

I N D E X

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GENERAL EDUCATION

"Education

"Education is both a product and producer of society and there is a close co-relation between transformation of socio-economic environment and the structure and means of education ... for centuries educational development had generally followed economic growth. Now, probably for the first time in the history of humanity, development of education on a world-wide scale is tending to precede economic development".

-Learning To be: UNESCO Paris 1972

"If educational expansion is any index of economic growth it would appear that the State of Sikkim has undergone socio-economic development at an increasingly rapid pace during the last quarter century. The general quality and means of education in the schools of the State, however, have still not attained the desired measure of satisfaction. The main reasons for this under-achievement are the phenomenal increase in enrolment and number of schools, particularly after their 1974, absence of a uniform system of registration of births in the state resulting in enrolment of a very large percentage of over-age pupils at all stages of education, and the unfortunate gap between the need for an increasingly large number of adequately trained teachers and their availability.

If this problem is not tackled immediately through a clear identification of priorities, systematic planning, and the introduction of an element of accountability at academic as well as administrative levels, the damage in terms of sub-standard education, resulting in educational stagnation and wastage now, and in general socio-economic decay in the near future, may become irreparable. Even though the nature of the problem is significantly serious, its size is still small; thanks to the manageable demographic structure of the state. The main thrust of Plan proposals, in the remaining years of the Seventh Plan, is, therefore, aimed at consolidation and improvement of the existing educational resources of the State and timely prediction and control of further expansion based on progressive monitoring of the enrolment data".

Late Shri Padhusudan Singh, Ex-Director of Education, Sikkim.

EDUCATIONAL DEVELOPMENT IN SIKKIM DURING 1954-84.

The year 1954, when the Directorate of Education was set up, provides a convenient base to trace the planned educational development in the State. During the 1954-84 period phenomenal expansion has taken place in school education. In institutional terms expansion is almost nine-fold, as the number of educational institutions rose from 88 in 1954 to 761 in 1984 including 165 pre-school education centres. The pace of enrolment through the previous three decades is highlighted by the increase from 2500 pupils in 1954 to 83 337 pupils in 1984 including 5000 pre-school children. In 1954, when the Plan effort was started, Sikkim began at a low level of achievement with 70 lower primary schools, 14 upper primary schools, 2 middle schools and 2 high schools accounting for total enrolment of 2500 pupils.

After about two decades, in the year 1975, when Sikkim joined the National mainstream the number of schools rose to 266 representing an increase of 302.2 per cent and the enrolment stepped up to 20,959 pupils, registering an increase of 838.4 per cent.

In 1980, the first year of the Sixth Five Year Plan, the number of institutions rose to 501 and the enrolment of pupils in schools escalated to 55,606. The 501 educational institutions comprised 320 primary schools, 44 middle schools, 29 secondary schools, 7 senior secondary schools and 100 pre-school education centres.

In 1984-85 the terminal year of the Sixth Plan the number of educational institutions stepped up from 470 in 1979-80 to 761, during this period the enrolment in school stage increased from 47882 to 78337 the number of teachers escalated from 2334 to 4265.

Significant achievements in the sector of school education during the Sixth Plan period: 1980-85 are highlighted as here-in-under.

During the 1980-85 period 80 pre-school centres and 174 lower primary schools were established. As against 25 pre-school centres the proposed forty four pre-school centres which had developed into lower primary schools due to lack of primary level educational facilities in the neighbourhood, were upgraded (converted) to lower primary schools, 100 lower primary schools were upgraded to upper primary schools with the addition of classes III, IV and V. Against the proposed 60 primary schools 63 were upgraded to junior high schools. As against the 5 junior high schools 16 were upgraded to high schools. 4 high schools were proposed to be upgraded to higher secondary schools, against this target only 3 were upgraded, as in 1984-85 no high school was upgraded to higher secondary school.

During the 1980-85 plan period 80 pre-school teachers (School mothers), 1065 primary teachers, 427 graduate teachers, 39 post-graduate teachers and 331 language teachers were recruited. As against the total strength of 2334 teachers in 1979-80 the number of teachers increased to 4274 registering an increase of 140.87 per cent.

Enrolment Targets and Achievements.

Elementary Education:

To promote the national programme of universalisation of elementary education, a cumulative enrolment target of 78,000 and an additional enrolment target of 32,000 were fixed to be achieved during 1980-85.

Against these targets at the elementary stage cumulative enrolment achievement is 76,435, that is, 97.99% and additional enrolment achievement is 30,400, that is, 95.00 per cent.

Stagewise enrolment targets and achievements are presented in the following tables.

Stage	Cumulative			Additional		
	Target	Achievement	Percentage	Target	Achievement	Percentage
<u>ALL CHILDREN</u>						
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
Elementary	78,000	76,435	97.99	32,000	30,400	95.00

Enrolment Targets and Achievements in Respect of SC and ST children at the Elementary Stages during the Sixth Plan are given in following tables.

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

Scheduled Tribes

Primary	15,500	14,500	93.55	6730	5730	85.14
Middle	3,300	3,250	98.48	1730	1680	97.11
Elementary	18,800	17,750	94.41	8460	7410	87.59

NON-FORMAL EDUCATION.

In the 600 proposed and also established non-formal education centres meant for drop-outs and non-schoolers, against the target of 15000 learners only 9,310, that is, 62.06% could be enrolled. To manage and supervise the programmes of Adult and non-formal education one Deputy Director (NFE) and 20 supervisors meant for both these programmes were appointed during 1980-85.

ADULT EDUCATION.

In 1979-80 the base year of the Sixth Plan 16,400 adults in the age-group 15-35 were enrolled in 524 Adult Education Centres being run under the Central Sector. In 1980 the adult population in the age-group 15-35 in 1981-85, the terminal year of the Sixth Plan was estimated of the order of 1,36,684, out of these 34.05 per cent, that is, 46,541 being literate, the remaining 90,143 adults were accounted to be illiterate. Against the population of 90,143 illiterate adults a cumulative enrolment target of 96,400 adults and additional enrolment target of 80,000 adults were fixed to be achieved during the Sixth Plan with the help of 652 cumulative and 128 additional Adult Education Centre proposed to be run/established. Against the additional enrolment target of 80,000 adult learners, actual cumulative achievement in enrolment upto July 1984 has been 60,700 that is, recording a percentage achievement of 75.88. Against the 128 additional adult education Centres to be established only 68, that is, 53.13 per cent could be opened. This is the record of the targets and achievements of the Adult Education Programme in the Central Sector.

As regards the targets and achievement of the State Adult Education Programme (SAEP) being run in the State sector the position as obtains in July 1984 is as follows. Against the 200 State Adult Education (Women) Centres only 95 could be established in which to date 2245 adult (women) learners are estimated to be enrolled.

Secondary Education.

During the 1980-85 plan period cumulative and additional enrolment targets proposed to be achieved at the secondary and senior secondary levels, actual achievement attained and their percentages are tabled below :-

Stage	Cumulative			Additional		
	Target	Achievement	Percentage	Target	Achievement	Percentage
Secondary	4150	3170	76.39	2750	1760	64.0
Sr. Sec.	2600	930	35.37	2200	530	24.10
Total	6750	4100	60.74	4950	2290	46.26

Low enrolment achievements at the secondary and senior secondary levels against the targets fixed were mainly due to heavy drop-out at the middle and secondary stages, and disastrous results at the public examinations of classes VIII and X.

During the Sixth Plan the existing Teacher-Training Institute was consolidated with additional facilities of adequate accommodation, hostels, equipment, library, etc. Due to budgetary constraint and independent building complex of its own consisting of the Institute building, hostels, staff quarters and work-shops, laboratory, etc. could not be provided. Its significant achievements include training of 210 inservice and 200 pre-service primary teachers.

As envisaged the existing State Institute of Education could not be modelled into either SCERT or SIERT. It could also not be expanded with population Education Cell, Vocational Education Cell, Counselling and Guidance Bureau and Examination Reform and Evaluation Unit. As proposed the School for Language Teachers for providing intensive coaching in local languages and training in methodology could also be established.

In the sector of higher education as envisaged the Sikkim Law College could not be consolidated with infrastructural facilities of buildings, library, etc. Enrolment in the Law College stepped up from 64 in 1980-81 to 164 in 1983-84. Admissions for 1984-85 have so far not started because of holding of examinations late by the University.

The Sikkim Government College has moved in its new college complex built up at the cost of Rs.50.00 lakhs. The science block is being raised at the estimated cost of Rs.35.00 lakhs but the blue prints of commerce blocks, hostels for boys and girls, staff quarters, auditorium are still in preparation. Proposed honour courses in English, Economics Education, Nepali, Chemistry, Physics, Biology, Zoology and Mathematics are proposed to be introduced in 1984-85. The rate of maintenance stipend awarded in lieu of hostel facilities has been enhanced from Rs.100/- per month to Rs.150/- per month in 1984-85.

Since 1977 when the college saw the light of the day (prior to September 1977 it was an evening college) the enrolment has steadily risen from _____ in 1979-80 to 234 in 1984-85. As against the strength of 173 students in 1983-84, enrolment in 1984-85 has escalated to 234 with an additional admission of 265 students in the first year, representing a percentage increase of _____.

Scholarships and Stipends.

There being no institution for higher professional education extensive provision of scholarships and stipends becomes obligatory on the part of the State Government. In the context of Sikkim's educational backwardness and lack of facilities for higher professional education in the State the Central Government generously provides reserved seats for various professional courses/disciplines in various universities and colleges in the country. In 1983-84 119 scholarships were awarded for various professional courses at the total cost of Rs.4.85 lakhs. In 1984-85 the total number of scholarships and stipends has sharply increased to _____ at the total estimated cost of _____ lakhs registering a numerical increase of _____ and percentage increase _____. The professional and academic courses and school studies for which scholarships and stipends are being provided in 1984-85 include MBBS, BDS, Homeopathic B.E., B.Sc(AG), M.A.(Geography) B,V,SC, Diploma in Licentiate in Engineering, Bachelor of Physical Education, B.Sc(Hons) B.Ed., BA(Hons) B.Ed., M.A., M.Sc., MBA, Hotel Management, Higher Tibetan Studies at Sarnath, Maintenance stipends to students of Sikkim Govt. College, etc. and scholarships and stipends are also awarded for school studies in Sainik School (Goalpara) Manarsthal School (Rai), T.N. Academy, St. Xavier's School, Pakyong, etc. merit scholarships for school studies are also awarded for post class V, post-class VIII, post-class X studies.

