

SEVENTH FIVE YEAR PLAN 1985-90



DRAFT PROPOSALS FOR GENERAL EDUCATION FROM GOVERNMENT OF SIKKIM

(PLANNING AND DEVELOPMENT DEPARTMENT)

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Government of Sikkim
DEPARTMENT OF EDUCATION
PLANNING AND MONITORING DIVISION
GANGTOK, SIKKIM

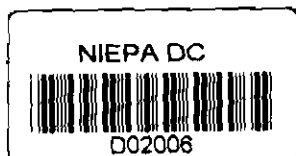
General Education

The Education Directorate was set up as early as the year 1954. In that year there were only 38 educational institutions which has today risen to 761, including 165 pre-school centres. The enrolment which was only 2,5000 in 1954 is today 83,337 including about 5,000 pre-school children. In 1954 there were 70 lower primary schools, 14 upper primary schools, 2 middle schools and 2 high schools. In 1980 when the Sixth Five Year plan started, the number of institutions rose to 501 with an enrolment of 55,000. These 501 institutions comprised 321 primary schools, 44 middle schools, 29 secondary schools, 7 senior secondary schools and 100 pre-schools. By the end of the 6th plan the number of institutions will have been stepped up to 761 with an enrolment of 78,337 excluding the pre-school children. This included an increase of 174 lower primary schools during the 5 year period and upgradation of 63 primary schools to junior high schools. Likewise, 16 junior high schools were upgraded to high schools and 3 high schools to higher secondary schools. During this period 300 pre-school teachers, 1065 primary teachers, 427 graduate teachers, 39 post graduate teachers and 331 language teachers were recruited increasing the strength of teachers from 2,334 at the beginning of the plan to 4,274 by the end of the plan. A tabular statement given below indicates the achievements in regard to enrolment.

Stage:	Target	Cumulative Achievement	Percentage	Target	Additional Achievement	Percentage
Primary	64,000	62,950	98.36	24,400	23,300	95.49
Middle	14,000	13,485	96.32	7,600	7,100	93.42
Total Elementary.	78,000	76,435	97.99	32,000	30,000	95.00

Enrolment Targets and Achievements in respect of SC and ST children at the elementary stages during the Sixth plan are given as under:

Stage	Target	Cumulative Achievement	Percentage	Target	Additional Achievement	Percentage
Scheduled Caste						
Primary	4200	3800	90.48	1840	1440	78.26
Middle	600	550	91.67	375	325	86.67
Total Elementary.	4800	4350	90.63	2215	1765	79.68



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Scheduled Tribe

Primary	15,500	14,500	98.55	6700	5730	85.14
Middle	3,300	3,250	98.48	1730	1680	97.11
Total						
Elementary	18,800	17,750	94.41	8430	7410	87.59

Besides the formal system of education in the schools, the 6th plan was a period of considerable development in the sphere of adult education. At the beginning of the 6th plan there were 524 adult education centres in which 16,400 learners in the age group 15 to 35 were enrolled. The target was to enrol an additional 80,000 adults during the 6th plan period but up to July 1984 the additional enrolment has been only 16,700, which though falling short of the target is a considerable step up from the base level figures, 68 more centres were established in the process. Under the State Adult Education Programme, 95 centres were established and 2,245 adult women learners were enrolled.

During the 6th plan Teachers' Training Institute was consolidated and improved with the provision of facilities like hostel, library and other equipments. 210 inservice teachers and 200 pre-service primary teachers were trained during the 5 year period. The state institute of education was also expanded to some extent though not to the desired level. There were deficiencies, particularly, in the fields of language teaching and the population education cell. As regards higher education, the most significant achievement during the 6th plan was the partial completion of a new building for the Sikkim Government College which was declared open in June 1984. The Science block is now under construction. It is expected that in the early part of the next financial year the entire college will be able to shift to the new buildings. During the previous 5 years, the scope of instruction in the college was also widened with the introduction of honours courses in a few subjects which has helped to raise the standards of the college. The present enrolment has escalated from 173 to 438 children. The college, while providing avenues for higher education, has its limitations and therefore the Government assiduously followed the policy of making sure that seats for learning in higher education, particularly in higher institutions outside the state, were obtained. Students sent for such courses were given generous scholarships as a result of which a number of qualified candidates likely to be available for absorption in Gangtok will be improved upon.

Pre Primary Education :

The introduction of pre primary education as a prelude to formal education in the school system by setting up of pre-primary centres and appointing school mothers has proved to be popular judging from the demands arising from rural areas for more such centres. The child is inducted into a school atmosphere in such centres. Where the school mother initiates him into the basics of learning and provides him with necessary playing material. The concept of learning and development through joyful activities in the age group of 3 to 6 has therefore to be accepted and the programme expanded during the Seventh plan. In these centres the ICDS programme of feeding children will be integrated. At the present level of enrolment it is found that only 47 per cent of children in the age group 4 to 6 are in preprimary centres. By the end of the Seventh plan, the coverage of such children is proposed to be increased from about 8,500 to nearly 13,000. At present out of 596 primary sections only 165 have preprimary centres attached to them. During the Seventh plan atleast 400 more pre-primary centres are targetted for. From 3511 children attending pre-primary centres at present, the number is expected to rise to 22,080 by the end of the 7th plan.

