learning
5. The knowledge and use of the new information and communication technologies
6. Management and financing
7. Export of higher education and reorientation of international cooperation

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

2.7 Open and Distance Education

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

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

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

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Indicator</th>
<th>Open Universities</th>
<th>Correspondence Course Institutes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Enrolment</td>
<td>632214</td>
<td>1123344</td>
<td>1755558</td>
</tr>
<tr>
<td>2.</td>
<td>Teachers/academics</td>
<td>730</td>
<td>1120</td>
<td>1850</td>
</tr>
<tr>
<td>3.</td>
<td>Programmes on offer</td>
<td>325</td>
<td>702</td>
<td>1027</td>
</tr>
</tbody>
</table>
The distance education institutions offer all types and levels of programmes in general higher education and professional/technical and vocational disciplines. Today, 20 percent of the students in higher education are being catered to through the distance mode. (Powar et.al., 2000b)

2.8 DEGREE STRUCTURE
There are three principle levels of qualifications within the higher education system in the country. These are:
1. Bachelor / Undergraduate level
2. Master's / Post-graduate level
3. Doctoral / Pre-doctoral level
Diploma courses are also available at the undergraduate and postgraduate level. At the undergraduate level, it varies between one to three years in length, postgraduate diplomas are normally awarded after one year's study.
Bachelor's degree in arts, commerce and sciences is three years of education (after 12 years of school education). In some places there are honours and special courses available. These are not necessarily longer in duration but indicate greater depth of study.
Bachelor degree in professional field of study in agriculture, dentistry, engineering, pharmacy, technology and veterinary medicine generally takes four years, while architecture and medicine, it takes five and five and a half years respectively. There are other bachelor degrees in education, journalism and librarian-ship that are second degrees. Bachelor's degree in law can either be taken as an integrated degree lasting five years or three-year course as a second degree.
Master's degree is normally of two-year duration. It could be coursework based without thesis or research alone. Admission to postgraduate programmes in engineering and technology is done on the basis of Graduate Aptitude Test in Engineering or Combined Medical Test respectively.
A pre-doctoral programme - Master of Philosophy (M.Phil.) is taken after completion of
the Master's Degree. This can either be completely research based or can include coursework as well. Ph.D. is awarded two years after the M.Phil. or three years after the Master's degree. Students are expected to write a substantial thesis based on original research that generally takes longer.

### 2.9 DEVELOPMENT OF EDUCATION IN SIKKIM

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

2.9.1 The Sikkim Board of School Education

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

- To conduct examinations and grant diplomas and certificates to successful candidates;
- To prescribe courses of instruction and text books for examinations conducted by it;
- To prescribe conditions for admission to examinations conducted by it;
- To recognize institution for purpose of its examinations with the concurrence of the State Government;
- To demand and receive such fees as may be prescribed;
- To make regulations for prescribing courses of institution and text books for study in institution of school level in the State;
- To make regulations for imposing penalties for misconduct of examinees, students and teachers and for negligence in work of examiners, paper setters and printing presses in connection with work done relating to examinations;
- To submit to the State Government its views on any matter with which it is concerned for which the State Government may refer to it for advice;
- To appoint part time employees of the Board as may be necessary from time to time.
- To institute and award scholarships, medals and prizes under conditions that may be prescribed and to accept endowment for the same, subject to such conditions as the Board may deem fit;
k) To organize and provide lectures, demonstrations, educational exhibitions, educational excursions and to take such other measures as are necessary to promote the standards of school education in the State;

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

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

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

2.9.2 The Educational Structure and Pattern

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

Source: National Institute of Educational Planning and Administration
2.9.3 Growth in the number of schools

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

Table No. 5: Increase in number of schools from 1975 to 2004²⁸

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<tbody>
<tr>
<td>Primary schools</td>
<td>228</td>
<td>320</td>
<td>482</td>
<td>536</td>
<td>492</td>
<td>462</td>
</tr>
<tr>
<td>Junior high Schools</td>
<td>29</td>
<td>44</td>
<td>122</td>
<td>119</td>
<td>127</td>
<td>147</td>
</tr>
<tr>
<td>High Secondary schools</td>
<td>-</td>
<td>29</td>
<td>54</td>
<td>67</td>
<td>80</td>
<td>92</td>
</tr>
<tr>
<td>Senior Secondary schools</td>
<td>07</td>
<td>08</td>
<td>13</td>
<td>24</td>
<td>26</td>
<td>41</td>
</tr>
<tr>
<td>Total</td>
<td>264</td>
<td>401</td>
<td>671</td>
<td>746</td>
<td>725</td>
<td>742</td>
</tr>
</tbody>
</table>

(-) means data not available

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

As on 31.10.2002 there were 471 private schools in the state of which 231 pre primary, 114 lower primary, 77 primary, 26 junior, 10 high and 5 senior secondary schools.²⁹ The state also has two Kendriya Vidyalaya, three Navodaya Vidyalaya, fifty monastic schools, twelve Sanskrit pathsalas and one Madrasa. To cater to the educational needs of disabled children, the state has Jawaharlal Nehru Memorial Institute for the
Handicapped at Namchi and a section for the mentally retarded as well as for the deaf and dumb at Palzor Namgyal Girls’ High School Gangtok.

2.9.4 Growth in the number of enrolment in schools

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

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

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Primary schools</td>
<td>18,057</td>
<td>42,559</td>
<td>65,623</td>
<td>72,561</td>
<td>76828</td>
<td>78585</td>
</tr>
<tr>
<td>Junior high Schools</td>
<td>2,100</td>
<td>7,899</td>
<td>16,110</td>
<td>21,309</td>
<td>24312</td>
<td>27549</td>
</tr>
<tr>
<td>High Secondary schools</td>
<td>630</td>
<td>1,544</td>
<td>4,247</td>
<td>8,072</td>
<td>9237</td>
<td>9347</td>
</tr>
<tr>
<td>Senior Secondary schools</td>
<td>172</td>
<td>658</td>
<td>1,187</td>
<td>3,554</td>
<td>5146</td>
<td>5675</td>
</tr>
<tr>
<td>Total</td>
<td>20,959</td>
<td>52,660</td>
<td>87,167</td>
<td>105,496</td>
<td>115,523</td>
<td>121,156</td>
</tr>
</tbody>
</table>

The education speeded its pace in spreading and reaching the unreachable, which is confirmed by the increase in enrolment in 2004 than in 1975. The above table shows that the number of students in primary schools has increased 4.35 times in 2004 than in 1975. The number of student in junior high school has increased 13.11 times in 2004 than in 1975. The students in High secondary school have increased by 14.83 times in 2004 than in 1975. The number of students in senior secondary school has increased more than 32.99 two times in 2004 than in 1975. Therefore the total enrolment of students from primary school to senior secondary schools was 20,959 in 1975-76 has increased to 1,211,56 in 2004-2005. Therefore as on 15.10.2005 in government schools alone the total enrolment of students has reached 1,211,56.