PHYSICAL, EDUCATION, SPORTS & YOUTH AFFAIRS.

Administrative structure of this sector of Education was strengthened with the induction of one additional Assistant Director for women's wing, upgradation of the grade of the post of State Coach (Football) to the level of Deputy Director and induction of additional coaches for badminton, volleyball, athletics, judo, etc. Expansion in the games and sports activities in the Women's Wing has been very impressive. An indoor gymnasium has come up with the help matching grant from the Centre. The Senior Division NCC for boys and girls is being raised. The scheme of field excursions and educational tours within and outside the State was significantly expanded with increased outlays. But as envisaged the post of physical education instructors and district level sports officers could not be created due to financial constraints.

Direction and Administration.

The proposed sectoral reorganisation of the Education Department was attempted in a limited manner with the creation of 9 posts of Joint Directors. The streamlining of the roles of top level officials and functions of various units/section/cells of the Department has been done but convincing impact of these changes is yet to be realised in terms of internal efficiency of the Department and its quality improvement.

Pre School Education

Early childhood education is of crucial significance for physical, mental, ^{and} social, emotional development at the most formative stage of the childhood is universally admitted. Studies have proved conclusively that foundation for later development of human personality is laid in the early childhood and impoverishment suffered at this tender stage damages severely the subsequent development of the child. The concept of learning and development through play and joyful activities would therefore be articulated, across 4-6- age groups, through an all round programme which would be comprehensive in scope, integrated in nature and reinforced over long time span. Provision of educational toys, play equipment, learning materials and books for children, reading etc. would be appropriated for this purpose. The educational component of such a package of services would be significant.

The state had realised the vital importance of the early childhood education programme in the early sixties and therefore when the Plan effort was launched in the ~~State~~ State in 1953-54 for the first time, a comprehensive pre-school education programme of two years duration was introduced and integrated with primary education as its adjunct. The pre-school education programme which was discontinued in the late sixties was revived in 1975 as a CSS in a modest way. Out of four districts of the State initially North and East District were covered under the pre-school education programme by the Education Department and the Namchi and Gyalshing districts were covered under the Integrated Child Development Programme by the Social Welfare Department. In 1981-82 both the above programmes were expanded to cover all the four districts duplicating the programme effort by covering the same children under both the banners. At present in 165 pre-schools centres under the Education Department and about 300 ICDS centres under the Social Welfare Department 4950 and 3561 children in the 4-6 age groups are enrolled respectively.

Despite double pronged strategy, out of the total child population of 18,111 in the 4-6 age group only 8511 (46.99%) children could be covered leaving a backlog of 9,600 children.

The present pre-school education centres run by the Education Department and other pre-school childcare programme being implemented by other departments and agencies are limited to the informal literacy component, distribution of food supplement and routine health cover, these contribute very little to the personality development of the child, specially its intellectual social and emotional growth.

During the Seventh Plan period the entire population of 12,980 children in the 4-6 age group will be covered by the early childhood care and education programmes expanded and intensified jointly by the Education and other departments and agencies.

At present out of 596 lower primary/upper primary sections only 165 have pre-primary education centres attached to them. During the Seventh Plan about 300 primary sections will be established. Thus with the existing backlog of 431 pre-primary education centres, during the Seventh Plan in all 731 pre-primary centres will be required for universal coverage of the child population in the 4-6 age group.

The approach in the Seventh Plan is characterised by a concern for the all round development of children, specially those who contribute the force of first generation learners and of rural environ, and those from under privileged sections and poverty groups who may suffer serious consequences in the future because of negligence of early childhood education.

The role of such a preparatory programme is vitally significant because it would additionally, contribute in broadening and strengthening the national programme of universalisation of elementary education and in due course solve the chronic problem of wastage and stagnation.

The programme is envisaged to serve the early childhood educational needs of children by universal coverage. But initially stress would be on the children of the population groups which are economically, socially and educationally backward. The target for the Seventh Plan would be to provide at least one early childhood care centre in every habitation in the population slab of 150-200 and to attach a pre-school education centre to every lower primary and upper primary school as its adjunct.

The resource and inputs of programmes and education health, nutrition, social welfare and integrated rural development which are presently devoted to child, family and community welfare would be coordinated for this common purpose and goal, with flexibility and feed-back built in by allowing various agencies to undertake programmes within a common frame work. The Education Department may have to play the pivotal coordinating role for achieving the common objective. The service of exclusively women would be used for this programme with a view to encourage woman education and ^{create} job opportunities for them.

Necessary pre-development integrated programme of secondary stage education and professional training of the prospective pre-school education women teachers to be inducted in the field, would be arranged on comprehensive basis through newly created teacher training institution especially tailored and designed for the purpose.

The approach at this stage of education would be entirely non-formal and stress laid on the induction of sense perception among children through innovative use of locally available resources in the community and the environment. Community support would be enlisted to tackle the insurmountable problem of providing about 1000 large-size multipurpose class rooms.

The State Institute of Educational Research and Training in collaboration with the National Council of Educational Research and Training and UNESCO would help in developing the learning materials and aids both for teachers, children and for programme implementation.

Pre-school education thus would be ~~very~~ effective if used as a tool to induce in children a healthy attitude to enter the educational system at the right entry age, develop and ⁽¹⁸⁾ continue school going habit later and steer clear of the menace of school dropping and stagnation.

ELEMENTARY EDUCATION

Sikkim shall continue to assign the over-riding priority to the national programme of universalisation of elementary education for children in the age-group of 6-14 because it retains its important place, in the Minimum Needs Programme of the Seventh Plan. The strategic approach to the elementary education is spelt out in the following terms,

- (1) Removal of backlog in the physical facilities of formal elementary school system.
- (2) Provision of lower primary, upper primary and middle schools/sections in habitations in the population slabs 100-199, 200 -299 and 300-499 respectively.
- (3) Coverage of non-enrolled and out of school children under the Non-formal Education Programmes.
- (4) Spread of education among target group like girls, children belonging to SC/ST, other weaker sections and children in remote rural pockets having low literacy rate.
- (5) Reform in curriculum so as to link it to the local needs and situations.
- (6) Quality improvement of elementary education.
- (7) Expansion and development of teacher training facilities for the schemes of pre-service and in-service teacher training, upgradation of the quality and professional qualification and competence of in-service teachers.
- (8) Strengthening of administrative and supervisory and monitoring mechanisms for administrative convenience elementary education has been divided in two stages, primary and middle but on structural and operational considerations the primary stage has been further split in lower primary (I, II & III) upper primary (IV- V) sections.

Enrolment Targets

goal

As the goal of universalisation of elementary education can not be deferred beyond 1990, Sikkim will ensure its realisation in letter and spirit. While the State as a whole has reached _____ percent enrolment at the primary stage, the district-wise comparisons reveal wide disparities. The Gangtok district which accounts for 43.86 percent of the State, has achieved the highest percentage _____ of enrolment at the primary stage and the Gyalshing district has attained the lowest percentage _____ of enrolment. In the order of enrolment percentage achieved at the primary stage the Namchi district and the Mangan district with their enrolment percentage of _____ and _____ occupy the second and the third places. The district-wise disparities of enrolment achievement at the middle stage (VI-VIII) are pointed out as follows. The Gangtok district with the highest percentage _____ of _____ bags the first position, the Namchi district with its enrolment percentage of _____ occupies the second place, the Mangan district registering the percentage of _____ secures the third place and the Gyalshing district has to contend with the last position with its enrolment percentage of _____. The enrolment percentages of girl pupils at both the primary (42.48%) and middle (39.64%) stages are much lower than that of the boys.

The target-groupwise comparisons of enrolment percentages attained at the elementary stage in 1984-85 highlight very interesting facts. At the primary stage enrolment percentage for 'all children' is 141.28. The scheduled caste children with their highest enrolment percentage of 176.50 are ahead of their ST brethren whose enrolment percentage of 134.72 is the lowest. But with their enrolment achievement of 50.92 percent the ST children at the middle stage leave far behind their SC brethren whose enrolment attainment at this stage is only 43.10 percent. But as against the enrolment percentage of 52.59 for 'all children' the enrolment attainment percentages of both these target groups (SC&ST) are at lower levels.

On the basis of enrolment percentages at the primary stage, the SC girls are at the forefront with their percentage of 149.67 the 'all children' _____ and the ST girls _____ with their enrolment percentages of 120.82 and 115.00 occupy the second and the third places.

At the middle stage the enrolment percentages show that as against the all children percentages of 41.92, the ST (41.75 percent) and the SC (33.96 percent) girls students secure the second and third positions respectively.

The findings lead us to conclude that SC children drop-out in larger number at the middle stage than their counterparts all children and ST children the enrolment percentage (33.86%) of SC girls pupils at the middle stage is the lowest, whereas at the primary stage it (149.67%) is the highest. It means that the drop-out rate of SC girl pupils is the highest at the middle stage. The above valuable findings will help the educational planners to lay down districtwise and target groupwise specific target proposed to be attained for universalisation of elementary education during the Seventh Plan.

On the basis of the 1981 Census the estimated total population in the age-group 6-14 in 1984-85 will be of the order of 69,709 in 1984-85 the total enrolment of children of the 6-14 age-group in elementary classes both under formal and non-formal systems is of the order of 57,500. This leaves a yawning backlog gap of 12,209 out of school children in the base year 1984-85. The child population in the age-group 6-14 years is estimated to be 79,254 in 1989-90. Assuming that about 21,548 of the enrolment in classes 1-8 may still belong to the age-group other than 6-14, elementary education facilities under the formal and non-formal systems will have to be created for 26,557 children by 1990. Additionally, therefore, children will have to be enrolled during the Seventh Plan.