The scope of the preparatory stage will be shaped properly taking into account the socio economic angles. All inputs like health, nutrition and social welfare will be built in so ^{that} there will be comprehensive coverage at the preparatory stage itself.

Elementary Education:

The programme of universalising elementary education for children in the age group of 6 to 14 retains an important place in the Minimum Needs Programme of the Seventh plan. As in other states, the main problems of elementary education at the primary level consist of a steep drop out ratio, inadequate coverage of special target groups like scheduled caste and scheduled tribe children and the lack of physical facilities in the form of classrooms, teachers etc.

- The approach in the Seventh plan would, therefore, be
1. to remove as far as possible the backlog in the physical facilities.
 2. to provide lower, upper and middle school sections in habitations of various population slabs of 100 to 99, 100 to 299 and 300 to 399 respectively.
 3. to cover out of school children under non-formal education programme.
 4. to spread education among special target groups.
 5. to introduce modifications in curricula so as to

6. Qualitative improvement of teaching.
7. expanding the teacher training facilities through pre-service and inservice training systems and
8. to strengthen the supervisory and monitoring mechanism.

The enrolment level at present has reached a stage which reveals certain disparities. While in major urban areas there is a high level of enrolment, this is not the case in many of the outlying areas. At the primary stage the current enrolment percentage is 141.28 which is on account of under-age and over-age children within the primary level. However, at the middle stage level the percentage drops down to 52.59 which indicates that the drop out rate is steep. A comparative study of the position of children belonging to scheduled castes and scheduled tribes and among girls reveals that in general these special target groups are more affected by the drop out phenomenon than the general groups. It is therefore necessary to lay down district-wise targets in order to establish a trend towards universalisation of elementary education.

On the basis of 1961 Census, the estimated population in the age group of 6 to 14 in 1984-85 will be 1,17,890. The total enrolment in elementary classes including the non-formal system is 87,785. The figures indicate a substantial gap pointing out to the fact that there are several children in this group who will have to be enrolled. The child population of 6 to 14 by the end of Seventh Plan is estimated to be 1,34,033. Additional enrolment of 48248 children will therefore have to be catered for in the Seventh Plan period.

The objective is proposed to be achieved by laying down specific targets for full time, part time, formal and non-formal methods of education. In concrete terms, in order to ensure that all the children of age group 6 to 11 are enrolled at the primary stage, a minimum 200 number of lower primary schools and 200 upper primary schools will have to be opened in addition to introducing a multiple entry system so that children who had dropped out of the formal system are reenrolled. Regarding the age group 11 to 14 the target is to attain an enrolment percent of roughly 80 by the end of the plan. In Sikkim this will require special attention in backward regions where the enrolment levels at the middle stage have to be established particularly in habitation level of less than 500.

In both formal and non-formal systems, the emphasis would be to provide for an effective delivery of services to children. To ensure that the drop out rate is controlled appropriate incentives

and stationery uniforms, attendance scholarships to girls and compensation to the families of scheduled caste and scheduled tribes. girls will be taken up as a major instrument towards the reduction of drop outs. Another innovation proposed is to adopt a no detention policy at the primary stages so that the children do not feel left out of the educational stream.

Since it has been noticed that children belonging to scheduled castes and scheduled tribes, landless and educationally backward communities like Limboos of west district are still to be developed, the educational needs of these children will be looked into through a wider perspective, keeping their socio-economic conditions in mind. Accordingly remedial coaching programmes to overcome educational backwardness will be introduced. Special innovative programmes like 'learning-while-earning' will also be designed.

Quality aspect of education is also of equal importance not only to attain better levels but also for retaining children in schools. For this purpose, it is proposed to develop primary education curricula with the goal of imparting necessary levels of literacy numeracy, comprehension and functional skills related to the local socio economic factors. Flexible models with scope for diversification will be evolved. The main objective is to stress that curricula form an important instrument for inculcating humanistic capacity for tolerance and promotion of national integration, scientific attitudes and individual capability of learning from the environment. A wider range of subjects like ecology, nationalism and self reliance will form part of the syllabi for which the State Institute of Educational Research and Training in close collaboration with NCERT will develop meaningful text books.

There is no denying the fact that the quality of teaching can be improved only if there are adequately trained and fully motivated teachers at the primary level. At present about 50 percent primary teachers and 72 percent of the middle school teachers in the state are untrained. One of the major attempts in the Seventh Plan will be to reduce this backlog of untrained teachers and hence both pre-service and inservice teacher training programmes will be emphasised upon. In order to provide for a proper training system, the Teachers' Training Institute will provide for a three year integrated course for preparing primary teachers to take on the onerous responsibility of shaping the future of the children.

