

**NATIONAL SCHEME OF INSERVICE
TRAINING OF
SCHOOL TEACHERS — 1986**

in wake of

'NEW EDUCATION POLICY'

SIKKIM

A REPORT



NIEPA DC



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Department of Education
Government of Sikkim
Gangtok—737101
Sikkim

Message by the Chief Minister of Sikkim on the occasion of the launching of massive training of school teachers in context of the 'New Education Policy'

"I am glad to learn that the 'Massive Training of School Teachers' in context of new education policy will be held in Sikkim in the centres of Pelling, Soreng, Namchi and T.N.S.S. from 15th May, 1986.

It is hoped that the 10 days exposure to the selected 500 teachers mainly in-charge of the primary schools will bring about a positive change in their attitudes and propogate the fundamental spirit of the 'New Education Policy', especially in the areas of perpetual learning, scientific thinking, work ethics, self reliance and upholding values. It is further hoped that the children will become aware about their environment. The community participation for the benefit of education shall become more prominent. I also hope that teachers would within their limited resource and general constraints deal with the school and children in such a way that maximum benefits are achieved.

It has rightly been realised that no educational improvement can come about unless and until the teacher community at the grass-root level are completely aware and involved hence this massive training.

After this orientation the teachers would professionally grow and inculcate the habit of constantly keeping in touch with the new innovations in education to meet the challenge of the future".

Sd./ Nar Bahadur Bhandari
Chief Minister
Government of Sikkim

Sub. National Systems Unit,
National Institute of Educational
Planning and Administration
17-B, Sri Aurobindo Marg, New Delhi-110016
DOC. No.....3289.....
Date.....4.9.86.....

**Message by the Hon'ble Minister for Education, Sikkim
on the occasion of the Launching of Massive Training
of School Teachers in context of New Education Policy
at the Inaugural session at T.N.S.S. Centre
on May 15th, 1986.**

"It is heartening to know that the Massive Teacher Training in context of the New Education Policy is being held here at T.N.S.S. School and in three other centres in the state.

Teachers are the nation - builders. This means that today's teachers are responsible for tomorrow's citizens. Therefore, teachers must keep abreast of all current trends and developments in the field of education for disseminating the correct thinking in our children.

The New Education Policy emphasises on developing scientific attitude and thinking in our children. It also aims at fostering moral values among growing generations. Education is a national investment and should cater to these needs.

I am sure that this training will be of immense help to the teaching community in bringing about necessary changes. I hope that the trainees will avail of this opportunity to gain new idea and make an effort to practise it when they go back to their schools.

I extend my best wishes to all the organisers and participants for the success of this programme."

Sd./ K. N. Upreti
Education Minister
Government of Sikkim

FOREWORD

The Massive Teachers' Training Programme for the State came suddenly in the wake of the New Education Policy. With limited time disposal, four key resource persons, rather ignorant of the whole issue, were deputed to Shillong to attend a three days Orientation Programme held for the North Eastern States. During the course of this Orientation, it was learnt that the nation proposed to train five lakh teachers in 10,000 camps all over the country. Sikkim's share of responsibility came as 487 teachers. On returning from Shillong, the key resource persons work for the massive teacher orientation gained momentum with the full hearted support from the Secretary, Education Deptt., the Joint Secretary for Education and the present Director of Education. The important preliminary spade work required to launch the massive training also received full co-operation from the Government.

Meanwhile, the State Institute of Education had already begun the printing of materials to be used for the training programmes. In record time, the stupendous task of printing total number of 1,25,100 pages was done by working round the clock.

Mr. T. P. Dhoundiyal, Principal, T.N.S.S. School and also Course Director for the Gangtok Centre, enthused with the academic aspect was a great pillar of support in this programme.

The massive training programme was also supplemented by mass-media i.e., radio, television, video and films. Envisaging the forceful impact of these media as per New Education Policy in the future, the strategy of this training was to integrate orientation and use of mass media. For this, the services of the Educational Technology Cell was utilised.