2.9.5 Financial Management

In September 1979, the first compilation of all financial rules in the state was published. As a result of the launching of various development schemes involving the large outlay, there has been manifold increase in the public expenditure during the period 1979 to 1989. Therefore in 1989, a fresh compilation of financial rules was published
with incorporation of all supplements and amendments. It contains rules relating to the
general system of financial management and control, responsibilities of various
authorities regarding withdrawal of money from public account, powers of sanctioning
expenditure, preparation of budgets, grants and appropriations, purchase and handling of
stores, loans and advances to government servants, grants-in-aid to educational
institutions, private individuals, local bodies, scrutiny deposits and other miscellaneous
items such as destruction of office records connected with accounts, etc.\textsuperscript{31}

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

Table No.7: Sector wise Actual Expenditure of State Government (Rs. in
thousands)\textsuperscript{32}

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>454543</td>
<td>549712</td>
<td>577339</td>
<td>1092916</td>
<td>1073374</td>
<td>1106213</td>
<td>1163537</td>
<td>1279248</td>
<td>1354225</td>
</tr>
<tr>
<td>Technical Education</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>86</td>
<td>1184</td>
<td>1302</td>
<td>4419</td>
<td>7940</td>
<td>12370</td>
</tr>
<tr>
<td>Total Expenditure on Educatio</td>
<td>454543</td>
<td>549712</td>
<td>577339</td>
<td>1093002</td>
<td>1074558</td>
<td>1107515</td>
<td>1167956</td>
<td>1287188</td>
<td>1484702</td>
</tr>
</tbody>
</table>

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

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

Table No.8: Government Actual Expenditure on Education in Sikkim (Rs. in thousands)\(^{33}\)

<table>
<thead>
<tr>
<th>Sector</th>
<th>2001-02</th>
<th>2002-03</th>
<th>2003-04</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Primary Schools</td>
<td>2697</td>
<td>81</td>
<td>44</td>
</tr>
<tr>
<td>Primary Schools</td>
<td>28973</td>
<td>23392</td>
<td>22845</td>
</tr>
<tr>
<td>Junior High Schools</td>
<td>10113</td>
<td>13035</td>
<td>14784</td>
</tr>
<tr>
<td>Secondary Schools</td>
<td>1585</td>
<td>8254</td>
<td>4716</td>
</tr>
<tr>
<td>Total</td>
<td>43368</td>
<td>44762</td>
<td>42389</td>
</tr>
</tbody>
</table>

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

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>2001-02</th>
<th>2002-03</th>
<th>2003-04</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td>6630</td>
<td>31468</td>
<td>11095</td>
</tr>
<tr>
<td>Non-plan</td>
<td>4827</td>
<td>4278</td>
<td>3857</td>
</tr>
</tbody>
</table>

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

2.10 TEACHERS’ TRAINING

2.10.1 TEACHERS’ TRAINING INSTITUTE

The first teachers training institute was started at Gangtok in 1954 with Mr. K.L. Kapoor as the first Headmaster. In the initial stage, teachers training course was called the Village Teachers Training Course. The norms of formal Basic Training Institute demanded new infrastructure for running a regular course for teachers which made the government shift the Institute to Temi, South Sikkim in 1956. Both regular government school teachers and committee school teachers attended the training for a period of one year. The teachers were paid training allowance of Rs.10/- per month. On completion, certificates were awarded by the Department of Education. The Basic Teachers Training Institute continued functioning till 1969 when it was shifted to Pelling, West Sikkim and attached with the Pelling Senior Secondary School as Teacher Training Institute (T.T.I). The institute imparted training both in pedagogical and content areas. Later in 1978 it was shifted to Gangtok and placed under the charge of State Institute of Education.
It imparted in-service training to primary school teachers and till 1995, the Institute had trained 1222 primary school teachers.\(^{(37)}\)

### 2.10.2 DISTRICT INSTITUTE OF EDUCATION AND TRAINING

The TTI got upgraded to District Institutes of Education and Training (DIET) in 1998.\(^{(38)}\) District Institutes of Education and Training (DIET) are being established in the state in accordance with the recommendations of the National Policy on Education, 1986. The DIETs was established to vitalize elementary education and to bring about qualitative improvement in its academic aspects. According to the guidelines, the main functions of a DIET are:\(^{(39)}\)

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

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

The Government of Sikkim, Department of Education, passed notification No.1(432)89/Est/Edn/II/Pt.III, dated: 1\(^{st}\) April 1991\(^{(41)}\) which notified the constitution of State Level Monitoring Committee and a Programme Advisory Committee for DIET. The State level Monitoring Committee for DIET comprised of Secretary-education as
chairman, Director-Education as Member Secretary and members were Joint Secretary Finance, Deputy Secretary- planning & development, Deputy Secretary – education. The Programme Advisory Committee for DIET was Director- Education as chairman, Principal TTI as member secretary and members were Deputy Director-SIE and Joint Director- Education.

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

2.10.3 STATE INSTITUTE OF EDUCATION

It is an academic wing of Directorate of Education that was established in 1979. Its academic responsibilities are shown in figure 6.
Additional Director (SCERT/DIET)

Joint Director (DIET)

Joint Director (SCERT/SIE)

4 Deputy Directors of Sikkim Education Training Service

Deputy Director (SCERT)

Deputy Director Population Education & Adolescence

Co-ordinator Science

Co-ordinator Social sciences

Co-ordinator Mathematics

APO

1 Upper Division Clerk, 2 Lower Division Clerks, 1 Librarian Clerk, 2 peons, 1 Typist, 1 Safai Karmachari

Figure 6: STATE INSTITUTE OF EDUCATION
This institute functions under the leadership of an Additional Director and who is assisted by two Joint Directors for DIET and SCERT/SIE respectively. The Joint Director of SIE is assisted by

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

Role and function

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

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

2.10.4 STATE INSTITUTE OF EDUCATIONAL RESEARCH AND TRAINING

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

2.10.5 TEACHER’S TRAINING UNDER IGNOU

The Human Resource Development Department of Sikkim has taken giant step toward achieving quality education by launching a massive programme for training for primary and secondary level teachers. The programme aims at clearing the backlog of about 1600 secondary level and 4000 primary level teachers through IGNOU in a phased manner. The primary teacher undergo IGNOU’s specially designed six months course called Certificate in Primary Education (CPE), secondary level and senior secondary level teachers undergo the university’s normal two years B.Ed course. For the smooth running of these programmes, Department has activated 10 study centers all over the state for CPE programme and three centers for B.Ed programme. From January 2003 to July 2004 Human Resource Development Department has registered 1589 teachers of primary school level for CPE training of which 700 teachers have cleared the examination of CPE so far the records are available. The pass percentage will definitely increase. From January 2003 to January 2005 Human Resource Development Department has registered 807 teachers of senior secondary and secondary level of government schools.
teachers are registered for January 2006-2008 batch. Efforts made by the State Government and the expenditure incurred to train the teachers proves the interest of the government to improve the quality of education in the State. The State Government spending 3030 per candidate teacher for undergoing Certificate in Primary Education (CPE) course, 13700 per candidate teacher for undergoing B.Ed course and also pays for supporting staff and centre charge. IGNOU pays for counseling classes, workshops, practice teaching and academic activities.