The provision of physical facilities needs support. The enrolment of explosion is another aspect of elementary education and cannot be ignored. Besides this, the backlog of hostels and staff quarters will also have to be gradually wiped out. Residential schools are proposed to be set up atleast at all district and sub district levels. The schools will have to be provided with furniture, blackboards and other equipment which form part of the infrastructure. Wherever possible, the construction will be undertaken using local labour and local material. NREP programmes will be dovetailed with classroom construction in order to meet the requirements of schools. The maintenance of these buildings will also be provided for atleast partially. The gram panchayats will have to take a leading role in the maintenance aspect. Provision of language teachers is another aspect of elementary education which is an expensive proposition because even with a low level of enrolment there is need to provide for atleast one language teacher in each of the 5 languages. This has distorted the teacher pupil ratio giving a wrong impression of the actual position in the state. During the Seventh plan, the possibility of recruiting language teachers on a part-time adhoc basis on a monthly allowance will be considered.

It needs no special emphasis that the qualitative aspect of education can be improved through education technology. Taking into account the spread of television and the National programme of providing instruction through INSAT, the state will adopt such mass media facilities wherever there is spread of television. Direct telecast of elementary education programmes will also help in reducing, atleast to some extent, the requirements of teachers and classrooms.

TEXT BOOKS:

The responsibility of preparation, production and publication of language text books is with the education department. During the 7th plan the quality aspect will be given more importance. The academic expertise and experience of the text book section will be taken advantage of to constitute a resource cell for producing learning and instructional materials for the adult education and non-formal education also.

The text book trade in the state is nationalised. The department of education is currently in charge of the entire matter of purchase and sale of text books. The feasibility of establishing a text book corporation, which will handle procurement, distribution and sale on a commercial basis will, however,

Separate teacher training institutes will be set up in district headquarters. Under the vocational stream in the PNG High School teacher training will be introduced at the plus 2 stage exclusively for girl candidates which is consistent with the present policy of diversifying vocationalization. Besides these a four year integrated course at graduate level will also be introduced in the Sikkim Government College on the subject of Education. Another innovation contemplated is to enable the teachers to appear as private candidates for passing certain subjects like English literature and so on and also to improve upon the existing materials.

In order to bring about improvements in the curriculum, particularly at the primary level, and to link textual material with local needs it is proposed to produce all text books in primary subjects locally. At the middle class level also some of the subject text books will be produced locally but with the assistance of NCERT. At the secondary level NCERT text books will be purchased, if any, to meet concerns. Adequate subsidy will be provided for facilitating transportation of books and for creation of storage facilities at the district and headquarter level.

NON-FORMAL EDUCATION :

Since it will be possible to reach the goal of universalisation of elementary education only through combination of the formal system of education with the non-formal programmes, the latter will be concretized and made flexible so as to cover all drop outs. The content and course duration of non-formal education will be so shaped that there will be a basic minimum package of inputs which ultimately corresponds with the formal system of education, allowing for a linkage between the two. The structure will be flexible, particularly in regard to the instructional programmes. Since the two types comprise the total system, they should be treated as complementary components and accordingly a single officer of the education department is proposed to be made responsible for designing and managing both forms. The idea is that there should be a linkage between the formal and non-formal systems and multiple point entries from the latter into the former.

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The earlier attempts on non-formal education have been virtually non-starters because even the education planners viewed this as an inferior system. It has now been realised that due importance should be given to non-formal education so as to prepare the children who are drop outs to either enter the formal system of education or to divert them to vocational streams and provided them opportunities for gainful employment. During the 7th Plan special responsibilities will be assigned to provide non-formal education to the children of under privileged communities upto the extent of designing the programmes under the

caption of "earning and learning". The State Institute of Education Research and Training, in collaboration with UNICEF, NCERT and other national organisations will draw up feasible programmes, develop syllabi and reading material and also undertake the training of teachers exclusively for non-formal education.

As the participants under this programme will be mostly from the weaker sections, it would be appropriate to provide incentives such as free books, stationary and attendance scholarships etc., Taking into account the number of children in the age group 6-14 by the end of 1990 and the possible numbers enrolled in the formal system, it is anticipated that 15,000 children will have to be enrolled in the non-formal system during the 5 year period 1985-90. It is also proposed to gradually create non-formal education facility for drop outs in the age group of 14-18. In addition, since girls generally shy away from co-educational non-formal centres, atleast a few centres exclusively for girls with women teachers are proposed to be provided. A scheme called "each one teach one" which was initiated during the 6th plan, but which did not succeed for various reasons, will also be implemented in a modified form by requesting senior students to adopt 2 to 5 learners particularly from the weaker sections. The supervisory element will also be strengthened so that there is adequate feed back on the implementational aspects.