The over-riding priority to be accorded by the State to universal elementary education for children in the age-group 6-14, calls for the additional enrolment children during the Seventh Plan. To achieve this objective ~~sub~~ alternative focus on the laid down target both full-time and part-time systems and formal and non-formal methods will have to be adopted.

Out of children to be additionally enrolled at the middle stage during the Seventh Plan may be enrolled in the formal system in the primary stage and in the middle stage and remaining children may be enrolled in the non-formal systems.

With a view to enrolling additional children in the age-group 6-11 at the primary stage so that the goal of 100 percent universalisation of primary education is reached by 1990, provision of new educational facilities which would be economically viable and educationally relevant will be ensured. In concrete terms 200 lower primary schools, comprising classes I, II & III and 150 upper primary schools consisting of classes IV-V will be established in the habitations with population less than 200 & 300 respectively. The multiple point entry scheme will be introduced to ensure partial coverage of non-enrolled drop-out children under the formal system.

An enrolment target of additional children in the age-group 11-14 to be enrolled at the middle stage by 1990 has been laid down to realise the goal of attaining the enrolment percentage of 60 to 80. This means that the State will have to step up backward district of Gyalshing, the rate of enrolment at the middle stage will have to be step-up three fold. In the case of the Mangan and Namchi districts step-up will have to be doubled. This however needs to be accepted as a desirable objective and challenge during the Seventh Plan.

In order to ensure that the ultimate objective of achieving the enrolment target laid down for this stage of education, is realised by 1990 middle sections will be established in habitations with population less than 500 adhering strictly to the national norms. However relaxations will be allowed while considering provision of middle level educational facilities in habitations predominantly populated by Scheduled Castes and Scheduled Tribes. With a view to promote education of girls in the age-group 11-14, requisite number of middle sections/schools will be established extensively for them.

Taking the proposals for primary and middle stages together, the additional enrolment in full-time elementary education 1985-90 is projected as here is under:-

TARGET OF ELEMENTARY EDUCATION, 1985-90

Age-Group/ Classes	1984-85			1989-90		
	Child- Population	Enrolment	Per- centage	Child Population	Enrolment	Per- centage
6-11/I-V						
Boys	21410	54902	255.33	24301	32000	131.41
Girls	23688	25039	109.03	26931	26000	96.54
Total	45106	60021	134.64	51232	58000	115.10
11-14/VI-VIII						
Boys	12351	3102	25.05	11610	21500	187.18
Girls	11752	5321	45.28	13362	17500	130.97
Total	24603	8423	34.56	24972	39000	156.42
6-14/ I-VIII						
Boys	34269	45904	133.72	38961	53500	137.32
Girls	35440	31160	87.92	40293	43000	107.96
Total	69709	77064	110.51	79254	96500	122.39

TARGETS OF EXPANSION OF FULL TIME ELEMENTARY EDUCATION-1985-90

In both the formal and non-formal systems the emphasis would be on the retention of students and effective delivery services to children. To ensure and encourage retention of students appropriate incentive programmes like free mid-day meals, supply of free textbooks and stationery, and subsidized supply of uniform, attendance scholarships to girl students and compensation to the families of self-inflicted caste girls towards opportunity cost involved will be taken up. The State will make efforts to introduce these measures in a view of eliminate wage and reduce dropout in elementary education. One of the majors to be introduced in this direction will be adoption of no detention policy at the primary stages.

The target enrolment to be effectively covered with elementary education are girls and children belonging to the scheduled castes and scheduled tribes, landless labours and children specially belonging to educationally backward communities like Lakho of the Gwalior district and other weaker sections.

The educational needs of these target groups will have to be looked in to on a wider perspective of the communities, families socio-economic conditions and problems. Hence, apart from providing the facilities for education and attractive incentives spelt out above for these target groups, efforts would be made to develop programmes aiming at their welfare and uplift with the focus on their human resource development so that they are suitably and adequately prepared for taking responsible positions in the society. They will be also provided with remedial coaching programmes to enable them to overcome their educational backwardness and environmental constraints. To achieve the above objective appropriately designed strategies and relevant programmes will be evolved. In order to make education economically viable and to overcome economic reasons which hamper educational development programmes such as 'Learning while Earning' would be designed and promoted.

Improvement of Quality of Elementary Education

Measures for improvement in the quality of education become importantly necessary for retaining children, promoting the internal efficiency of the system as well as for achieving equalisation of educational opportunities. "The State is proposing to develop primary curriculum with the goal of imparting necessary levels of literacy, numeracy, comprehension and functional skills related to local socio-economic factors and environmental needs. It would suit flexible models, with provision of diversification and dextrous balance between common basic goal and varying methodology. The basic objective would stress curriculum as an instrument for inculcating humanistic values, capacity for tolerance, promotion of national integration, scientific attitude and temper and individual capability for learning from the environment". The primary and middle stage curriculum would also include the modern themes of maintenance of ecological balance and population education. With a view to link primary education to the local conditions and situation-s, textbooks in almost all subjects would be prepared and developed locally by the State Institute of Educational Research and Training in collaboration with the NCERT, UNICEF and the proposed Text-book Bureau of the State Department of Education. To make teaching of Hindi as a second language effective textbooks for the elementary classes will be developed locally in collaboration with the NCERT and the Kendriya Hindi Sansthan, Agra.

TEACHER EDUCATION .

In regard to teacher education, the Planning Commission has spelt out its approach as under:-

"More administrative, training and supervisory structures will have to be developed to ensure that teachers are adequately trained, fully motivated and feel accountable for the result. Value orientations in education should constitute a special thrust in the Seventh Plan, teacher in particular made responsible for the purpose".

In Sikkim about 50.28 per cent primary teachers and 72.37 per cent middle school teachers are untrained. Besides, owing to acute dearth of trained primary and middle schools teachers in the State, every year about 80 to 90 per cent untrained teachers are inducted. What is more, the backlog of under-qualified and untrained and under-trained primary teachers is sizeable and a large number of middle school teachers are not only untrained and under-trained but do not have required school subjects at the degree level. Thus their effective utility as teachers is much reduced. Therefore, expansion of both pre-service and in-service teacher training programmes will be emphasised as an essential input for the improvement of quality of education. In order to achieve the above objective, the following teacher training programmes are envisaged to be implemented during the Seventh Plan.

- (1) Removal of the backlog of untrained and under-trained primary teachers through short and long terms training programmes.
- (2) Establishment of a Teacher Training Institute providing three years-integrated course of secondary and teacher education for preparing elementary-stage (class VIII) passed candidates as primary teachers.

TEACHER EDUCATION .

In regard to teacher education, the Planning Commission has spelt out its approach as under:-

"More administrative, training and supervisory structures will have to be developed to ensure that teachers are adequately trained, fully motivated and feel accountable for the result. Value orientations in education should constitute a special thrust in the Seventh Plan, teacher in particular made responsible for the purpose".

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- (2) Establishment of a Teacher Training Institute providing three years-integrated course of secondary and teacher education for preparing elementary-stage (class VIII) passed candidates as primary teachers.

- (3) Establishment of a teacher training class under the vocational stream at the +2 stage in P.M.G. School exclusively for girl candidates for preparing and producing intermediate grade primary teachers suitable for upper primary classes.
- (4) With a view to equip and prepare local candidates for the job of middle school (graduate) teachers a four-year integrated-course of graduate level education and teacher education will be introduced in the Sikkim Govt. College.
- (5) As majority of graduate teachers meant for middle and secondary stages do not have even a single specific school subject in their graduate course, their professional efficiency and competence is of very lower order. Therefore, with a view to enhance the quality of such graduate teachers will be encouraged with State support, to pass with English Literature, Geography and other necessary school subjects. To effectively implement the above scheme and provide necessary assistance and guidance a special cell will be established in the SIERT. In future, it will be ensured that only suitably qualified and trained graduate teachers are appointed.

CLEARANCE OF BACK LOG OF PHYSICAL FACILITIES INCLUDING SCHOOL BUILDINGS.

Since 1975, when Sikkim merged with the National mainstream expansion of school education facilities at all stages has been phenomenal but unfortunately without appropriate and adequate support of physical facilities and school buildings. Therefore, as a serious consequence a massive backlog of school buildings and other physical facilities has developed during the course of the previous decade. It is estimated that about 2000 class rooms for primary schools are required to be constructed at the total estimated cost of Rs.10.00 crores to wipe out the

staff-quarters has also accumulated cumulatively. Many of the primary and middle schools do not even have basic furniture, blackboards, chairs, tables, cabinets, etc. It is high time that serious efforts are made to provide these schools with more physical facilities and school buildings. New experimental approaches for constructing school buildings for primary and middle schools, with locally available indigenous materials will be made and the community support in the form of cash-contributions or materials or physical labour (Shramdan) will be continued to be mobilised. The scheme of construction of low-cost primary school buildings under the material-cum-cash subsidy scheme will be further intensified and improved. Construction of primary school building provision of toilets, expansion and development of playgrounds, approach roads will also be continued under the NREP and RLEGP programmes which are centrally sponsored.

With a view to improving the quality of education, to attract the unreached children and to ensure their retention the elementary education system requires substantial inputs and strengthening specially in the overall area of construction of satisfactory school buildings for primary and middle schools and improving other physical facilities. For clearing the massive backlog of school buildings for primary and middle schools an outlay of Rs.20.00 crores will be needed, cost for providing other physical facilities will be extra. More class rooms will be needed to meet the planned growth in enrolment. Any substantial investment in this crucial area will be considered an essential input for improving the quality of Education and retention of students assuring their upward mobility.

To encourage and enlist community participation in the Educational endeavour control of primary schools will be transferred under the management of the Gram Panchayat. Liberal grant-in-aid will be provided for establishment of middle schools under the management of voluntary agencies/organisations.

The other major strategy, to reduce excessive pressure of increasing salary scales on the Education budget, recommends recruitment of general and language subject teachers for lower and upper primary classes on part time basis on adhoc monthly salary.