2.10.6 DISTRICT CENTRE OF ENGLISH
The District Centre of English was established at Gangtok on July 1987 with the approval of Government of Sikkim and advisory committee of Ministry of Human Resource Development district centre Hyderabad.48 On 16th December 2000, the District Centre of English was established at Namchi South Sikkim.49 The monitoring authority of District Centre of English (DCE) was Department of Training and Development, Center of English and Foreign Languages (CIEFL), Hyderabad and the supervisory authority at State level was State Institute of Education, Human Resource Development and Department, Government of Sikkim. North East campus CIEFL at Shillong has also some control in respect of Academic matters such as external examiner is sent during practical examination and advises matters related to primary teachers training. Some of the functions of DCE50 are as follows:

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

As on 14.11.2005, the District Centre of English at Namchi South Sikkim had completed 1 year certificate course in teaching English for one batch consisting 25
teachers of secondary level and 10 day intensive training for 15 batches had been completed.

2.11 DEVELOPMENT OF HIGHER EDUCATION IN SIKKIM

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

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

1. Government: The government colleges or institutes are institutions owned, managed and funded totally by the Government of Sikkim. The teachers are paid UGC or state scale based on the qualification and appointment. The non teaching staffs are paid fully by the State government.

2. Private: The private colleges or institutes are institutions owned, managed and funded totally by the private, social, religious or public bodies/organizations.

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

Government of Sikkim, Department of Education, passed notification No. 40/Home/95, dated: 10th July 1995 which notified the setting up of a Directorate of Higher Education and a Directorate of Primary and Secondary Education in the Education Department. However the state setup only Directorate of Primary and Secondary Education and till date the Joint Secretary I is given responsibility to look after higher education in particular. It indicates that till date higher education is not given prime importance as in other states of India. Establishment of Directorate of Higher Education is important in the state to give specific attention and development of higher secondary education, college and university education.
The Task Force Committee has been constituted in the Education Department, Government of Sikkim, vide notification No. 01/08/212/2002/EST/EDN, dated August 2, 2002 to examine the necessity and prepare a report for establishment of a separate University in the State of Sikkim. The Committee had submitted a complete report on the subject on 24th January, 2003. The Sikkim University Bill, 2003 (Bill No. 4) of 2003 was introduced in Sikkim Legislative Assembly on 28th February, 2003. The Governor of Sikkim had given his assent on the bill. 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.

2.11.1 System of Higher Education

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

2.11.2 Expenditure on Higher Education in Sikkim

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

Table No.10: Government Actual Expenditure on Higher Education in Sikkim (Rs. in thousand)
<table>
<thead>
<tr>
<th>Sector</th>
<th>2001-02</th>
<th>2002-03</th>
<th>2003-04</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Education</td>
<td>1096580</td>
<td>1199443</td>
<td>1307206</td>
</tr>
<tr>
<td>Higher Education</td>
<td>30327</td>
<td>33084</td>
<td>34729</td>
</tr>
<tr>
<td>Total</td>
<td>1126907</td>
<td>1232527</td>
<td>1341932</td>
</tr>
</tbody>
</table>

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

2.11.3 State Level Eligibility Test

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

2.11.4 Growth in Number of Colleges/Institutes in the State

In 1975-76 when Sikkim became a 22nd State of India, there were only three colleges of which one was general college, other two were Sikkim Institute of Higher
Nyingma Studies and Research Institute of Tibetology. As the democracy set in, the higher education increased its pace slowly.

Table No. 11: Growth in the number of Colleges/institutes from 1975-2005

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of colleges/institutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1975-76</td>
<td>3</td>
</tr>
<tr>
<td>1980-81</td>
<td>5</td>
</tr>
<tr>
<td>1985-86</td>
<td>5</td>
</tr>
<tr>
<td>1990-91</td>
<td>7</td>
</tr>
<tr>
<td>1995-96</td>
<td>10</td>
</tr>
<tr>
<td>2000-01</td>
<td>13</td>
</tr>
<tr>
<td>2004-05</td>
<td>16</td>
</tr>
</tbody>
</table>

Graph 4. Growth in Number of Colleges/Institutes in the State

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

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

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

The study as shown on above table revealed that out of the sixteen colleges/institutes in the State eight colleges/institutes were Government whereas eight colleges/institutes were privately managed. Out of five colleges offering general undergraduate courses, three were managed by Government and two were privately managed. Out of seven professional colleges/institutes, only two were Government and five were privately managed. Government Sanskrit Mahavidyalaya of Sanskrit, Sikkim Institute of Higher Nyingma Studies of Buddhist philosophy, Research Institute of Tibetology was managed by Government whereas one more institute of Buddhist philosophy was privately managed. The need to increase the higher education provision along with the decreasing government support has resulted in encouraging the private initiatives in higher education.
It was also noticed that majority 81 percent colleges/institutes were located in East district of the State, 12 percent were located in South district and only 6 percent on the West district of the State. So far there was no institute of higher learning in the North district of the State this may be due to the less number of student population. This district also requires setting up of college/institute of higher learning.

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

Table No. 13. Growth of enrolment in the institutes of Higher Education in Sikkim in the last six years (1999-2004)\(^5\)

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

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

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

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

Table No.14: Growth of number of faculty in the institutes of Higher Education in Sikkim in the last six years (1999-2004)
A close look at the growth in the number of faculty for the last five years shows that growth has been steady. In 2004-2005 the number of faculty in higher education institutes has been 2.67 times more than in 1999-2000. The rate of growth in the number of faculty is not proportionate with the rate of growth in the enrolment of students especially in general colleges. The higher student and a teacher ratio could be one of the many reasons for the low pass percentage in the university examination. The problem of excess

<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>(i) Sikkim Government College, Gangtok</td>
<td>57</td>
<td>63</td>
<td>65</td>
<td>67</td>
<td>69</td>
<td>75</td>
</tr>
<tr>
<td>(ii) Sikkim Government College, Namchi</td>
<td>8</td>
<td>8</td>
<td>9</td>
<td>13</td>
<td>17</td>
<td>30</td>
</tr>
<tr>
<td>(iii) Sikkim Government College, Rhenock</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>(iv) Sikkim Government Law College</td>
<td>5</td>
<td>8</td>
<td>10</td>
<td>13</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>(v) Loyola College of Education</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>(vi) Damber Singh College</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>(vii) Harka Maya College of Education</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>(viii) Himalayan Pharmacy Institute</td>
<td>12</td>
<td>16</td>
<td>18</td>
<td>22</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>(ix) Institute of Hotel Management</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>(x) Pakim Palatine College</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>20</td>
</tr>
<tr>
<td>(x) Sikkim Manipal Institute of Technology</td>
<td>22</td>
<td>40</td>
<td>60</td>
<td>85</td>
<td>95</td>
<td>95</td>
</tr>
<tr>
<td>(xi) Sikkim Manipal Institute of Medical Sciences</td>
<td>-</td>
<td>60</td>
<td>65</td>
<td>65</td>
<td>78</td>
<td>78</td>
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<tr>
<td>(xii) Government Sanskrit Mahavidyalaya</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>(xiii) Sikkim Institute of Higher Nyingma Studies</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>14</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>(xiv) Sri Karma Nalanda Institute</td>
<td>11</td>
<td>12</td>
<td>12</td>
<td>14</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>TOTAL</td>
<td>152</td>
<td>245</td>
<td>277</td>
<td>318</td>
<td>359</td>
<td>406</td>
</tr>
</tbody>
</table>
enrolment of students thus increasing the student-teacher ratio which could be solved by establishing more general colleges in the state.