Teacher Education;

Since the quality of education depends almost exclusively on providing trained teachers, one of the items of priorities in the 7th plan will be to consolidate the existing teacher training infrastructure and to expand TTI's to all district head quarters. The TTI at Gangtok is currently in rented premises. An independent building complex which will have all the facilities for training of inservice primary teachers will be constructed.

The current intake capacity of 120 is proposed to be increased to 200. A vocational education course in the discipline of teacher education will be introduced at the plus two (2) stage with a duration of two years in the P.N.G.H. School at Gangtok.

The huge backlog of trained teachers will be progressively made good and the training of teachers will be extended for preschool and for language teachers. As far as trained graduate

and post-graduate teachers are concerned it is noticed that most of such teachers are from outside the State. To ensure that local graduate and post graduate teachers are available 3 to 4 year integrated course of academic cum-teacher's training is proposed to be started at the NITK Government College. For the training of prospective post graduate teachers, N C E R T will also be requested to reserve required number of seats for Sikkim candidates in the various regional colleges of education in the country.

The State Institute of Education which is the academic wing of the Department of Education is also responsible for qualitative improvement of education.

So far, it has been concentrating on training and orientation of teachers through short and long term course mainly relate to the teachers up to the elementary level. During the 6th plan the State Institute of Education trained more than 600 primary teachers in two contact programmes. They also developed instructional material for class I to VIII, produced learning material for out of school children in the age group 9 - 14 and specially trained Science and Mathematics teachers. Considerable help was received from the UNICEF.

During the 7th plan, the role of the SIE will be progressively expanded so that it ultimately becomes a full-fledged State Institute of Educational Research and Training. For this purpose a separate building is necessary since currently it is functioning in a rented building. Among the new programmes contemplated mention should be made of a correspondence-cum-contact training programme designed and introduced for local language teachers. UNICEF assistance will be taken advantage of and crucial academic areas like early childhood education English language teaching and so on will be undertaken. The Institute will also coordinate with the other wings of the department for production of text book material. It is also proposed to establish a vocational guidance and council cell so as to help the youth of the state to make a choice in their future careers.

Educational Technology:

The Educational Technology Cell is meant for the purpose of introducing sophisticated learning systems by using tapes, film strips, radio and television. During the 7th plan full advantage will be taken to all Centrally Sponsored Schemes under education technology covering not only the education of children but also the training of teachers. National values like socialism and secularism will be disseminated through easily accessible material with the target group including parents and the public.

Until radio and television facilities are extended to the schools, the technology programme will be confined to the production of illustrative material through popular media like cassette so as to help the school going children as well as the inmates of the adult education centres. The cell will be strengthened by adding to the staff and providing more equipment and mobility. The feasibility of giving it autonomy and naming it the 'State Institute of Technology' will also be considered.

High and Higher Secondary Education:

High and higher secondary education at the secondary and senior secondary level is an important terminal stage for all children because, it is at this point that options are exercised by students either to terminate their education or to pursue higher studies in professional, scientific or literary fields. In an educationally backward state like Sikkim, consolidation of existing infrastructure at this level and appropriate expansion of facilities to the still unsewered areas to meet the growing demands particularly from the backward segments of society, is therefore, a matter of paramount importance.

By the end of the sixth plan the state will have 37 high schools and 11 higher secondary schools with an enrolment of 3,165 and 928 respectively. This level of enrolment has fallen short of the sixth plan targets by nearly 40 per cent. The main reason for the shortfall is because of the number of schools not being sufficient and the inherent difficulties in sending pupils from remote areas to central points where hostel facilities also are negligible.

The current enrolment level of 4,093 including both secondary and higher secondary, is expected to rise to at least 7,000 by the end of the seventh plan. This figure could well be 10,000 provided the facilities can also be improved upon commensurately. To meet the exigencies of such an enrolment level at least 11 junior high schools and 10 high schools will have to be upgraded to secondary and senior secondary levels respectively so that the students can be accommodated. A sainik school will also be established.

In view of economic constraints many useful aspirants wanting to join full time secondary level of education are not able to do so as a result of which apart from upgrading existing schools to cater to increasing levels in the formal stream a non formal stream of secondary education consisting of correspondence and part time courses and open schools stream will

with school education. At the same time more relevant honours courses will be introduced and a B.Ed course, which is found to be absolutely essential for feeding the schools with trained teachers, will be introduced. The possibility of promoting post graduate education and research in specific fields will also be considered.

The existing Degree College has been functioning from a rented building but one section of the new building has now been completed and it is expected that within the first year of the Seventh plan the college building would become functional. Necessary provision is proposed to be provided for completing the building infrastructure which will include not only classrooms, laboratories and libraries but also an administrative block and staff quarters.

The enrolment level in the college is today only 273 which when compared to the enrolment level in the evening college of 1972 is somewhat higher but still not sufficient to really make a name for itself as a college of merit. During the 7th plan the enrolment is expected to increase and by the end of the plan it is expected to touch the 1,000 mark. Correspondingly there will be an expansion in the facilities covering all the disciplines.