It needs no emphasis that the utility of the education technology is tremendous for elementary education. Taking into consideration the available INSAT facilities, education technology will be taken recourse to much advantage. The extensive use of mass media facilities and distant learning techniques through education technology are developing as an alternate method of education. Therefore, the State proposes to expand E.T. programmes in a big way and set up a mass communication Centre. For expansion of E.T. programme and provision of mass media facilities an independent infrastructure will be created and developed. The mass communication centre located in the Jamia Milia under the auspices of the U.G.C. has already started telecasting educational programmes for the under graduate level students. A day is not far when direct telecast of elementary education programmes to students without an intermediary will reduce the load of teachers and class-rooms. E.T. programmes will also be developed for teacher training.

Non-Formal Education

The realisation that it will not be possible to universalise elementary education without reaching the unfortunate force of non-enrolled and dropout children, has intensified the need and importance of imaginatively conceived and suitably designed non-formal education programmes. These programmes, which the state has so far not concretised, will be target group oriented and decentralised both in regard to their content, course duration, place and house of learning and pattern of introduction. However, there would be a basic minimum package of inputs identified by the State Education Department. The basic minimum package of inputs would have correspondence to the formal system of education to allow for linkage with the formal system at suitable stages.

While in the formal system there are prescriptions regarding instructional frames, subject matter, the use of classroom, the age of learners, the nature of certification on completion of a cycle of instruction etc., in the non-formal system such constraints would not operate. Non-Formal education will, however, be structured but it will have flexibility in regard to organisation of the curriculum, syllabus inputs and instruction programmes.

As the formal and non-formal education programmes comprise the total system of education and are complementary components, a single officer of the Education Department will be made responsible for designing and managing both forms of education. Specially at the lower primary level it would be ensured that the irrational rigidities and operational distinctions governing this stage of education are minimized. The educational administrator singled out for the NFE programme will ensure that linkages and liaison between the formal and non-formal education are maintained and appropriately integrated.

In Sikkim Non-Formal Education Programme during the last decade has been a non-start in real sense, despite initial impressive successes because the educational planners and administrators have viewed it as an interim system. Therefore, in **future** great care will be taken to ensure that the Non-formal Education programme does not become a poor substitute for the formal education programme.

The main objective of the Non-formal Education system would be to prepare children either to move them into the formal system of education at appropriate stages, or to divert them to vocational courses which open opportunities for gainful employment or to lead them to occupational opportunities or guide them to 'Earning -while-learning' educational programme.

The provision of non-formal education facilities requires considerable amount of imagination and innovation. Therefore, district educational authorities would be given specific responsibilities to design appropriate strategies for covering the specific target groups of population for scheduled castes, scheduled tribes, girls and those unfortunate children in the age-group 9 to 14 and 14 to 18 years who due to economic constraints and compelled to either earn their livelihood or support their families financially. In the NFE programme there will be a built in monitoring mechanism to ensure that the facilities provided are carefully developed and appropriately administered so that they become effective.

The State Institute of Education Research and Training in collaboration with NCERT, the UNICEF, the State Resource Centre of the National Adult Education Programme and the State Textbook Bureau would draw up feasible programmes for development of curriculum syllabus and reading materials for the NFE centres and for the training of teaching personnel. The facilities available in the existing and proposed Teacher Training Institute proposed to be established in the district, would be utilised for training of teaching personnel.

To make the contents of non-formal education packages relevant and useful to the learners they would be drawn up carefully keeping in view the need to provide an appropriate mix of academic subjects, functional skills and curriculum activities, 'Earning -while-learning component'.

As the clientele (learners) of the NFE programme will be mostly from the target groups and other weaker sections it would be appropriate to provide incentives such as free books and stationery, attendance scholarships, and opportunity costs. With the ~~focus~~ on their human resources development educational programmes aiming at the learners welfare and uplift, would be coordinated and extended.

On the basis of 1981 Census in 1984-85 the estimated child population in the 6-14 age-groups will be of the order of 79,709. In 1984-85 the total enrolment in elementary classes both under formal and non-formal system is 83,554. This leaves a backlog of _____ in 1984-85. By 1989-90 the child population in the age-groups 6-14 is estimated to be of the order of 79,258. Excluding _____ % of the enrolment in the elementary classes of children belonging to other age-groups, there will be _____ children in the age groups 6-14 for whom educational facilities will be created during the Seventh Plan. Additionally, therefore, _____ children are to be enrolled in the formal and non-formal system of education. Out of _____ additional children to be enrolled by 1989-90 _____ children will in the formal system and _____ in the non-formal system.

By 1990 a/an achievement target of 100 coverage off drop-out and non-enrolled children in the age-group 9-11 and 60 to 80 percent coverage of dropouts and non-scholars in the age-group 11-14 would be attempted. Non-formal education facilities would also be created for dropouts in the age-group 14-18 who are already engaged in gainful employment.

As grown up girl learners shy away from the co-educational NFE centres, to attract them to NFE programme, exclusive girl centres will be established even for a group of 5-10 girl-learners. So far as possible women teachers will be provided for these exclusive-for-girls centres. An Non-formal Education scheme of adoption of 2-to 5 learners by senior students belonging to weaker sections and teachers is also planned to be implemented for the mutual benefit of both the tutor and the taught. This income generating scheme will gainfully benefit such students. A force of 30 supervisors created in 1984-85 will be further strengthened for the sole purpose of close supervision and monitoring. These supervisors will be strategically posted to get feed back on the effective implementation of the NFE programme for facilitating an assesment of improvement in the internal efficiency of the system.

Secondary and Senior Secondary Education are important terminal stages in the system of general education. It is at these points that options are exercised by students to terminate the educational career or to engage in literary and scientific pursuits.

Therefore, attaching due importance to these stages, the educationally backward state of Sikkim will endeavour to consolidate adequately the existing secondary level facilities and appropriately expand these facilities to the still un-served areas to meet the growing demand and to serve the target groups like scheduled castes, scheduled tribes, girls and other weaker sections and educationally backward segments of society.

In the year 1984, 37 secondary and 14 senior secondary schools with enrolment of 3165 and 928 and staffed with 165 graduate and 136 post graduate teachers respectively. As against the enrolment target of 6750 laid down in 1980-81 for the ~~terminal~~ terminal year 1984-85 the achievement has been only 4093, representing an achievement of 60.64 percent. The enrolment of 2279 pupils at the secondary and senior secondary stages in 1980-81 has increased to 4093 in 1984-85 registering an increase of 179.60 percent against the anticipated increase of 293.37 percent. This shortfall in increase of enrolment has been due to disastrous result of Junior High School Final and Secondary examinations.

In 1984-85 in the middle and secondary stages including senior secondary stage there are 13424 and 4093 pupils respectively. By 1990 the current enrolment of 4093 (1984) is expected to rise to about 8000 according to the most conservative projections. An ambitious policy for expansion of secondary level educational facilities can safely put this figure at 10,000 provided the quality improvement of middle stage education is implemented effectively as planned.

With the expansion of the base of education at the elementary stage, as projected above about 8,00,000 students will reach the secondary stage by 1990. To meet the exigencies of this enrolment expansion at the secondary stage about 15 middle and 20 secondary schools are envisaged to be upgraded to secondary and senior secondary schools which will be provided with necessary teaching and non-teaching personnel respectively and with adequate infra-structural and other ^{physical} ~~xxxxxx~~ facilities.

Due to economic constraints many youth are compelled to engage themselves in some or other kind of employment, therefore, they cannot attend full time secondary education. For such youth non-formal programmes of secondary education such as correspondence and part-time courses and admission to open school system will be encouraged to enable the system to cater to the large numbers seeking access to the secondary education not mainly as a means of their social and economic advancement. At present a force of about 375 such youth are registered with the Open School Programme run by the Central Board of Secondary Education. In order to avoid proliferation of non-viable secondary schools and to ensure obligatory enrolment of the target groups like SC, ST and girls, provision of a net-work of hostel facilities, and Ashram type residential schools especially groups at the secondary stage provision of incentives, such as, attendance scholarships for girls, free supply of text books, stationery and uniform and free boarding in hostels will be seriously considered.

Consolidation

As top priority will be accorded to the programme of consolidation of the existing infra-structure and physical facilities during the Seventh Plan. Improvement and appropriate consolidation of the existing 27 secondary 11 senior secondary schools will attempted in a big way. Substantial outlays will have to be provided for this purpose.

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Qualitative Improvement

The Central Government schools and their policy with regard to improvement of quality of secondary education win the following terms : 'Keeping in view the importance of secondary education as a terminal stage it is necessary to pay special attention to the quality of education at this stage. The improvement of quality of education would cover, a-part from improving internal efficiency of the system and enhancing the employability of its products, improving and updating of the curriculum and syllabus, production of better text books and instructional material and creating in the young generation an awareness of the emerging development perspectives and associated technology in fields such as energy conservation, population, value orientation, while ensuring at the same time that they are not emotionally and culturally unbalanced. As the secondary and senior secondary schools of the state are affiliated with the CBSE, the above objectives are realised by adopting the nationalised secondary curriculum and syllabus and following the national policies enunciated by the Central Government from time to time.

"Many of the courses prescribed at the senior secondary (+2) stage lack purpose and relevance and therefore require restructuring ^{ur and} linking them to the economic's need for skilled manpower and vocational skills". In pursuance of the above national policy with regard to senior secondary courses, new schemes of studies and courses designed by the NCERT and CBSE will be prescribed. At present almost all the 11 senior secondary schools have prescribed all the traditional type of hackneyed courses like humanities, science and commerce. During the Seventh Plan these schools will be allocated only one or at the most two identified streams. These measures of rationalisation of provision of institution-wise streams/courses will definitely be a step forward towards improving the quality of secondary education.

In the science stream it will be made obligatory for all boy students to offer both biology and mathematics either as a core or as an elective subject.