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

<table>
<thead>
<tr>
<th>Colleges/Institutes</th>
<th>No. of Faculty</th>
<th>No. of enrolment</th>
<th>Teacher-Pupil Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sikkim Govt. College, Gangtok</td>
<td>75</td>
<td>3125</td>
<td>1:42</td>
</tr>
<tr>
<td>Sikkim Govt. College, Namchi</td>
<td>30</td>
<td>530</td>
<td>1:18</td>
</tr>
<tr>
<td>Sikkim Govt. College, Rhenock</td>
<td>7</td>
<td>95</td>
<td>1:14</td>
</tr>
<tr>
<td>Govt. Law College</td>
<td>12</td>
<td>229</td>
<td>1:20</td>
</tr>
<tr>
<td>Loyola College of Education</td>
<td>8</td>
<td>90</td>
<td>1:11</td>
</tr>
<tr>
<td>Damber Singh College</td>
<td>6</td>
<td>100</td>
<td>1:17</td>
</tr>
<tr>
<td>Harka Maya College of Education</td>
<td>9</td>
<td>100</td>
<td>1:11</td>
</tr>
<tr>
<td>Himalayan Pharmacy Institute</td>
<td>22</td>
<td>60</td>
<td>1:3</td>
</tr>
<tr>
<td>Institute of Hotel Management</td>
<td>8</td>
<td>55</td>
<td>1:7</td>
</tr>
<tr>
<td>Pakim Palatine College</td>
<td>20</td>
<td>160</td>
<td>1:8</td>
</tr>
<tr>
<td>Sikkim Manipal Institute of Technology</td>
<td>95</td>
<td>530</td>
<td>1:6</td>
</tr>
<tr>
<td>Sikkim Manipal Institute of Medical Sciences</td>
<td>78</td>
<td>102</td>
<td>1:4</td>
</tr>
<tr>
<td>Government Sanskrit Mahavidyalaya</td>
<td>6</td>
<td>60</td>
<td>1:10</td>
</tr>
</tbody>
</table>
The ratio of pupil per teacher is high in Sikkim Government College, Gangtok which is 1:42. The higher the ratio between the teacher and pupil, higher the fatigue level of teachers and lower the chances of individual attention in the classroom. It has negative effect on the proper dissemination of education. The ratio of teacher-pupil ratio is 1:20 in Sikkim Government Law College, 1:18 in Sikkim Government College Namchi and Sikkim Institute of Higher Nyingma Studies, 1:17 in Damber Singh College, 1:14 in Sikkim Government College Rhenock and 1:11 in Harka Maya College of Education. The Institute of Hotel Management, Himalayan Pharmacy Institute, Sikkim Manipal Institute of Technology, Sikkim Manipal Institute of Medical Sciences and Pakim Palatine College has below 1:10 teacher-pupil ratio.

2.12 HIGHER EDUCATION COLLEGES/INSTITUTES IN THE STATE

2.12.1 RESEARCH INSTITUTE OF TIBETOLOGY

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

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

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

2.12.3 SIR THUDOP NAMGYAL COLLEGE

Sir Thudop Namgyal College, the first general college was established in Sikkim in 1972. The classes were carried out at Tashi Namgyal Higher Secondary School, Gangtok till 1974. It was established to cater to provide higher education to those people who can study while working. It was part time and it was evening college from 5PM to 7PM. The college offered only BA course in Political Science, History, English, Education, Economics, Nepali and Tibetan. The college was affiliated to University of North Bengal, West Bengal. There was one teacher for each subject. All the teachers were part timer and one full time librarian. Some of the torch bearer of that time was Mr. Madhusudhan Singh, principal, Mr. S.R. Shah lecturer of economics, Mrs. Indira Stephen
lecturer of Nepali, Mr. A.P. Niroula lecturer of English, Mr. Kripal Singh lecturer of History, Mr. Dinesh Kumar and Miss Richee lecturer of Education, Mr. S.K. Fonning lecturer of Political Science, Mr. Norbu Tshering Bhutia lecturer in Tibetan and Mr. M.C Mathur, was the Administrative Officer. There was total of fifty to sixty students in a college. Later in 1976 the college was shifted at West Point School, Gangtok and functioned till June 1977. It could function for five years.

2.12.4 SIKKIM GOVERNMENT COLLEGE, GANGTOK

After Sikkim became a part of Indian Union, the Sir Thudop Namgyal College, evening college was converted into regular general college in 1977 by the new government of Sikkim. The college was called Sikkim Government College, Gangtok and it was re-established on 5th September 1977 and it is affiliated to North Bengal University in the year 1978. The classes were run in a rented building called Jheti Kumari’s house at NamNang. Dr. A.K. Sinha was the first principal of SGC and he was posted on deputation. He was M.Sc in chemistry. This college was started by enrolling eight students in science, thirty-five students in humanities and five students in commerce. The courses were English, Nepali, Tibetan, Education, History, Political Science and Economics in Humanities and Zoology, Botany, Chemistry in Science stream. In 1980 B. Sc in Mathematics and Physics were started. From 1975 to 1980 only the pass courses were run in the college. In 1981, the college started to offer accountancy in Commerce and honours in English, Nepali, History, Political science, Zoology, Botany, and Chemistry. In the year 1982, the college was recognized by UGC. May 1983, a new Principal Mr. M. Chandran came and he stayed for a very short period till September 1983. Mr. R.K. Rai became a new principal from 1983 September and he remained till August 1991. During his tenure in 1985, college shifted to its own building at Tadong where the present building is located. Then the only general college of Sikkim faced the greatest change ever, administration of college became semi-government and management was handed over to the missionaries of St Joseph group. Fr. M.J. Moolel S.J. was the principal who managed the college from August 1991 to June 1994. Then again the college turned into fully Government and Mr. R.K. Rai remained principal from June 1994 to August 1994. Dr. C.B. Sunwar became a new principal from August 1994.
to May 2003. In 1994, the college began to offer honours in Physics and Chemistry and a new subject Geography pass course was introduced. Seeing the need of the place and future prospect, new course B.A tourism a vocational course in Tour and Management was introduced in 1996. Though the National Policy of Education in 1986 had confirmed the structure is 10+2+3 pattern to bring uniform educational structure in all parts of the country. But colleges of Sikkim followed 10+2+2 for pass course in Arts and Science and 10+2+3 for those students who were taking honours in different subjects. It so happened as the colleges of Sikkim were affiliated to North Bengal University and they had to follow the old structure of education as the University was following. Finally in 1998, Sikkim Government College also started 10+2+3 pattern of structure of education. B.A in sociology was introduced in the year 1999. In May 2003 Dr. S.K. Pradhan became a principal and in the same year college introduced honours in Economics and mathematics. Presently the college offers courses in humanities and science both pass course and honours.