As far as the Law College is concerned, the emphasis is on consolidation by adopting the pattern of a 5 year degree course ending up with a degree in law. The existing evening college will be converted into a full fledged college.

Other than developing the facilities of the existing college Sikkimese students will be helped to attain higher levels of education at the post graduate level by securing seats in institutions outside the state and by tying up admission with the system of scholarships. The teachers in the college will also be encouraged to undergo in-service orientation programmes so that the level of instruction can also be continuously improved, if the Sikkim University comes into being, the entire aspect of higher education in the state will take a turn towards the betterment of academic pursuits by the boys and girls of the State.

Scholarship and Stipends:

In order to provide more opportunities for the bright students of the State to acquire higher educational skills, the scheme of providing scholarships and stipends has been a major programme of the education department. The idea is that no child who is academically of a higher level should be deprived of

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pursuing higher studies either in technical or professional fields for want of money. Hence, postmatric scholarships are granted by the department. In addition, the scheme of scholarships also extends to the prematric level where the department has been implementing merit-cum-means scholarships. The scheduled caste and scheduled tribe children are given stipends merely for attending the schools.

During the 7th Plan the scheme of scholarships will continue to be implemented on a more wide spread basis. Scholarships for higher studies will include special amounts on courses like M.N.N.S., B.E.BVSc, B.Sc Agriculture and other general courses including M.B.A., Hotel Management and honours courses in special subjects. At the secondary and higher secondary stage besides the grant of scholarships on the pattern now existing, attendance scholarships to girl students will be introduced. This is to ensure greater attendance of girls.

Scholarships will also be provided for promoting teacher education at graduate and post graduate level. At the school level, special scholarships for pursuing studies in Sainik Schools and in the Motilal Nehru school will also be granted.

Games, Sports and Youth Welfare:

Promotion and development of traditional and modern games including yoga should be encouraged by providing the necessary facilities and infrastructure on a large scale and by inculcating sports consciousness among the masses so that by regular participation in these activities the Nation is made healthy, fit and strong. In pursuance of the National sports policy the department will undertake the responsibility of promoting facilities for games and sports particularly in and spotting and developing talent at all levels.

The sports section of the education department will be expanded and children at all levels will be given atleast the basic facilities of playing games. Wherever there are no play grounds attempts would be made to acquire the needed land and develop them. In places where there are already certain facilities the endeavour will be to introduce coaching and to spot out talent. Talented youth will be given extra coaching and the possibility of sending them to other institutions like the Motilal Nehru Institute of sports will be considered. Special amounts will be earmarked exclusively for girls.

Apart from sports physical education will also be given due prominence because the promotion of physical fitness is an essential requisite for developing the youth. Properly trained

physical education teachers will accordingly be appointed in the more important schools.

Other than encouraging sports in schools and colleges, it is also the responsibility of Government to promote games and sports among the non-student youth. Among the games played in Sikkim the most popular one is foot ball. The Sikkim Foot Ball Association usually conducts a tournament in the state under the caption of Governor's Gold Cup. Besides, the state participates in other National tournaments like the Santosh Trophy and Subroto Mukherjee Trophy and so on. In order to help the Association to carry on its activities not only for conducting and participating in tournaments but also to organise camps adequate financial allocations will be made. The possibility of constructing more indoor gymnasia so that other types of sports can be promoted will also be considered.

Apart from games and sports the department will also develop other youth welfare activities like N.C.C. Scouts and Guides, Nehru Yuwa Kendra and so on. Educational tours and excursions will also be undertaken. Necessary financial allocations will be provided for these purposes.

Financial Dimension:

In order to meet the multifarious requirements in the field of education a total outlay of Rs.33 crores is proposed for the Seventh plan.

DRAFT SEVENTH FIVE YEAR PLAN 1985-90 AND ANNUAL PLAN (1985-86) DEVELOPMENTAL EXPENDITURE SCHEMES

Outlay and Expenditure									
(Rs. in Lakhs)									
Name of Schemes/Projects.	Sixth Five Year Plan (1980-85) Agreed Outlay	1980-85 Actual Expendi- ture	1983-84 Actual Expendi- ture	1984-85 Approved Outlay	Antici- pated Expend- iture	Seventh Plan Proposed Outlay	on Which Capital content	Proposed Outlay	on Which Capital content
1	2	3	4	5	6	7	8	9	10
1. ELEMENTARY EDUCATION	370.00	252.56	190.51	261.00	261.00	1500.00	400.00	234.00	82.00
2. SECONDARY EDUCATION	180.00	152.25	90.59	136.00	136.00	800.00	200.00	125.00	42.00
3. HIGHER EDUCATION	70.00	26.60	22.02	45.50	45.50	290.00	150.00	45.00	28.00
4. TEACHER EDUCATION YOUTH	100.00	23.20	10.00	33.00	33.00	240.00	50.00	36.00	08.00
5. GAMES/SPORTS, &/WELFARE	40.00	24.85	11.37	25.00	25.00	180.00	30.00	30.00	-
6. ADULT EDUCATION	10.00	07.00	01.05	08.00	08.00	50.00	-	10.00	-
7. SCHOLARSHIPS & STIPENDS	30.00	07.50	15.57	26.50	26.50	180.00	-	30.00	-
8. DIRECTION & ADMINISTRATION	30.00	19.35	11.85	15.00	15.00	60.00	-	10.00	-
TOTAL	830.00	513.31	352.96	550.00	500.00	3300.00	830.00	520.00	160.00