Since the State is determined to bring about a meaningful qualitative improvement in the secondary education, it proposes to establish an academic monitoring cell at the SIERT to guide, supervise and monitor the progress of the coverage of courses, to analyse, guide and improve the performance of individual teacher and student and finally ensure better results at the final examination. For this purpose the existing inspecting and supervisory machinery will also be academically and qualitatively improved and strengthened. The reservation of seats in adequate numbers will be arranged in the Regional College of Education to qualify and train needed teacher manpower required for the middle and secondary education during the Seventh Plan. An in-built evaluation and self assessment mechanism will be developed to ensure periodic instead of terminal evaluation/assessment of pupils; academic performance. To help children of the target groups and to improve their academic quality, remedial coaching programmes will be incorporated. Instead of emphasising information memorising and retrieval capacities of the students, stress will be laid on development of competences in comprehension and application.

The secondary education is equipped with adequate qualified teaching personnel but professionally they are untrained and under-trained. The professional competence of these teachers, would therefore, be inservice teacher training programme. During the previous three decades the Education Department has done manpower planning for other departments by liberal award of scholarships for technical, medical and other professional courses. It will be for the first time that the Education Department lay carefully estimating the requirement of teacher-man-power during the Seventh Plan, will plan for integrated higher education-cum-teacher training courses to locally produce and fulfil the needs of teacher-man-power requirement.

Sikkim was probably one of the first state to introduce 10+2 pattern of national education. The year it was launched by the Central Government. Since the State's secondary schools are affiliated to the Central Board of Secondary Education, it is already in tune with the national policies and programme with regard to the three language formula, introduction of SUPW and vocational education. However, the weaknesses of the SUPW and vocational education will be removed with desired emphasis and strengthening. The identified meaningful and income generating SUPW subjects will be introduced rationally in various secondary schools and provision will also be made for raw-materials and necessary laboratory facilities and equipment and SUPW teachers. With a view to develop and ^{nurture} reading habits among secondary students well organised secondary school libraries will be developed.

Since educational institution in the private sector show better performance and results with their efficient internal system, and a sense of commitment .. a proposal to ^{constitute} the Sikkim Education Society is under active consideration with a view to develop and ^{nurture} with the public support secondary schools of public school standard under the management of voluntary organisation.

Science Teaching

When most of the secondary schools and some senior secondary schools are housed in most unsatisfactory buildings and structures the proposal to provide them with well equipped modern science laboratories seems to an utopian scheme. But, it being an essential input, cannot be deferred due to economic constraint. Therefore, for both experimentation and demonstration science teaching will have to be strengthened with the provision of laboratory equipment. In collaboration with the NCERT, the SIERT will have to ensure supply of science kits at the primary and middle stages at the moderate cost and appropriate physics, chemistry and biology kits will have to be designed, developed and supplied by the SIERT and with the expertise collaborated with and imported from the

and supplied by the SIERT with the expertise collaborated with and imported from the NCERT and the UMTEB. For qualitative improvement of science and mathematics teaching pre-service as well as inservice training of science and mathematics teachers will be promoted on extensive scale in collaboration with the Regional Colleges of Education and NCERT.

The exceptionally talented children will be identified early and their needs will be recognised to give them opportunities for taking up special courses or programmes of studies suited to their talent and thus nurture their valuable talent as a state resource.

Vocationalisation of Senior Secondary Education

Vocationalisation of senior secondary education is aimed at developing cognitive and practical skills for a group of occupations. It includes general education, practical training in skills and instruction in related theory.

The programme of vocational education in the State has been a non-starter since 1975-76 when it was introduced. The concerted efforts made by the Department for its implementation during 1975-76 and 1976-77 generated promising expectations but later on ebbing of interest and commitment to the programme left it in the doldrums. As a result at present it is almost non-existent.

To implement the programme with renewed vigour and commitment Sikkim firstly will have to set up a State-Board of Vocational Education. It will also serve the purpose of monitoring the vocational education programme. To make existing exclusive vocational courses more attractive, meaningful and useful they will be supplemented with necessary education components so that suitable linkages are established for occupational mobility and career development.

During the Seventh Plan wherever new facilities for senior secondary level education are to be created, it would be ensured that they have an exclusive or essential component of vocational education.

To realise this objective majority of secondary schools proposed to be upgraded to senior secondary schools during the Seventh Plan will have to introduce useful vocational courses at the +2 stage.

With a view to ensure that students at the secondary and senior secondary levels suitably oriented about various available vocations, technical and professional courses of the secondary and senior secondary stages at the SIERT a vocational guidance and counselling unit will be established.

In the private sector of secondary education adequate grants will be continued to be provided for the consolidation, improvement and development of the three non-government secondary schools, namely T.M. Academy, M.N. Girls' School and St. Xavier's School.

Institution wise development and consolidation programmes envisaged for these schools are as under :-

The Tashi Namgyal Academy prior to 1984-85, was a semi-government educational institution run on public school lines, But with a view to allow this institution to maintain its distinct identity and promote its qualitative improvement and development optimally in 1984-85 it was handed over to a Board comprising high-level govt. officials as an autonomous-educational institution. It is supported with 100% grants provided by the State Department of Education. The institution is non-profit organization oriented towards the welfare of children and the State.

In keeping with the role projected for this school during the Seventh Plan it is proposed to initiate steps to consolidate and improve the facilities for the children and employees of this institution. For realizing the above objectives the following schemes are envisaged to be implemented during the Seventh Plan.

For the middle school section the existing unsatisfactory barrack-type building will be replaced with new modern building. In keeping with the advancement in the field of educational technology, distant learning techniques and computer education the school proposes to establish an audio-visual-cum-computer centre. In order to convert this institution ^{into} a residential ~~xxxxx~~ ^{school} additional hostel facilities for 150 boys are required. For this purpose a new Boys' ~~Hostel~~ ~~Block~~ is proposed to be constructed. To clear the backlog of residential facilities for the ^e existing class IV employees, 8 units of class IV staff quarters are proposed to be constructed. Provision of ^a swimming pool and a multi-purpose hall is also envisaged to satisfy the long felt need for those facilities.

The scheme of consolidation of P.N. Girls' School, a pioneer educational institution in the State under the control of Christian mission, includes residential facilities for teaching staff, construction of multipurpose auditorium, provision of gymnasium equipment, geography room, art room, consolidation of science laboratories, provision of additional infra-structure for new disciplines to be introduced at the +2 stage, provision of fencing and development of new playfields.

The expansion of the +2 stage is proposed with the introduction of general home science, secretarial practice, basic teacher training as vocational courses and introduction of Hindi, Geography and mathematics as additional elective subjects.

Under the scheme of special education of Girls' facilities are proposed to provide for the education of mentally retarded and deaf girls.

Necessary grants will be provided for the introduction of the +2 stage in the St. Xavier's school with facilities for science humanities and commerce streams.

The State also envisages to constitute a Sikkim Education Society as a voluntary organisation for setting up of standard educational institution to be run on public school lines with secular bias and cosmopolitan outlook.

Production and Publication of Language Textbooks

The production and publication section of the Textbooks Unit of the Education Department is responsible for production, preparation and publication of Nepali, Bhotia, Lepcha and Limboo language textbooks. With necessary administrative and academic machinery this section is well equipped. During the Seventh Plan what is needed is the technical and supervisory manpower which can be initially obtained from the NCEPT on deputation basis and services of such technical officials can be retained till such time our own manpower is trained and made available for taking over this responsibility. For the production and publication of local language text books an outlay of Rs. 35.00 lakhs is estimated. For the production of learning package for pre-school children and instructional material for pre-school teachers an additional outlay of Rs. 5.00 lakhs will be needed.

As the accumulated academic expertise and experience at this section and the infra-structural facilities available in it can be extensively taken advantage of as a Resource Centre for producing learning and instructional materials for the Adult Education and non-formal education programmes, this section will be appropriately expanded during the Seventh Plan.

Purchase and sale of text books

The text book trade in the State being nationalised management, of production and publication of language text books and procurement, distribution and sale of NCERT and other text books is controlled by the State Department of Education. For this purpose necessary infra-structure and administrative machinery is already available.

For promoting the national programme of universalisation of elementary education text books to students of primary classes (I-V) are supplied free of cost. For furthering the cause of retention of students at the middle and secondary classes text books to students of these classes are supplied at the 50% subsidised prices. But children belonging to scheduled castes and ex-service men studying at the middle and secondary stages are supplied text books free of cost. During the Seventh Plan girls at the middle and secondary stages will also be covered under the scheme of free supply of text books.

With a view to bring about necessary reform in primary curriculum so as to link it to the local needs and situation text books in almost all primary subjects are proposed to be produced locally. Text books for middle classes will also be reviewed and produced in subjects other than mathematics and science if necessary otherwise they will either be adopted or adapted. For the purpose an outlay of Rs. 3.50 crores will be needed. The NCERT/CBSE and other text books for secondary classes prescribed by the CBSE will be purchased at the cost of 1.25 crores and sold at the 50% subsidised price. An additional outlay of Rs. 0.25 crore will be needed for facilitating transportation and distribution of the books, creation of storage facilities at the headquarters and district levels and purchased of two trucks of 50 tonne capacity. Total requirement of outlay of this scheme works out to Rs. 5.00 crores.

TEACHER EDUCATION

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'As continuous teacher education is vital to improve the quality and means of education' the Teacher Education Programme will be developed in a big way in the Seventh Plan to fulfil trained teachers manpower requirements and to ensure that a force of quality teachers is generated during the period.

Priorities Adopted.

Having regard to the overall development in the field of teacher education following priorities are suggested to be adopted for the Seventh Plan.

1. For consolidation of infrastructure and facilities already available in the existing Teacher Training Institute an independent building complex will be provided for which adequate land is being acquired in 1984-85. The existing administrative and teaching machinery will be further strengthened. The TTI will primarily cater to the training needs of inservice primary teachers. Intake capacity will be increased from 120 in 1984-85 to 200 in 1985-86.

2. In the P.N.G. School at Gangtok a vocational education course in the discipline of teacher education will be introduced at the +2 stage. The course will be of 2 years duration. The scheme aims at producing 30 to 50 intermediate grade lady teachers.