The massive training programme become a reality and Sikkim could achieve the target due to the timely advance of funds from the Centre amounting to Rs. 1,22,986/- only. The State Government contribution was to the tune of Rs. 30,000/- only. The unpleasant complicated affairs of accounts was skilfully managed by Mr. D. K. Rai, Mr. R. K. Sengupta and Mr. G. B. Niraula.

The documentation and compilation of this report was done by Ms. Emu S. Foning.

Last but not the least, active participation by teachers with varied experience during discussion proved informative and threw light on various educational problems in the state. It was heartening to find that most teachers were eager to eliminate their current inadequacies in schools and bring about a positive response. This change of attitude was the greatest achievement of the training.

I would like to voice the opinion of the participants that all teachers in the State should be exposed to this training. Moreover, a teacher is no longer a teacher in the traditional sense of the term. He is a learner because the current educational developments require a teacher to be constantly oriented towards new trends, new techniques and new ideas.

Mrs. Shanti Pradhan
Over all Course Director

Report of National Scheme for Inservice Training of School Teachers of Sikkim State

1. Planning :

The State Government Department of Education selected four Key Resource Persons (Annexure-I) on the basis of subject coverage to attend the ORIENTATION PROGRAMME FOR STATE LEVEL RESOURCE PERSONS held for the North Eastern State at Shillong from 14th to 16th April, 1986 (Annexure-II).

To draw up a plan and a line of action to be taken up for imparting training courses within the time schedule approved by the Government a co-ordination meeting of Resource Persons was held on 29th April, 1986 in the chamber of the Addl. Director, Education Deptt. under the chairmanship of Joint-Secretary for Education. The meeting was attended by Joint Directors and Deputy-Directors of the Department alongwith principals of some Senior Secondary Schools and the Key Resource Persons (Annexure-III).

1. As per agenda, the scheme of training was clarified by the Key Resource Persons.
2. Four Senior Secondary Schools were identified as training centres for the 487 teachers earmarked for Sikkim. The approximate number of teachers to be trained district wise and at each centre was as follows :

Sl. No.	School	District	Pry.	J.H.S.	Sec.	Total
1.	Pelling S. Sec	West	100	—	100	200
2.	Soreng S. Sec.	West				
3.	Namchi S. Sec.	South	90	—	60	150
4.	T.N.S. Sec.	East &	70	30	14	114
		North	20	10	6	36
Total=			280	40	180	500

3. The Principals of the above Senior Secondary Schools were identified as Course Directors for their respective training centres.
4. The Course Directors were instructed to consult district level education officers to identify resource persons for the training. It was informally mentioned that Resource Persons should be knowledgeable about a local language.
5. District level Education Officers were also instructed to select the teachers to undergo the training. Informally it was mentioned that the coverage should be more among primary level teachers. Instruction was also given to select heads of schools in order to facilitate and filter training more easily later on at school level.
6. To adjust half yearly examinations schedule, it was decided that the training would commence from 5th May, 1986 and complete by June 16th, 1986 covering three training phases in lieu of four as indicated in the national scheme.
7. It was also decided to hold a three day orientation for Resource Persons/Course Directors on 5th, 6th and 7th of May, 1986 at T.N.S.S. School, Gangtok:

This training was attended by 17 (seventeen) resource persons four of whom were Course Directors (Annexure-IV).

In addition, instructors of T.T.I. Co-ordinators of S.I.E. Lecturers in Education of Degree College, Gangtok and heads of neighbouring Schools were also present.

2. Implementation

- (a) The modules were not required any translation hence printing work was done within schedule and the work

was undertaken by the State Institute of Education, Gangtok.