DRAFT SEVENTH FIVE YEAR PLAN (1985-90) AND ANNUAL PLAN 1985-86 PHYSICAL TARGET AND ACHIEVEMENTS

S.No.	Items	Code Nos	Unit	Sixth Five Year Plan 1980-85 Target	1980-83 Achiev-ment	1983-84 Achiev-ment	1984-85 Target	Anticipated Achiev-ment	Seventh Plan (1985-90) Target Proposed	1985-86 Target Proposed
1	2	3	4	5	6	7	8	9	10	11
A. ELEMENTARY EDUCATION										
Classes I-V (Age-Group 6-10)										
(i) Total Enrolment										
	(a) Boys	610	Nos.	38,500	28,781	31,562	38,500	34,982	32,000	35,000
	(b) Girls	611	Nos.	25,500	20,852	23,140	25,500	25,839	26,000	28,600
	(c) Total	612	Nos.	64,000	49,633	54,702	64,000	60,821	58,000	63,600
(ii) Percentage to Age Group										
	(a) Boys	613	Nos.	177.97	140.95	150.07	177.97	161.71	151.41	159.27
	(b) Girls	614	Nos.	119.23	103.44	111.44	119.23	120.82	96.54	117.68
	(c) Total	615	Nos.	148.77	122.32	130.88	148.77	141.28	113.10	137.43
(iii) Enrolment of Scheduled Castes										
	(a) Boys	616	Nos.	2,400	1,811	1,970	2,400	2,200	1,900	2,100
	(b) Girls	617	Nos.	1,800	1,359	1,462	1,800	1,600	1,500	1,600
	(c) Total	618	Nos.	4,200	3,170	3,432	4,200	3,800	3,400	3,700
(iv) Percentage to the Age-Group										
	(a) Boys	619	Nos.	11.09	8.87	9.37	11.09	10.17	5.94	6.00
	(b) Girls	620	Nos.	8.42	6.74	7.04	8.42	7.48	5.77	5.59
	(c) Total	621	Nos.	9.76	7.81	8.21	9.76	8.83	5.86	5.82

1	2	3	4	5	6	7	8	9	10	11
<u>(v) Enrolment of Scheduled Tribes</u>										
	(a) Boys	622	Nos.	9,000	6,454	7,486	9,000	8,350	7,600	8,300
	(b) Girls	623	Nos.	6,500	4,745	5,525	6,500	6,150	6,200	6,800
	(c) Total	624	Nos.	15,500	11,199	13,011	15,500	14,500	13,800	15,100
<u>(vi) Percentage to Age-Group</u>										
	(a) Boys	625	Nos.	41.60	31.61	35.59	41.60	38.60	23.75	23.71
	(b) Girls	626	Nos.	30.39	23.39	26.61	30.39	28.76	23.85	23.78
	(c) Total	627	Nos.	36.03	27.60	31.13	36.03	33.68	23.79	23.74
<u>(I) Classes VI-VIII (Age-Group 11-13)</u>										
<u>(i) Total Enrolment:</u>										
	(a) Boys	630	Nos.	6,500	6,346	7,286	9,500	8,102	21,500	8,800
	(b) Girls	631	Nos.	4,500	3,703	4,423	4,500	5,321	17,500	7,200
	(c) Total	632	Nos.	14,000	10,049	11,709	14,000	13,423	39,000	16,000
<u>(ii) Percentage to Age-Group</u>										
	(a) Boys	633	Nos.	74.03	52.46	53.48	74.03	63.14	147.16	66.74
	(b) Girls	634	Nos.	35.45	30.95	35.89	35.45	61.92	130.97	59.71
	(c) Total	635	Nos.	54.85	41.76	47.24	54.85	52.59	139.43	63.38

Statement : GN- 3 contd.