3. Training School for Pre-school Education Teachers.

As a matter of strategy the Department proposes to attach a pre-school education centre (infant class) to every primary section. A backlog of about 800 pre-primary centres is envisaged to be cleared during the Seventh Plan period. For this purpose a teacher force of 800 trained pre-school teachers will be needed.

To ensure that 800 pre-school teachers (School Mothers) are locally available a Training School for Pre-school Teacher Education will be established. It will induct class VIII passed potential candidates and expose them to a two-year integrated course of general education-cum-teacher training. The scheme will create education and job opportunities for the girl target group.

4. Training School for Language Teachers.

To cater to the specialised training needs of local language teachers a Training School will be established. It will provide in-service and pre-service teacher training and also organise orientation and short-term training courses. Besides, it will provide two-year incentive and remedial coaching in local languages to prospective language teachers to upgrade their level of general education and provide them professional training.

5. At present for trained graduate and post graduate teachers the State has to depend upon other neighbouring states. The teachers inducted from other states are not only of low quality but mostly untrained. To ensure that good quality trained graduate and post graduate teachers are fashioned out from the local human resource a three to four year integrated course of general education-cum-teacher training will be started at the Sikkim Government College.

To produce qualified trained post-graduate teachers, post graduate courses in school subjects like English, geography, physics, chemistry, mathematics will started in the college, from 1986-87. For the training of prospective post graduate teachers, the NCERT will be requested to reserve required number of seats for Sikkim candidates in the various Regional Colleges of Education in the country.

State Institute of Education.

The State Institute of Education, the academic wing of the Department of Education aims at qualitative improvement of education in the state. It has so far been concentrating on the training and orientation of teachers through short and long term courses, and other related academic programmes mainly related to the teachers upto elementary level. The SIERT and TII primarily function as workshops to monitor, evaluate and improve the structure and means of education in the state.

Major Achievement.

The major achievements of the SIE during the Sixth Plan were related to the training of more than 600 untrained primary teachers in two contact programmes, development of instructional materials for class I to VIII on try-out basis under the UNICEF Assisted Project-2, production of learning materials for out-of-schools children in the age-group 9-14, training of science and mathematics teachers of primary and middle stages, and organisation of training of Hindi teachers at the Central Institute of Hindi at Agra.

Priorities Adopted.

During the Seventh Plan the SIE will be expanded and developed in a big way for allowing it to assume the role of a full-fledged SIERT/SCERT.

At present the SIE is being run in rented accommodation which is far from satisfactory. Therefore, necessary infra-structural facilities and an independent building complex will be provided for its optimum expansion and development.

For the development of SIERT complex adequate land is being acquired during 1984-85.

Provision and strengthening of necessary transport facilities is envisaged. The SIERT will be appropriately strengthened with the desired academic and non-academic staff.

Strategies.

Correspondence-cum-contact training programme will be designed and introduced for local language teachers leading to certificate in teaching. Introduction of incentives training programmes in specific areas like mathematics, science and English is also proposed. The UNICEF Assisted project meant for training of pre-school teachers will be taken full advantage of for training about 1000 pre-school teachers.

The SIERT will be expanded to accommodate crucial academic areas like Educational, Research, Early childhood Education, setting up of district centres for improvement of the quality of English language teaching under a Centrally Sponsored Scheme, and preparation and production of textbooks other than languages.

Training of Teaching Personnel and Production of Text-books Material.

The SIERT will actively coordinate and collaborate with the outside agencies such as NCERT, Central Institute of Hindi at Gauhati for the training programmes meant for primary teachers and Hindi teachers at primary, middle and secondary levels.

Preparation and production of Hindi as second-language textbooks and instructional materials will be collaborated with the NCERT and the Central Institute of Hindi at Agra. With the technical and financial assistance of the UNICEF instructional materials on try out basis will be produced under the Projects 2, 3 and 5.

With a view to help the youth of the State to make careful choices of their future academic, technical and professional/career/courses according to their aptitude, interest and economic necessity, the State proposes to establish a Vocational Guidance and Counselling Bureau in the SIERT.

Open School Programme.

The Open School programme sponsored and financed by the Central Board of Secondary Education is being implemented in the State since 1982-83. At present there are about 350 registered candidates who are mostly under qualified primary teachers.

To improve its quality and effectiveness and make it more relevant and meaningful the State proposes to adopt supportive strategies. For this purpose administrative and financial cost of programme will be partially supplemented by the State.

Educational Technology and Distance Learning.

The Educational Technology will be primarily used for improving the quality of education at the primary and secondary level of education and for widening the access to education.

Till such time the Radio and Television for Education are made available to schools the emphasis will be on the use of print, taped programme, correspondence programme, and development of teaching aids like charts, slides, filmstrips and use of educational films. But provision of radio and television sets to schools in a phased manner will be seriously tried from 1985-86 onwards.

Priorities:

The following priorities for the Seventh Plan have been identified for the Educational Technology Programme in the State;

- (i) Universalisation of elementary education both formal and non-formal,
- (ii) Improvement of quality of education at the primary and secondary levels of Education in the State,
- (iii) Teacher training and orientation of teachers at all levels of schools,
- (iv) Dissemination of general education about the national issues like National Integration, Socialism and Secularism and Developmental problems such as population education and conservation of natural resources.

Target Group:

Based on the priorities listed above the following target groups were identified.

- (i) Parents and Public at large.
- (ii) Children at the primary and secondary stages.
- (iii) Teachers at all levels of school education,
- (iv) Educational planners and administrators.

Programmes:

Till such time the Radio and Television facilities for Educational purposes are extended to the schools the main thrust of the Educational Technology Programmes in the State will be on the following :-

- (i) Training and orientation of teachers on various aspects of Educational Technology.
- (ii) Development of material aimed at increasing the retentivity of students in order to reduce the wastage at the elementary stage,
- (iii) Development, production and distribution of teaching aids related to school subjects,
- (iv) Development of material on popularising education among the rural areas.
- (v) Producing some sample programme as model for Radio and if possible, some programmes for Television.
- (vi) Produce cassettes of songs on National Integration and population education in local language,
- (vii) Extend help to the Adult Education Section, Non-formal Education Section and the State Institute of Education as and when requested in areas involving the use of Educational Technology.

Organisational Set-up.

The Educational Technology Cell has been handicapped on account of non-availability of suitable accommodation and non-availability of suitable and sufficient and competent staff.

The State Government would take advantage of the Central Government's offer to pay the cost of construction of a building for educational technology cell by immediately providing a suitable site.

Immediate steps would be taken to appoint staff against the technical posts already created in ET Cell and if necessary some of the posts will be filled up by deputation till such time when local talent becomes available. However, steps may be simultaneously taken to train persons for these posts.

The Educational Technology cell would be given functional autonomy and the Educational Technology Cell would henceforth be renamed as THE STATE INSTITUTE OF EDUCATIONAL TECHNOLOGY. The posts of Programmes-cum-script writers will be upgraded from 550-1100 to those of 660-1400. At least one Assistant Engineer and one Technical Assistant will be appointed in the Seventh Plan to take care of the existing equipment and of the equipment to be purchased in future.

Finance.

Although according to the existing pattern financial assistance for the programme of the Educational Technology Cell will be available till the year 1987-88, necessary funds would be provided in the state sector mainly for the purpose of purchase of hardware and preparation of software for their distribution.

A mobile Audio Visual Van will be designed and pressed into service to take the benefits of Educational Technology to the people in the rural areas.

Special funds will also be provided in the Seventh Plan for increasing the listening and viewing facilities in schools in a phased manner.

SIKKIM BOARD OF SCHOOL EDUCATION.

It is proposed to implement the Sikkim Act No. 19 of 1978. "The Sikkim Board of School Education Act" in the beginning of the 1985 academic session. To begin with the Board will conduct the Sikkim Junior High School and Class V examinations, at present being conducted by the Directorate of Education. The Board will also prescribe courses of study and text books. The establishment of the Board envisages creation of necessary administrative infra-structure and provision of office accommodation and equipment, for which Plan provision has been made.

University Education

Two main functions of higher education are the pursuit of learning and scholarship for its own sake and the fulfilment of the national/state man-power needs. For realisation of the above two objectives, provision of higher education facilities in the state which was initiated to this field only about a decade ago, is the need of the hour and this task is proposed to be accomplished during the Seventh Plan.

To give direction to the State's higher education policy enunciated above, the following priorities are proposed to be adopted.

- a) The collegiate level education facilities already created in the existing Sikkim Government College and Sikkim Law College will be adequately consolidated and optimally used.
- b) Expansion of higher education facilities to the South (Namchi) and the West (Gyalshing) districts will be carefully regulated giving priorities for extending adequate opportunities of access to weaker sections like girls, scheduled castes and scheduled tribes, other weaker segments of society and especially first generation learners.
- c) Promotion of post graduate education and research in specific fields with particular orientation to man-power needs.
- d) Restructuring of the conventional under graduate courses to make them more relevant and meaningful in terms of State's development goals.
- e) Some of the courses available at the degree level in the college lack purpose and relevance, therefore, they need restructuring and linking them to the State economy's need for skilled man-power and vocational skills.

f) Widening and enriching of the scope of higher education in the State by incorporating subjects and disciplines so far excluded.

g) Introduction of the proposed reorganised under-graduate courses having a blend of foundation course involving 25% of the curriculum, core courses involving 50% of the curriculum limited only to two subjects and application oriented courses accounting for the rest. The new design for under-graduate courses will have flexible subject combination.

h) Linking of under-graduate education with school education so that the facilities, knowledge and experience at each level are also available for upgradation of quality of learning at the level below it.

Enrolment trends and targets.