(i) Research work

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

(ii) Enrolment

From the time, college was established in 1977, the enrolment has drastically increased. In 2004 the enrolment has multiplied enormously fifty eight times from 1977.
Table No. 16: Enrolment of students in Sikkim Government College from 1977-2004

<table>
<thead>
<tr>
<th>YEAR</th>
<th>BA</th>
<th>B Sc</th>
<th>B Com</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1977-78</td>
<td>32</td>
<td>10</td>
<td>09</td>
<td>51</td>
</tr>
<tr>
<td>1978-79</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>1979-80</td>
<td>29</td>
<td>08</td>
<td>05</td>
<td>41</td>
</tr>
<tr>
<td>1980-81</td>
<td>03</td>
<td>15</td>
<td>22</td>
<td>40</td>
</tr>
<tr>
<td>1981-82</td>
<td>28</td>
<td>31</td>
<td>24</td>
<td>83</td>
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<td>1982-83</td>
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<tr>
<td>1983-84</td>
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<td>23</td>
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<td>88</td>
</tr>
<tr>
<td>1984-85</td>
<td>222</td>
<td>49</td>
<td>38</td>
<td>309</td>
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<tr>
<td>1985-86</td>
<td>223</td>
<td>63</td>
<td>91</td>
<td>377</td>
</tr>
<tr>
<td>1986-87</td>
<td>336</td>
<td>80</td>
<td>83</td>
<td>499</td>
</tr>
<tr>
<td>1987-88</td>
<td>363</td>
<td>153</td>
<td>93</td>
<td>609</td>
</tr>
<tr>
<td>1988-89</td>
<td>456</td>
<td>254</td>
<td>106</td>
<td>816</td>
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<td>1989-90</td>
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</tr>
<tr>
<td>1990-91</td>
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<td>163</td>
<td>80</td>
<td>774</td>
</tr>
<tr>
<td>1991-92</td>
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<td>212</td>
<td>78</td>
<td>834</td>
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<tr>
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<td>1993-94</td>
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<td>980</td>
</tr>
<tr>
<td>1994-95</td>
<td>877</td>
<td>242</td>
<td>69</td>
<td>1188</td>
</tr>
<tr>
<td>1995-96</td>
<td>1003</td>
<td>294</td>
<td>148</td>
<td>1445</td>
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<td>1527</td>
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<tr>
<td>2002-03</td>
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<td>431</td>
<td>218</td>
<td>2296</td>
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<td>2003-04</td>
<td>2218</td>
<td>459</td>
<td>272</td>
<td>2949</td>
</tr>
<tr>
<td>2004-05</td>
<td>2374</td>
<td>472</td>
<td>279</td>
<td>3125</td>
</tr>
</tbody>
</table>
It is very clear from the above figure and table that the enrolment in BA has increased highly since 1984. Enrolment in B.Sc has increased gradually since 1988 reaching 459 in 2003 whereas enrolment in B.Com has increased very slowly right from the beginning since 1977. The high enrolment in BA course may be due to the reason that many students are opting for humanities in class XI and XII as they find easier to study and score in examination. Even the students who had passed class XII with science and commerce subjects can join BA consequently leading to large enrolment in BA. The students should be motivated to take up science course in the school level in class XI itself so that they can specialize in various fields of science later on in higher degree. According to the Tenth plan of India, the cafeteria approach should be available for
According to the Tenth plan of India, the cafeteria approach should be available for students for choosing the subjects through which the students can choose the subjects according to their interest.

(iii) Faculty

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

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

<table>
<thead>
<tr>
<th>Years</th>
<th>1985-86</th>
<th>1995-96</th>
<th>2004-05</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Faculty</td>
<td>32</td>
<td>48</td>
<td>75</td>
</tr>
</tbody>
</table>

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

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

(iv) Examination

Till date the Sikkim Government College Gangtok conducts Annual system of examination since the time it was established. The college conducts only first year examination of all the courses presently run in the college. Till 1998, the second and third year of honours courses and the final second year of pass courses were conducted by
University. Since 1999, the college conducts first year examination for all the courses and second year examination for the pass courses. The final year examination of both the pass and honours of all course are conducted by the university.

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

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

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

In 1989, ninety nine appeared and forty eight passed in BA, forty nine appeared and thirty one passed in B.Sc and forty two appeared and nineteen passed in B.Com. That shows that total pass percentage was 51.57 percent. After ten years in 1999, two hundred eighty two appeared and two hundred seventeen passed in B.A, two hundred twenty four appeared and two hundred five passed in B.Sc and sixty appeared and fifty five passed in B.Com, so overall pass percentage was 84.27. After three years in 2003, two hundred eighty five appeared and one hundred sixty five passed in B.A, seventy three
appeared and forty passed in B.Sc and forty three appeared and thirty six passed in B.Com so the overall pass percentage was 60 percent.

2.12.5 SIKKIM GOVERNMENT LAW COLLEGE

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

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

(i) Enrolment

<table>
<thead>
<tr>
<th>YEAR</th>
<th>LLB</th>
<th>LLM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980-81</td>
<td>100</td>
<td>-</td>
</tr>
<tr>
<td>1981-82</td>
<td>118</td>
<td>-</td>
</tr>
<tr>
<td>1982-83</td>
<td>114</td>
<td>-</td>
</tr>
<tr>
<td>1983-84</td>
<td>121</td>
<td>-</td>
</tr>
</tbody>
</table>
The enrolment in LLB course has never been steady since the time of its establishment. Enrolment went low and remained same for five years from 1996-97 to 2000-01 as the college introduced five year full time Law course in 1996 and the working hours also changed to 10a.m. - 4 p.m. Again it started rising gradually and in 2004-2005 it has reached highest from the time of its establishment. From session 2003-2004 the college started the LLM course with 15 seats but for the first batch 6 candidates took
admission and majority of them had cleared bachelor degree from the same college. So it is the wise decision of college administration to provide post graduate degree in college which will surely cater to the needs of the growing number of students passing with LLB from the same college. It also provides access to the meritorious students from poor economic background who cannot afford to go out of the state for higher education.