- (b) Training of Resource Persons was held from 5th May to 7th May '85. The modules were discussed in English during the session held from 9.30 a.m. to 11 a.m., 11.15 to 1.00 p.m., 1.30 to 2.30 p.m. and 3.15 to 5.00 p.m. sometime upto 6 p.m.
- (c) The modules were ready by 7th May and was carried back to the respective centres by the Course Directors and resource persons. The course directors were handed over the cheques on the evening of 7th May to meet the financial requirements of each centre. As per instruction. An account in SBI Gangtok was opened, to be operated by overall Course Director (Mrs S. Pradhan), special permission to do so was obtained from the Finance Department, Government of Sikkim.
- (d) Each centre was instructed to procure on hire a television. At centres where telecast was not available, video-cassette recording of the New Education Policy Programme were to be sent on its arrival from NCERT. To substitute any delay, the Educational Technology Cell of the Education Department provided educational films to all centres and film projectors to those schools where it was not available. The govt. also presented Transistor sets to each centre.
- (e)i. The Course Directors and Resource Persons had been provided with the modules before the training. As such, its discussion at Resource Persons Orientation was brief. Instructions were provided with the emphasis on minimising lecture method in preference for discussion method and project method.

- ii. Informal discussions were done on hostel facilities to be provided to trainees and thereby its financial implication.
- iii. Special arrangement were to be made to involve VIPs and local dignitaries in the inaugural function at each centre.
- iv. Instructions were given to advertise and give wide publicity to the programme at District Level also.
 - Instruction was given to follow diligently the financial guidelines provided by the centre while running the camp.
- v. For any further assistance, instructions were given to contact the Deputy Director, State Institute of Education or Mrs. S. Pradhan (Deputy Director, Exams/Scholarship) who was the overall Course Director.

3. Monitoring and Evaluation

(a) State plan for Supervision and Evaluation

The Course Directors of each Centre was held responsible for supervision. District level Officers of the department were also requested to pay visits to the centres during the training.

The Review meeting held after each training phase served as Evaluation. These meetings pinpointed to the shortcomings of the training, in question and the necessary change to be made in the next training.

On the last day of each training, questionnaires prepared by the Course Director and Resource Persons were provided to the trainees. The principal aim of it being to identify whether trainees had developed a change in attitude and whether a need for a change was being felt.

(N.B. : Similar questionnaire sent by NCERT was received late

and could not be printed and used. It is however heartening to note that the State prepared questionnaire was akin to that printed by NCERT).

(b) Use of feedback

Feedback from Review Meeting and the questionnaires handed in by the trainees on completing the training were used to improve time schedules of routines, teaching method, emphasis on certain modules and to providing better facilities in the follow camps.

The national allotment of teachers to be trained by Sikkim was 487. Sikkim kept a target of 500 teachers of which the actual number trained were ;

S. No.	District	Pry.	J.H.S.	Sec.	Total
1.	North	7	12	6	25
2.	East	93	20	16	129
3.	South	90	35	11	136
4.	West	103	15	22	140

The Resource Persons selected were all Post-Graduates in their subjects with a degree in education. As such, the modules were tackled with considerable satisfaction. However, to initiate better understanding and discussion specially among the primary school teachers, local language was made use of whenever there was a need.

The quality of inputs during training can perhaps be judged on the basis of the following focal points provided by the questionnaire.

1. That the training (10 days) was too short.
2. That this training "Must be" undergone by all teachers in their respective schools irrespective of whether one

teaches at the primary or high school or secondary level as the participants find the training effective.

3. That they (trainees) had never before realised that they were responsible for moulding the 21st century citizens and that their current methodology was inadequate.
4. That this new trend in methodology should be exposed to administrative officials of the department for better implementation and support to their efforts.

The Course Directors and Resource Persons' commitment to the work was satisfactory in all centres and every effort was made to make the training a success.

The teachers in each camp required a day or two to get into the stream of new thinking as proposed by the policy. Feelings of doubt, negativism and pessimism seemed to evaporate with the completion of the training. Teachers felt enthusiastic to try out the new methods but at the same time felt that circumstances for implementation were difficult in view of the following facts :

- (i) non-co-operation from colleagues,
- (ii) non-co-operation from community,
- (iii) non-co-operation from administrators.

The solution they therefore proposed were Orientation of Community, administrators and all teachers of the State. Stress was also put on academic inspection to be made in schools as there is a complete lack of it.

The difficulties faced in implementing the programme were as follows :

- (i) The Course Directors were school principals. As the

Course Directors also worked as Resource Persons, the school administration suffered owing to the fact that.