1	2	3	4	5	6	7	8	9	10	11
<u>(iii) Enrolment of Scheduled Castes</u>										
	(a) Boys	636	Nos.	350	240	298	350	335	1,100	400
	(b) Girls	637	Nos.	250	173	190	250	215	900	300
	(c) Total	638	Nos.	500	413	488	600	550	2,000	700
<u>(iv) Percentage to Age-Group</u>										
	(a) Boys	639	Nos.	2.73	1.90	2.39	2.73	2.61	5.12	4.55
	(b) Girls	640	Nos.	1.97	1.45	1.54	1.97	1.69	5.14	4.17
	(c) Total	641	Nos.	2.37	1.72	1.76	2.35	2.15	5.13	4.38
<u>(v) Enrolment of Scheduled Tribes</u>										
	(a) Boys	642	Nos.	2,050	1,470	1,734	2,050	1,925	5,100	2,100
	(b) Girls	643	Nos.	1,250	993	1,193	1,250	1,325	4,200	1,700
	(c) Total	644	Nos.	3,300	2,463	2,927	3,300	3,250	9,300	3,800
<u>(vi) Percentage to Age-Group</u>										
	(a) Boys	645	Nos.	15.97	12.15	13.92	15.97	15.00	23.72	23.86
	(b) Girls	646	Nos.	9.85	8.30	9.68	9.85	10.44	24.00	23.61
	(c) Total	647	Nos.	12.93	10.24	11.81	12.93	12.73	23.85	23.75

1	2	3	4	5	6	7	8	9	10	11
B. SECONDARY EDUCATION										
1. Classes IX-X										
	(a) Boys	650	Nos.	2,820	1,874	1,909	2,400	2,112	5,400	2,400
	(b) Girls	651	Nos.	1,320	377	888	1,100	1,053	3,600	1,600
	(c) Total	652	Nos.	4,150	2,751	2,797	3,500	3,165	9,000	4,000
2. Classes XI-XII										
(general classes) Enrolment										
	(a) Boys	653	Nos.	1,850	543	561	700	613	1,600	600
	(b) Girls	654	Nos.	730	235	256	300	315	900	300
	(c) Total	655	Nos.	2,580	778	817	1,000	928	2,500	900
C. Enrolment in Vocational Courses										
1. Post Elementary Stage										
	(a) Total	660	Nos.	-	-	-	-	-	-	-
	(b) Girls	661	Nos.	-	-	-	-	-	-	-
2. Post High School Stage										
	(a) Total	662	Nos.	-	-	-	-	-	150	60
	(b) Girls	663	Nos.	-	-	-	-	-	50	30

Statement : GN-3 contd.

1	2	3	4	5	6	7	8	9	10	11
<u>D. Enrolment in Non-Formal Education</u>										
<u>(Age-Group 6-10)</u>										
	(a) Total	670	Nos.	9,000	-	-	9,000	5,965	6,000	1,000
	(b) Girls	671	Nos.	2,100	-	-	3,500	2,730	2,400	400
<u>(Age-Group 11-13)</u>										
	(a) Total	672	Nos.	6,000	-	-	6,000	3,345	9,000	1,500
	(b) Girls	673	Nos.	2,300	-	-	2,500	1,240	2,700	450
<u>E. Adult Education</u>										
	(a) No. of Participants (15-35)	680	Nos.	67,000	10,631	11,895	18,000	14,140	75,000	15,000
	(b) No. of Centres opened under:-									
	(i) Under Central Programme									
		681	Nos.	800	586	592	800	592	400	400
	(ii) State P-ro.	682	Nos.	200	-	-	200	95	200	200
	(iii) Voluntary Agencies	683	Nos.	-	-	-	-	-	-	-
<u>F. Teachers</u>										
	(i) Primary Classes I-V	690	Nos.	2,850	2,518	2,707	2,850	3,044	4,830	3,690
	(ii) Middle classes VI-VIII	691	Nos.	643	508	580	643	639	1,360	780
	(iii) Sec. Classes IX-X	692	Nos.	282	210	239	282	280	345	295
	(iv) Hr. Sec. Cl. XI-XII	693	Nos.	161	120	128	161	137	240	160
	Total			3,936	3,356	3,624	2,936	4,100	6,775	4,925

GOVERNMENT OF SIKKIM
DEPARTMENT OF EDUCATION

Statement GN-4

MINIMUM NEEDS PROGRAMMES

NO. of the Programme	Code No.	Sixth Five Year Plan (1980-85) Agreed Outlay	1980-83	1983-84	1984-85		Seventh Plan (1985-90)		1985-86	
			Actual Expenditure	Actual Expenditure	Approved Outlay	Anticipated	Proposed Outlay	of Which Capital content	Proposed Outlay	of Which Capital content
1	2	3	4	5	6	7	8	9	10	11
Elementary Education		370.00	252.56	182.17	261.00	261.00	1450.00	400.00	224.00	82.00
Non-Formal Education			2.50	1.34	4.00	4.00	50.00	-	10.00	-
Adult Education		10.00	4.50	1.05	4.00	4.00	50.00	-	10.00	-
TOTAL		380.00	259.56	191.56	269.00	269.00	1550.00	400.00	244.00	82.00