(ii) Faculty

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

(iii) Examination Result

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

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Appeared</th>
<th>Passed</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1982-83</td>
<td>28</td>
<td>27</td>
<td>96.42</td>
</tr>
<tr>
<td>1983-84</td>
<td>19</td>
<td>19</td>
<td>100</td>
</tr>
<tr>
<td>1984-85</td>
<td>25</td>
<td>25</td>
<td>100</td>
</tr>
<tr>
<td>1985-86</td>
<td>17</td>
<td>17</td>
<td>100</td>
</tr>
<tr>
<td>1986-87</td>
<td>31</td>
<td>28</td>
<td>90.32</td>
</tr>
<tr>
<td>1987-88</td>
<td>25</td>
<td>21</td>
<td>84</td>
</tr>
<tr>
<td>1988-89</td>
<td>32</td>
<td>30</td>
<td>93.75</td>
</tr>
<tr>
<td>1989-90</td>
<td>22</td>
<td>20</td>
<td>90.90</td>
</tr>
<tr>
<td>1990-91</td>
<td>32</td>
<td>28</td>
<td>87.5</td>
</tr>
<tr>
<td>1991-92</td>
<td>20</td>
<td>17</td>
<td>85</td>
</tr>
<tr>
<td>1992-93</td>
<td>15</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>1993-94</td>
<td>10</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>1994-95</td>
<td>19</td>
<td>18</td>
<td>94.73</td>
</tr>
<tr>
<td>1995-96</td>
<td>26</td>
<td>26</td>
<td>100</td>
</tr>
<tr>
<td>1996-97</td>
<td>15</td>
<td>13</td>
<td>86.66</td>
</tr>
<tr>
<td>1997-98</td>
<td>17</td>
<td>16</td>
<td>94.11</td>
</tr>
<tr>
<td>1998-99</td>
<td>3 year LLB course had completed and 5 year LLB had reached fourth year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1999-2000</td>
<td>14</td>
<td>13</td>
<td>92.85</td>
</tr>
<tr>
<td>2000-01</td>
<td>12</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>2001-02</td>
<td>17</td>
<td>16</td>
<td>94.11</td>
</tr>
</tbody>
</table>
The final year examination result of LLB had always remained above 80 percent. Since 1982 it had fluctuated between 85-100 percent. Though the pass percentage is good but the students appearing the LLB examination are less which indicates that the drop out rate is quite high even in professional college like Law College. Therefore the college should look into this matter seriously and take steps to retain students till they complete the course successfully.

2.12.6 KARMA SRI NALANDA INSTITUTE FOR HIGHER BUDDHIST STUDIES

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

It offered a nine year integrated course in Buddhist philosophy including subjects such as (a)Tibetan language/Bhutia language, (b)mool shastra, (Buddhist philosophy) (c) Sampradaya Shastra (Kagyupa) (d)Sanskrit/pali, (c)Buddhist Religious history from class
IX up to post graduation. Classes Purva Madhyama I and II being equivalent to class IX and X. Classes Uttar Madhyama I and II being equivalent to class XI and XII. Shastri I, II and III being equivalent to BA I, II and III year. Acharya I and II being equivalent to MA I and II year. Presently the institute has twelve faculty members and even the students who complete their studies from the institute teach there for a year or two before taking up their respective job.

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

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

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

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

(i) Courses Offered

The institute offers the following courses:

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

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

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

<table>
<thead>
<tr>
<th>YEAR</th>
<th>COURSE</th>
<th>Front Office</th>
<th>Food &amp; Beverage</th>
<th>Food Production</th>
<th>House Keeping</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1991-92</td>
<td>DIPLOMA</td>
<td>-</td>
<td>11</td>
<td>02</td>
<td>04</td>
<td>-</td>
</tr>
<tr>
<td>1992-93</td>
<td>DIPLOMA</td>
<td>-</td>
<td>18</td>
<td>07</td>
<td>07</td>
<td>-</td>
</tr>
<tr>
<td>1993-94</td>
<td>DIPLOMA</td>
<td>-</td>
<td>31</td>
<td>16</td>
<td>15</td>
<td>-</td>
</tr>
<tr>
<td>1994-95</td>
<td>DIPLOMA</td>
<td>-</td>
<td>25</td>
<td>29</td>
<td>25</td>
<td>05</td>
</tr>
<tr>
<td>1995-96</td>
<td>DIPLOMA</td>
<td>-</td>
<td>24</td>
<td>23</td>
<td>16</td>
<td>08</td>
</tr>
<tr>
<td>1996-97</td>
<td>DIPLOMA</td>
<td>-</td>
<td>15</td>
<td>17</td>
<td>17</td>
<td>11</td>
</tr>
<tr>
<td>1997-98</td>
<td>DIPLOMA</td>
<td>-</td>
<td>06</td>
<td>11</td>
<td>14</td>
<td>03</td>
</tr>
<tr>
<td>1998-99</td>
<td>DIPLOMA</td>
<td>-</td>
<td>21</td>
<td>18</td>
<td>35</td>
<td>03</td>
</tr>
<tr>
<td>1999-00</td>
<td>DIPLOMA</td>
<td>-</td>
<td>02</td>
<td>04</td>
<td>12</td>
<td>-</td>
</tr>
<tr>
<td>2000-01</td>
<td>B.Sc in H.A</td>
<td>07</td>
<td>07</td>
<td>09</td>
<td>14</td>
<td>-</td>
</tr>
<tr>
<td>2001-02</td>
<td>B.Sc in H.A</td>
<td>07</td>
<td>09</td>
<td>09</td>
<td>14</td>
<td>-</td>
</tr>
<tr>
<td>2002-03</td>
<td>B.Sc in H.A</td>
<td>14</td>
<td>-</td>
<td>11</td>
<td>12</td>
<td>-</td>
</tr>
<tr>
<td>2003-04</td>
<td>B.Sc in H.A</td>
<td>40</td>
<td>-</td>
<td>08</td>
<td>07</td>
<td>-</td>
</tr>
</tbody>
</table>
The diploma in housekeeping was started in 94-95 and this course continued till 98-99 and the diploma in front office was taught from 1991 to 2002 only due to lack of teacher specialized in this specific field. In B.Sc in Hospitality and Hotel Administration there were 07 students in the year 2000-01 and increased to 40 students in 2003-2004.

(iii) Faculty

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

Table No. 22: Growth in number of faculty

<table>
<thead>
<tr>
<th>YEAR</th>
<th>No. of Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1991-92</td>
<td>04</td>
</tr>
<tr>
<td>1992-93</td>
<td>05</td>
</tr>
<tr>
<td>1993-94</td>
<td>06</td>
</tr>
<tr>
<td>1994-95</td>
<td>05</td>
</tr>
<tr>
<td>1995-96</td>
<td>06</td>
</tr>
<tr>
<td>1996-97</td>
<td>07</td>
</tr>
<tr>
<td>1997-98</td>
<td>07</td>
</tr>
<tr>
<td>1998-99</td>
<td>08</td>
</tr>
<tr>
<td>1999-2000</td>
<td>07</td>
</tr>
<tr>
<td>2000-01</td>
<td>07</td>
</tr>
<tr>
<td>2001-02</td>
<td>07</td>
</tr>
</tbody>
</table>
The total number of faculty has also increased two times since 1991. It is encouraging to see that the Institute has four guest lecturers for dissemination of knowledge in their specialized field. Appointment of guest lecturer was perhaps to cope with the increasing enrolment of students.