The trends in the growth of enrolment in collegiate education during the last 12 years, are not at all helpful in making estimated predictions in the growth of enrolment by 1990, the terminal year of the Seventh Plan because the past enrolment trends suffered from the limitations of the lack of collegiate level educational facilities and the disappointing result of higher secondary examinations. The enrolment in the evening college in 1972 stood at 42 and in July 1984 it has hardly reached the 173 mark. But this dismal rate of enrolment growth need not discourage the peoples' expectation because it is progressively estimated that with the varied and extensive expansion of higher education in the State, the enrolment growth is sure to escalate and touch the 1000 mark. In September, 1984 the College has registered an additional enrolment of 204.

Unlike other States of the country the process of development of higher education in the State is not bogged down with the vast number and excessive demands. In the light of the limited number to be served with the higher education facilities, it is also not necessary and obligatory on the part of Sikkim to consider provision of alternative designs of higher education such as distance learning, open university programme to supplement the proposed higher education programme.

The consolidation and expansion programme for higher education in the State are further spelt out in the following specific terms,

- a) The Sikkim Government College will be consolidated with the hostel facilities for boys and girls, residential facilities for academic and non-academic personnel, multipurpose auditorium, science block, necessary infrastructural facilities including buildings for post-graduate, research and documentation centre, introduction of honours and post graduate courses in English, Geography, Education, Physics Chemistry, Mathematics, Biology, Commerce, Home Science and other relevant disciplines, integrated B.Ed. courses having components of collegiate level education and teacher education to fulfill teacher man-power requirements.
- b) Collegiate education will be expanded to the Namchi and Gyalshing districts.
- c) Establishment of orientation and remedial coaching centre for upgrading the academic merit of the target groups like girls, Sc/ST and first generation learners and other weaker sections.
- d) The Sikkim Law College will be consolidated with the adoption of the proposed pattern of 5 year degree course. For this purpose the evening law college will be converted into a day college and provided necessary infrastructural facilities.

At the post graduate level the emphasis will be on selectivity in admission as well as restriction on number. Admission capacity will be determined on the basis of facilities available. So far as possible admission to all post graduates courses will be on the basis of merit.

University teachers will be encouraged and supported to undergo inservice orientation programme to improve their professional competence and quality. Better communication between teaching and students community of all levels will be encouraged. Necessary amenities will be provided. To ensure that higher education of the target groups and other weaker sections does not suffer they will be financially supported. Supply of stationery will be subsidised and book bank facilities will be extensively provided. Mass media facilities will also be made available to improve the quality of college education. Last but not the least large scale games and sports and youth welfare facilities will also be provided and senior division NCC for both boys and girls introduced.

SPORTS, PHYSICAL EDUCATION AND YOUTH WELFARE.

The national sports policy adopted by the Central Government has been enumerated in the following specific terms.

"Promotion and development of traditional and modern games and sports and also 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 the regular participations in these activities the Nation is made healthy, fit and strong".

In pursuance of the national Sports Policy and keeping in view the highest priority being provided by the Centre for the promotion of games and sports in the country, the State Govt. has also created a Department of Sports and for administrative convenience it has been placed under the charge of Secretary Education. But in the absence of the specific guidelines the scope, role and functions of this department have not been clearly defined.

But it is presumed that the Sports Department will be responsible for developing of infrastructure in villages and towns and preservation of play fields and open spaces in rural and urban areas. This department will also be responsible for physical facilities, training of personnel and spotting and nurturing talents, promoting games and sports through various agencies such as local bodies, sports bodies, youth clubs and associations and voluntary organisations, the State Level Associations, the State and the Central Government and Educational institutions.

The Department of Sports has been created, but it has neither administrative and technical machinery, nor infrastructural facilities nor funds. In 1984-85 the technical manpower of the Education Department which is exclusively meant for the welfare of school children, have been deemed to be of this department on sharing basis. This anomaly will have to be

rectified during the Seventh Plan by creating necessary administrative and technical machinery and infrastructural facilities for this department and by providing adequate funds under the Development Plan Programme.

The youth talented in sports will be encouraged and supported to develop their potential in collaboration with the National Institute of Sports, Patiala, Laxmi Bai Institute of Sports, Gwalior, etc. The youth who excel in sports will be provided incentives and given special consideration for employment. Comprehensive programmes for training of coaches and physical education teachers will be implemented. Optimum utilization of coaches provided by the NIS will be ensured, to improve the resource available with educational institutions, Sports Federations and the Sports Councils and others. Schemes of spotting promising talent in different sports disciplines at a young age will be implemented for nurturing into excellence.

A cadre of physical education and yoga teachers will be created for all stages of school education in the Seventh Plan. Sports and Physical Education officers will be posted at the District Education Offices for effective implementation of games, sports, yoga and physical education and youth welfare programmes.

The sports section of the Education Department will be further strengthened to cover all disciplines and activities of sports, games, physical activities and youth welfare.

Recognising the importance of a physical education and yoga for the people and for all the age-groups, generating due consciousness in school children and the youth, sufficient encouragement will be given for taking physical exercises and practicing yoga on scientific lines.

PHYSICAL EDUCATION.

The Physical Education programmes aim at the physical development and well being of the school children through the schemes of physical training, games and sports, scouting and guiding, adventure training, etc.

The propagation of physical education programme in schools envisages development/expansion of playfields in all types of schools, provision of play equipment, games and sports materials, conduct on of physical training, organisation of regular games, matches, sports meet, etc. at school, school-complex, district and State level, provision of standard play grounds and gymnasium at a central place in every region, encouraging participation of school students/teams in National school games, Subroto Mukherjee Football Tournament, women's sports festival, women' football, etc.

The important role and place of yoga in physical education of school children having been sufficiently recognised, it is being accorded top priority in the school curriculum. Therefore, to encourage practice of yoga a team of yoga teachers will be created to popularise it in schools.

So far the Education Department has not provided physical training instructors in middle and secondary schools except senior secondary. During the Seventh Plan it will be ensured that each middle and secondary school is provided a PTI and at least one primary teacher in each primary school is given inservice training/orientation in physical training to assume the role of PTI. Specially among school children a sense of physical fitness will be aroused through the scheme of National Physical fitness Drive and Test. At the district level posts of Assistant Education Officer (Sports) are envisaged to be provided to direct and supervise physical education programmes.

PROMOTION OF GAMES & SPORTS OF NON-STUDENT YOUTH.

For the newly created Department of Sports necessary administrative machinery will be created. It will be primarily responsible for development of sports and games including indigenous games so that the mass-base for improving the well being of non-student rural and urban youth is promoted.

Realisation of above objective will require suitable programme for providing physical facilities, training of personnel and spotting and nurturing talent. At the regional/district level, therefore, the Seventh Plan seeks to provide stadiums, multipurpose gymnasiums and other necessary infrastructural facilities. In the rural areas 'youth club' will be constituted on the national guidelines. On collaborative or supportive basis formation of games and sports Associations, Bodies, Federations, etc will be encouraged. The Sikkim football Sports Association which has been playing a leading role in promotion of football in the State will be supported and continue receiving liberal grants for the conduction of Governor's Gold Cup Football Tournament which has become a prestigious annual event in the State's Sports Schedule.

The sports Department will also organise coaching camps for various disciplines at the Regional Coaching Centre, the District sports Centres and the Rural Sports Centres. Camps will be conducted for State's teams participating in the school games or in Senior National Championships like "Santosh Trophy Football Tournament". General camps will also be conducted for combined student and non-student youth to improve the standard of games.

Youth Welfare Programme

"The Youth in the State constitute a reservoir of vital human resources which is characterised by idealism and zeal, active habits, positive attitudes towards service to others, an urge to be self reliant and willing to explore newer and even nonconformist approaches to societal problems. Therefore, if their energies, idealism and healthy aspiration are channelised, the youth could be a powerful instrument of social, cultural and economic change and they could also make invaluable contributions towards developmental tasks, projects and programmes. The development, mobilisation, organisation and utilisation of the youth could be coordinated to promote their involvement in the betterment of the state."

The youth of Sikkim today are not submissive, shy and subdued. The education, massmedia (radio, television, films, video and cassettes) have exposed them to outer world, created an allround awareness and oriented them towards the current social trends. Today they closely examine the world around them and react sharply to things that do not confirm to their ideals, aspirations and expectations. If due attention is not paid timely to their growing disillusionment and dissatisfaction they will develop into reactionaries and pose a threatening challenge to the peaceful and tolerant social structure of Sikkim. In this context it is, therefore, highly desirable that besides the schemes of National Service Scheme, Nehru Youvak Kendras, National Service Volunteer Scheme, National Cadet Corps, Scouting and Guiding and Adventure Training some more tangible and creative programme/schemes/projects demanding their direct involvement and total dedication are planned.

Towards this and it is considered essential that the students and non-student youth both are motivated to participate in social service activities, cultural and developmental programmes and to render necessary assistance in the management of their educational institutions.

Special programmes will have to be designed for non-student urban and rural youth. International year of the Youth will be taken up on a priority basis in 1984-85 and continued thereafter. Concerted efforts will have to be made to translate the above policy into an action plan and implement vigorously the existing schemes. The approach to the development, consolidation and implementation of these schemes is spelt out as here in under.

Scouting and Guiding

In 1968-69 the Scouting and Guiding Movement was launched in Sikkim on a statewise basis and upto 1978-79 it continued expanding and spread to most of the middle, secondary and senior secondary level educational institutions. During the Sixth Plan the scouting and guiding activity suffered a set-back and stabilised at a low ebb despite creation of an independent management set up and provision of adequate grants by the Education Department.

As Scouting and Guiding Movement plays a vital role in character building, value orientation, developing a sense of social service and spirit de corps and comradeship in school children the Seventh Plan seeks to make serious efforts to invigorate this movement by giving renewed impetus to it and convert it into a mass-movement. For reaching the above goal, the following priorities and strategies are proposed to be adopted. The movement will be spread to cover majority of the educational institutions.

: 3 :

The administrative set-up of the Bharat Scouts and Guides, Sikkim Unit will be strengthened with fulltime office-bearers. At present only two fulltime office-bearer are there, its offices will be set up at the district level also with at least one fulltime office-bearer. Supply of subsidised uniform materials will be ensured through cooperative societies. One of the major tasks entrusted to boy scouts and girl-guides will be EACH ONE TEACH ONE and other creative and developmental activities which will be assigned to them will include development of play-fields, approach roads and contribution of unskilled labour for the construction of primary school buildings.