GOVERNMENT OF SIKKIM
DEPARTMENT OF EDUCATION

GN-5

MINIMUM NEEDS PROGRAMME

Head of Development	Unit	1979-80	State Five Year Plan Target (1980-85)	1980-83 Achieve- ment	1983-84 Achiev- ement	1984-85 Target	Antici- pated Achiev- ement	Seventh Plan (1985-90) Proposed Target	Annual 1985-86 Proposed Target
1	2	3	4	5	6	7	8	9	10
Elementary Education	Nos.	4093	78000	59682	66411	78000	74244	82000	77900
Non-Formal Education	Nos.	-	20200	-	-	21000	13280	20100	25850
<u>Adult Education</u>									
No. of Centres	Nos.	424	1000	586	592	1000	687	600	600
No. of learners	Nos.	16429	80000	40631	11895	18000	14140	75000	15000

GOVERNMENT OF SIKKIM
DEPARTMENT OF EDUCATION

Statement GN-6

CENTRALLY SPONSORED SCHEMES

(Rupees in Lakhs)

Name of Scheme	Pattern of Sixth Plan		Actual	Actual	1984-85		Seventh Plan	1985-86
	Sharing expenditure (i.e. 50:50) 100% etc)	Outlays (1980-85)	Expd. 1980-83	Expd. 1983-84	Allocation	Anticipated Expd.	(1985-90) Proposed Outlay	Proposed Outlay
1	2	3	4	5	6	7	8	9
Adult Education	100%	-	11.76	8.61	5.60	5.60	50.00	10.00
Educational Technology	100%	-	02.68	0.56	2.23	2.23	30.00	05.00
Stipend & clothing to Enchey School	-	-	02.63	1.75	2.45	2.45	15.00	03.00
Rural Talented Children	-	-	-	0.06	0.47	0.47	05.00	01.00
Hindi Scholarships	-	-	-	0.04	0.03	0.03	0.50	0.10
Total	-	-	17.07	11.02	10.78	10.78	100.50	19.10

DRAFT SEVENTH FIVE YEAR PLAN AND ANNUAL PLAN 1985-86 UNDER SPECIAL COMPONENT PLAN

S.No.	Items	Unit		Physical Targets						
		1979-80	1980-85	1980-83	1983-84	1984-85	1985-90	1985-86		
			Target	Achievement	Achievement	Target	Anticipated Achievement	Target Proposed	Target Proposed	
1	2	3	4	5	6	7	8	9	10	11
A. Elementary Education										
A1. Enrolment in Class I-V (Age-Group 6-10)										
	a) Boys	1389	2400	1811	1970	2400	2200	1900	2100	
	b) Girls	975	1800	1359	1462	1800	1600	1500	1600	
	c) Total	2355	4200	3170	3432	4200	3800	3400	3700	
A2. Enrolment in Class VI-VIII (Age-Group 11-14)										
	a) Boys	141	650	240	298	350	335	1100	400	
	b) Girls	84	250	173	190	250	215	900	300	
	c) Total	225	600	413	488	600	550	2000	700	
B. Secondary Education										
B1. Enrolment in Class IX-X										
	a) Boys	24	80	54	65	80	73	140	80	
	b) Girls	18	50	31	26	50	29	120	60	
	c) Total	42	130	85	91	130	102	260	140	
B2. Enrolment in Class XI-XII										
	a) Boys	10	40	14	12	40	15	65	20	
	b) Girls	04	30	10	04	30	05	35	10	
	c) Total	14	70	24	16	70	20	100	30	

SEVENTH FIVE YEAR PLAN (1985-90) AND ANNUAL PLAN 1985-86 (RURAL SUB PLAN)

S.No.	Items	Unit	Physical Targets							
			1978-80	Sixth Plan (1980-85) Target	1980-82 Achieve- ment	1983-84 Achieve- ment	1984-85 Achieve- ment	Target 1985-90	Seventh Plan Target Pro- posed	1985-90 Target Proposed
1	2	3	4	5	6	7	8	9	10	11
A. Elementary Education										
A1. Enrolment in class I-V										
	a) Boys		5237	9000	6454	7486	9000	8250	7600	8300
	b) Girls		3536	6500	4745	5525	6500	6150	6200	6800
	c) Total		8773	15500	11199	13011	15500	14500	13800	15100
A2. Enrolment in class VI-VIII										
	a) Boys		975	2050	1470	1734	2050	1925	5100	2100
	b) Girls		598	1250	993	1193	1250	1325	4200	1700
	c) Total		1573	3300	2463	2927	3300	3250	9300	3800
B. Secondary Education										
B1. Enrolment in class IX-X										
	a) Boys		232	500	418	382	500	433	1250	550
	b) Girls		121	300	274	251	300	285	850	350
	c) Total		353	800	692	633	800	718	2100	900
B2. Enrolment in class XI-XII										
	a) Boys		98	200	146	118	200	133	400	130
	b) Girls		65	100	76	83	100	95	200	70
	c) Total		163	300	222	201	300	228	600	200

s Unit,

Regional

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