(iv) Examination Result

<table>
<thead>
<tr>
<th>Year</th>
<th>Appeared</th>
<th>Passed</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-03</td>
<td>07</td>
<td>07</td>
<td>100</td>
</tr>
<tr>
<td>2003-04</td>
<td>14</td>
<td>14</td>
<td>100</td>
</tr>
</tbody>
</table>

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

2.12.8 HIMALAYAN PHARMACY INSTITUTE

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

Table No. 24: Examination result of B.Pharm.

<table>
<thead>
<tr>
<th>Year</th>
<th>Appeared</th>
<th>Passed</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>60</td>
<td>29</td>
<td>48.33</td>
</tr>
<tr>
<td>2002</td>
<td>60</td>
<td>55</td>
<td>91.66</td>
</tr>
<tr>
<td>2003</td>
<td>60</td>
<td>49</td>
<td>81.66</td>
</tr>
<tr>
<td>2004</td>
<td>60</td>
<td>35</td>
<td>58.33</td>
</tr>
</tbody>
</table>

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

2.12.9 LOYOLA COLLEGE OF EDUCATION

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

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

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

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

(i) Facilities provided in college

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

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

(ii) Enrolment

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994-95</td>
<td>51</td>
</tr>
</tbody>
</table>
The enrolment of students in B.Ed had become just the double in ten years from 1994 to 2004. Though it has fluctuated but in 2003-04 it has reached the highest enrolment number.

(iii) Faculty

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

(iv) Examination Result

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

<table>
<thead>
<tr>
<th>Year</th>
<th>No of students appeared</th>
<th>No of students passed</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994-95</td>
<td>51</td>
<td>16</td>
<td>31.37</td>
</tr>
<tr>
<td>1995-96</td>
<td>78</td>
<td>55</td>
<td>70.51</td>
</tr>
<tr>
<td>1996-97</td>
<td>57</td>
<td>36</td>
<td>63.15</td>
</tr>
<tr>
<td>1997-98</td>
<td>43</td>
<td>27</td>
<td>62.71</td>
</tr>
<tr>
<td>Year</td>
<td>Appeared</td>
<td>Passed</td>
<td>Result</td>
</tr>
<tr>
<td>-----------</td>
<td>----------</td>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>1998-99</td>
<td>57</td>
<td>48</td>
<td>84.21</td>
</tr>
<tr>
<td>1999-2000</td>
<td>85</td>
<td>50</td>
<td>58.82</td>
</tr>
<tr>
<td>2000-01</td>
<td>92</td>
<td>81</td>
<td>88.04</td>
</tr>
<tr>
<td>2001-02</td>
<td>83</td>
<td>79</td>
<td>95.18</td>
</tr>
<tr>
<td>2002-03</td>
<td>85</td>
<td>85</td>
<td>100</td>
</tr>
<tr>
<td>2003-04</td>
<td>100</td>
<td>95</td>
<td>95</td>
</tr>
</tbody>
</table>

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

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

2.12.10 DAMBER SINGH COLLEGE

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

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

(ii) Enrolment

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994</td>
<td>48</td>
</tr>
<tr>
<td>1995</td>
<td>48</td>
</tr>
<tr>
<td>1996</td>
<td>48</td>
</tr>
<tr>
<td>1997</td>
<td>44</td>
</tr>
<tr>
<td>1998</td>
<td>44</td>
</tr>
<tr>
<td>1999</td>
<td>47</td>
</tr>
<tr>
<td>2000</td>
<td>47</td>
</tr>
<tr>
<td>2001</td>
<td>47</td>
</tr>
<tr>
<td>2002</td>
<td>47</td>
</tr>
<tr>
<td>2003</td>
<td>56</td>
</tr>
<tr>
<td>2004</td>
<td>56</td>
</tr>
</tbody>
</table>

The growth in enrolment in BA in Damber Singh College is steady with fluctuation in between 1994-2004. The enrolment has gone down little in the year 1997 and 1998 which may be due to the reason that the college stopped two years of graduate course and
started three years of BA course. In 2003 the enrolment has reached the highest number since the time of the establishment of college.

(iii) Faculty

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

(iv) Result

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

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

Graph 17: Examination Result of BA in Damber Singh College Gangtok
The examination result of the only course (BA) conducted in college has fluctuated in the last ten years. It was high as 100 percent in 2001 to 12.5 percent in 2003. In fact the students who appeared in examination were very discouragingly low than the actual enrolment for instance only three students had appeared in 2001 and four appeared in 1996. This shows high rate of wastage even at the higher level of education. The college and management should work out to prevent further wastage of students and ensure the successful completion of course so that the aim of higher education will be fulfilled through this higher education institute.

2.12.11 SIKKIM GOVERNMENT COLLEGE, NAMCHI

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

(i) Enrolment

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995-1996</td>
<td>125</td>
</tr>
<tr>
<td>1996-1997</td>
<td>165</td>
</tr>
<tr>
<td>1997-1998</td>
<td>150</td>
</tr>
<tr>
<td>1998-1999</td>
<td>223</td>
</tr>
<tr>
<td>1999-2000</td>
<td>266</td>
</tr>
<tr>
<td>2000-2001</td>
<td>276</td>
</tr>
</tbody>
</table>
The college started with hundred and twenty five students. In 2004 the enrolment has increased three times from 1995-96. In 2003 the college started two shifts due to increase in enrolment of students and lack of adequate number of teachers. The morning shift had fifty students and day shift had one hundred thirty seven students. This indicates the need for recruitment of adequate number of teachers so that college can have normal day class and use all the infrastructural facilitates provided in college.

(ii) Faculty

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

(iii) Examination Result

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

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

| Year | No of students appeared | No of students passed | % | 1st Division | IInd Division | Pass Division | Total |
|------|------------------------|----------------------|---|--------------|---------------|---------------|
| 1997 | 125                    | 35                   | 28 | -            | -             | -             | -    |
| 1998 | 143                    | 59                   | 41.25 | -            | -             | -             | -    |
The result of the only course (BA) conducted in Sikkim Government Namchi, has fluctuated between 28 percent and 72.72 percent till 2002. The examination result showed very little improvement in 2004 then in the first batch in 1997. Majority of students have passed with third division only except in the year 1999 and 2003, 12 and 8 students scored second division. It shows that the improvement in all the aspects of education is required to bring improvement in result. Higher percentage and good marks are also equally important for students as it helps them to enter in higher education course, sit in competitive examination and also helps to get employed later in life.