In the light of the envisaged extensive expansion of the movement liberal grants will be provided to the Bharat Scouts and Guides State Association.

National Cadet Corps

The NCC programme was launched in the State in 1975-76 with the introduction of Junior Division. At present only 8 higher secondary schools have been covered by this programme. In 1984-85 the strength of the organisation stands at _____ cadets, grouped in _____ platoons.

The Seventh Plan will make sincere efforts to expand NCC to cover all secondary and senior secondary schools. At the instance of the State Government for the Sikkim Government College the Directorate General NCC has approved the raising of one Senior Division Company (Sub Unit) and one Senior Wing (Girls) platoon comprising the strength of 160 boys cadets and 55 girl cadets respectively during 1984-85. But if the approved strength of cadets is not available in the college the remaining strength may be augmented by enlisting girl/boy cadets from senior secondary schools located in Gangtok. For the Senior Division Company the authorised PT staff i.e. one J.C.O. and N.C.Os will be provided by the Directorate General NCC.

: 4 :

Adequate funds have already been provided in 1984-85 and necessary outlays will be provided for further expansion of the Senior Division. Possibility to raise Air and Navy Wings of the NCC will be explored. NCC offices may also be set up in the district headquarters, if necessary,

Educational Tours :

Educational field excursions and tours as a practical exercise are compulsory for the science and geography students of the + 2 stage. Provision for this educational activity will therefore be adequately made. To orient school children to Sikkim and to their country and familiarise them with different States and their people and thus promote national and emotional integration of the youth of Sikkim with the youth of other States the scheme of educational tours is the only vehicle. Therefore, programmes of educational tours within and outside the State will be promoted by expansion. School children of middle stage will be encouraged to undertake tours within the State, but students of secondary and senior secondary levels will be allowed to undertake tours outside the State. This scheme may not be cent percent assisted. Instead funds for tours will be provided on sharing/matching basis. Norms will be laid down for providing funds, according to the laid down pattern and not demands.

Scholarship and Stipend programme

The State Government's approach to the scholarship and stipend schemes will continue to be guided by the consideration that :-

- a) Sikkim, being educationally backward and backwardly deficient in the facilities for higher level academic, technical and professional education, needs to implement and promote a massive scholarship programme till such time these facilities are created within the State and ~~developed~~ ^{developed} on financial viability.
- b) No brilliant student is compelled to give up academic career on account of poverty.
- c) Greater equalisation of educational opportunities is achieved assisting potential talent from the rural and weaker sections and
- d) Technical, professional and academic manpower requirements are adequately met.

Taking stock of the scholarship schemes already in operation and their utility to fulfil the man-power needs of the State into consideration, the State feels that these schemes will have to ^{be} further grown in coverage and at the same time scholarship schemes specifically meant for the economically weaker sections like girls, SC/ST and others will have to be expanded further during the Seventh Plan period.

A new scholarship schemes for upgrading the merit of SC/ST and other candidates belonging to weaker sections for admission to professional courses will be introduced and implemented till such time facilities for it are created within the state.

The existing scholarship and stipends schemes envisaged to be continued and new schemes planned to be launched during the Seventh Plan with priorities and ^{*}strategies proposed to be adopted for the sector of education are enumerated as under :-

1. Scholarship and Stipend Schemes for Promotion of the National Programme of Universalisation of Elementary Education.
 - a) Merit-cum-means scholarship for children of primary stage (Classes I-V).
 - b) Merit-cum-means scholarship for children of middle stage (Classes IV-VIII).
 - c) Attendance scholarship for girl students of upper primary and middle stage.
 - d) Maintenance stipend scheme for supporting and promotion of Elementary Stage Education of Talented children in educational institution of public school status and standard inside the state.
 - e) Maintenance stipend for Scheduled Caste/Scheduled Tribes children and other children belonging to low-income group for compulsory stay or studies in a residential school in the state.
2. Scholarship for studies in following National Educational Institutions.
 - a) Sainik School, Goalpara.
 - b) Moti Lal Nehru School, Rai.
3. Scholarship and stipend schemes for students at Secondary and Senior Secondary stages.
 - a) Scholarship for studies at Secondary and Senior Secondary stages to those candidates selected on merit basis who sign a bond to adopt teaching as a profession after completion of school studies.
 - b) Merit-cum-means scholarship for studies at secondary and senior secondary stage.
 - c) Attendance scholarship to girl students for studies at Secondary and Senior Secondary stages.
 - d) Maintenance stipend for promotion of Education of talented children at the secondary and senior secondary stages in institutions of public school status and standard inside the State.
 - e) Maintenance stipend for Scheduled Caste/Scheduled Tribe children belonging to low-income group for secondary and senior secondary level studies in residential schools.

4. Scholarship for promotion of teacher education at graduate and post graduate level

Under this scheme prospective graduate and post graduate candidates and inservice teachers will be sponsored and financed for undergoing qualitative teacher education.

5. Scholarship scheme for conducting and undertaking research and doing M.Ed. and Doctorate in the field of education.

6. Scholarship for Graduate and Post-Graduate level studies of local languages.

7. Scholarship for higher studies in professional & technical colleges other than education.

Under this scheme scholarship will be awarded for the following professional and academic courses. Besides, other professional and technical courses identified according to the manpower needs will be incorporated in the following scheme of studies.

7. 1. M.B.B.S.
7. 2. B.D.S.
- 7.3. B.E. (Civil).
7. 4. B.E. (Electrical).
7. 5. Homeopathic Studies;
7. 6. B.Sc. (Ag).
7. 7. B.V.Sc. (Ah).
7. 8. B.Sc. (Geology).
7. 9. Diploma in Licentiats Engineering.
- 7.10. Bachelor of Physical Education.
- 7.11. B.Sc. (Hons).
- 7.12. B.Sc. (Hons) BED.
- 7.13. M.B.A.
- 7.14. Hotel Management.

The scholarship and stipend values and the means criteria which were fixed some years ago will have to be revised during the Seventh Plan having regard to the price escalation in recent years.

TECHNICAL EDUCATION

The Seventh Plan seeks to initiate serious efforts to create necessary facilities for technical education in the State in emerging technologies in the light of proper assessment of future man-power requirements. The proposed facilities of technical education will also be utilised for improvement of quality of school education, expansion and development of continuing education, learning resource centre for educational technology and distance learning. To fill in the identified manpower gaps, facilities would also be developed for education in computer science technology, maintenance engineering, instrument^{ation}, sciences and product development.

The existing Industrial Training Institute at Rangpo will be adopted by the Education Department and efforts will be made for the consolidation of the infra-structure and facilities already created so that their optimum utilisation is ensured with reference to cost effectiveness.

Concerted efforts will^{be} made for greater participation from the centre for creation of facilities for polytechnic education at the district level, initially a polytechnic is proposed to be established at the industrial centre of Jorethang in Namchi district. In the Gyalshing district an Institute for Rural Development may be established for facilitating construction of housing facilities for teachers, student hostels, polytechnic education for women, and for the Scheduled Caste and Scheduled Tribes and other weaker sections of the society.

For a proper assessment of future manpower requirements and training of technical personnel relevant to the need of the plan projects the user departments like, Public Works, Water Supply, Housing Power, Irrigation, Industry, Electronics, Tourism, Agriculture, Commerce, communication etc. will be taken into confidence.

For the development of this vital sector of education which has a direct bearing on the ^eeffective implementation of the plan policies, programmes and ^tstrategies, the recommendation of the high powered committee on statistics constituted by the Ministry of Education, Government of India, will be implemented in letter and spirit.

Broad Priorities suggested to be adopted

2. A built in system of monitoring will be created in all sectors of education.
3. Necessary monitoring units will be set up specially at the school complex and district levels.
4. Existing ^tstatistics and monitoring machinery available at the State level will be further strengthened.
5. General monitoring and special monitoring ^awill be done separately in respect of ^avarious schemes.
6. The items that are required ^bto be monitored will be clearly identified.
7. Monitoring and evaluation schedule designs will be ^ddeveloped and fashioned to suit the ^arequirements.
8. Progressive report will be differentiated from Monitoring report.
9. For systematic and ^escientific monitoring computer techniques and services be made use of.
10. Adequate funds will be provided in Annual Development Plan proposals for instituting a monitoring system in respect of various plan programmes.
11. One single integrated model including planning, monitoring and statistics for the monitoring system fashioned on the ^cCentral pattern will be ^ddeveloped by strengthening the existing machinery.

SECTOR - VIII Direction & Administration

The present organisational structure of the Directorate of Education has developed on an organogram designed in the Sixties. Since then the administrative functions of the Directorate have expanded manifold due to progressive increase in enrolment and number of educational institutions and introduction of various new schemes.

A sectoral reorganization of the Directorate is proposed in the 7th Plan. This will require introduction of 'new blood' at various levels of administrative hierarchy.

In order to ensure continuous supervision and inspection, the state has been divided into four zones. Four Joint Directors have been designated as Joint Directors. (Ins. & Sup.) Apart from all other schools, 34 high school, 8 Higher Secondary Schools and District Education Offices will also come under their purview. Plan provision has been made to establish Zonal Offices with adequate supporting staff, office equipment and furniture. Independent transport also has been provided for to ensure easy mobility of Joint Directors.

The four District Education Offices are not only inadequately staffed, but also lack essential office accommodation, furniture and equipment, residential accommodation and storage facilities. The vehicles provided to the D.E.Os. in 1976 have become unserviceable which handicaps their mobility. Plan provision has been made to rectify these shortcomings.

The Statistical Cell of the Directorate of Education was created in 1976. It is proposed to expand and reorganize the Cell as the nerve-centre of the planning process, to ensure quick and continuous monitoring of statistical data for speedy implementation of Plan schemes. Plan provision has been made for expansion of the Statistical Cell at the headquarters of the Directorate and at District level.

Directorate of Education
 Ministry of Education
 New Delhi
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