2.12.12 SIKKIM MANIPAL INSTITUTE OF TECHNOLOGY

Sikkim Manipal Institute of Technology is a constituent college of Sikkim Manipal University and it was established in 1997. The institute is recognized by UGC and All India Council of Technical Education (AICTE). Initially the institute was functioning from Tadong (Central Referral Hospital), later in 2000 it shifted to Majitar and reminder was shifted in Jan’2001. The whole campus has thirty four acres of whole campus. It had its own building, workshops and guest house. The institute building is well furnished and has spacious six classrooms, twenty two tutorial rooms, fifteen
laboratories, one drawing hall and a Seminar hall. The institute has well equipped library with DELNET facility. The institute provides recreation room with TV, Students mess, indoor games like badminton, Table tennis, outdoor games like Tennis, Basketball and volleyball, shopping complex and bank. The Medicare facilities are also provided to all students which include free consultation and hospitalization, if needed. The institute has its own internet VSAT connectivity through Bharati Network and also has NICNET procured in collaboration with AICTE. Teacher Guardian Scheme is one of the best scheme the institute provides under which each student is allotted to a specific teacher who will be a guardian. The teacher guardian provides emotional support, monitors the academic performance, provides necessary guidance and support to the ward and communicates all such details regularly to the parents of the student.

(i) Accommodation

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

(ii) Course

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

To meet the growing need of manpower the institute offers career oriented course via its Distance Education mode. Diploma, Bachelor’s, Post Graduate Diplomas and
Master's levels educational programme in various disciplines like Information Technology, Management, Bioinformatics, Biotechnology, Fashion Design, mass Communication & Journalism, Commerce, Allied Health Science are provided through the distance mode.97

(iii) Enrolment

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

Table No. 31: Showing the growth in enrolment from 2000-200498

<table>
<thead>
<tr>
<th>Year</th>
<th>B. Tech</th>
<th>M. Tech</th>
<th>BCA</th>
<th>MCA</th>
<th>M Sc</th>
<th>MBA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-01</td>
<td>239</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2001-02</td>
<td>290</td>
<td>-</td>
<td>12</td>
<td>20</td>
<td>07</td>
<td>-</td>
</tr>
<tr>
<td>2002-03</td>
<td>269</td>
<td>08</td>
<td>17</td>
<td>07</td>
<td>07</td>
<td>-</td>
</tr>
<tr>
<td>2003-04</td>
<td>431</td>
<td>08</td>
<td>11</td>
<td>12</td>
<td>25</td>
<td>38</td>
</tr>
<tr>
<td>2004-05</td>
<td>420</td>
<td>-</td>
<td>-</td>
<td>32</td>
<td>20</td>
<td>33</td>
</tr>
</tbody>
</table>

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

(iv) Faculty

The college started with 12 faculty members and in the year 2004 the number has increased to 95 faculty members. That shows the number of the faculty has increased approximately eight times in 2004.99

(v) Examination Result

Four years are needed to complete B.Tech, so far three batches of students of the year 1997, 1998 and 1999 have completed the course. Two batches of M.Sc have also completed the course.
The examination result of the courses B.Tech and M.Sc had been above 87 percent for the last four years. It was also known that there was a campus selection of aspiring candidates and seven students were selected in TCS, fourteen in Shyam Telecom and six in Sky Tech Solutions.

2.12.13 GOVERNMENT SANSKRIT MAHAVIDYALAYA, GYALZING

The college was established on 28th August 1997 by the state government. The college was affiliated to Sampurnanda Sanskrit University, Varanasi on 13th November 2002 vide order No. G.4882/02. The session started in 1998 with forty two students and two faculty members. The teachers who had fulfilled UGC criteria were recruited by Sikkim Public Service Commission. Here the admission begins at class IX which is called Purbamadhyama Prathama Khanda. The college follows the curriculum given by the Sampurnanda Sanskrit University. The BA course has Sanskrit Byakran, Sanskrit
Sahitya, English, Hindi, Nepali, Dharma Shastra and Puran Itihas. The class runs from 10 AM to 4 PM.

(i) Enrolment

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>97</td>
</tr>
<tr>
<td>1999</td>
<td>100</td>
</tr>
<tr>
<td>2000</td>
<td>110</td>
</tr>
<tr>
<td>2001</td>
<td>130</td>
</tr>
<tr>
<td>2002</td>
<td>139</td>
</tr>
<tr>
<td>2003</td>
<td>139</td>
</tr>
<tr>
<td>2004</td>
<td>144</td>
</tr>
</tbody>
</table>

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

(ii) Examination Result

Table No. 34: Examination result of BA

<table>
<thead>
<tr>
<th>Year</th>
<th>Pass Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-01</td>
<td>57</td>
</tr>
<tr>
<td>2001-02</td>
<td>60</td>
</tr>
<tr>
<td>2002-03</td>
<td>60</td>
</tr>
<tr>
<td>2003-04</td>
<td>75</td>
</tr>
</tbody>
</table>

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

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

(i) Enrolment

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

<table>
<thead>
<tr>
<th>Year</th>
<th>ATTC</th>
<th>CCCT</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>24</td>
<td>14</td>
<td>38</td>
</tr>
<tr>
<td>2000</td>
<td>15</td>
<td>30</td>
<td>45</td>
</tr>
<tr>
<td>2001</td>
<td>15</td>
<td>30</td>
<td>45</td>
</tr>
<tr>
<td>2002</td>
<td>15</td>
<td>30</td>
<td>45</td>
</tr>
<tr>
<td>2003</td>
<td>35</td>
<td>54</td>
<td>89</td>
</tr>
<tr>
<td>2004</td>
<td>90</td>
<td>90</td>
<td>180</td>
</tr>
</tbody>
</table>

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

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

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

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

(iii) Enrolment
Table No. 36: Enrolment in Sikkim Manipal Institute of Medical Sciences

<table>
<thead>
<tr>
<th>Year</th>
<th>MBBS</th>
<th>M.Sc</th>
<th>BPT</th>
<th>BMLT</th>
<th>B.Sc Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Bio-chem</td>
<td>Microbiology</td>
<td>Physiology</td>
<td>Anatomy</td>
</tr>
<tr>
<td>2001</td>
<td>99</td>
<td>3</td>
<td>10</td>
<td>01</td>
<td>-</td>
</tr>
<tr>
<td>2002</td>
<td>93</td>
<td>05</td>
<td>07</td>
<td>02</td>
<td>01</td>
</tr>
<tr>
<td>2003</td>
<td>99</td>
<td>11</td>
<td>10</td>
<td>02</td>
<td>-</td>
</tr>
<tr>
<td>2004</td>
<td>50</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
The overall enrollment of students in Sikkim Manipal Institute of Medical Science has decreased in 2004 then in 2001. Enrolment in MBBS had gone down by 50 percent. There was no admission in M.Sc in 2004. There was only one batch of B.Sc nursing which was enrolled in 2001 which will be completing in 2005. Enrolment in M.Sc in physiology and anatomy was very low. There may be various reasons behind the decreasing enrolment in Sikkim Manipal Institute of Medical Sciences such as very high fees, inadequate faculty members, students’ needs are not catered, administration unapproachable, no facility according to fees charged and promises made. However the institute should find out the reason for decreasing enrolment and work for improving it.

(iv) Examination Result

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

2.12.16 HARKA MAYA COLLEGE OF EDUCATION

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

2.12.17 PAKIM PALATINE COLLEGE

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

2.12.18 SIKKIM GOVERNMENT COLLEGE RHENOCK

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

2.13 CONCLUSION

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