- (i) the training spread over a period of $1\frac{1}{2}$ months (5th May - 17th June, 1986)
- (ii) Because of discussion methodology adopted, Course Directors and Resource Persons sat together through all the session to initiate better discussions.
- (ii) (i) The Resource Persons except for one or two Guest Speakers, were all school teachers. Occupied $1\frac{1}{2}$ months during full session of the school, their individual classes suffered and this brought inconvenience to smooth running of their school.
- (ii) The other officials involved could not devote the desired level of time and effort as this was in addition to their respective duties, May, June being busy schedule for our region.
- (iii) All mid-term (Half Yearly) Examinations of Government schools are held from Mid-June. Hence the National time schedule provided was unsuitable for Sikkim.
- (iv) (i) Sikkim schools remain open during May, June, July i.e., when schools elsewhere in the country are closed for Summer. Hence the national time schedule was inconvenient as hostel accommodation for trainees was limited.
- (ii) Suggestions : In view of the above facts, it would be appreciated if Sikkim is permitted to arrange training during the long winter break when schools remain closed from mid-December to Mid-February. All the above mentioned inconvenience could, be solved.

(v) (i) Another inconvenience faced was the 10 days time allotment. Twentyfour modules in 10 days gave little scope to arrange other activities like materials production, cultural activities and arrangement of sports and games. Some time was taken for viewing films/video but discussion on certain modules had to be curtailed as a result.

Suggestions : Two to five days more for each camp would suffice the full discussion of modules and arrangements for other activities.

(vi) All discussions were theoretically based though much of the discussions, emerged out of practical experience. Any discussion tends to remain theoretical unless demonstrated.

Suggestions : More films/videos could be prepared demonstrating the teaching of different subjects like : languages, SUPW, Social Science, art, mathematics etc. (Only the teaching of science was available in the videø cassette recording.)

(vii) Schools were in session therefore all camps had to run 9 a. m. to 5 p. m. schedule. As such time constraints for co-curricular activities.

(vii) Language Education policy in Sikkim does not conform to the National Guidelines. e. g.

- (i) Teaching of English as a Second Language (Module 22PS) (In Sikkim, English is taught as a 1st language i.e., medium of instruction)
- (ii) Module 23 - Teaching of Hindi as L 1 (in Sikkim Hindi is taught as L3)
- (iii) Teaching of mother tongue as L1 (Module 16 ABC (In Sikkim mother tongue is taught as L2)

Suggestions : Adjustment of concepts regarding the above modules.

(viii) Module 7 was received sometime in 1st week of June. Only the third group of trainees at the TNSS centre could avail of the materials for discussions.

Suggestions : Timely despatch of all necessary modules/materials

(ix) Many of the discussion led to the need for school administrators and community also to be aware of the need for change. Teachers felt that implementation would be a problem without their participation.

Suggestions : Orientation not only of all teachers at all levels but also of village/local communities and administrators from the Deptt. of Education.

(x) The training being time-bound, work was done on all Sundays and Government holidays. One day gap between two trainings and that too utilised for review meeting and review report writing posed inconvenient to the Resource Persons. Further, owing to limited number of resource persons per centre, duty could not be alternated. As such, non-stop work for $1\frac{1}{2}$ months-9 a. m. to 5.00 p. m. proved rather taxing.

Suggestions : Increase in the number of resource persons so that duty can be alternated to ensure better participation and service from Resource Persons.



**National Scheme for in-service training of school
teachers
(New Education Policy)**

Report : 1st. Camp. Duration May 15, 1986 to
May 24, 1986

Venue : Tashi Namgyal Senior Secondary School, Gangtok
Sikkim-737101.

Course Co-ordinator (Sikkim)- Mrs. S. Pradhan, Deputy Director,
Directorate of Education, Gangtok

Course Director : Mr. T. P. Dhoundiyal, Principal, TNSS School,
Gangtok.

Resource Persons : 1. Mr. G. B. Nirola, Post Graduate Teacher
TNSS.
2. Ms. Emu S. Foning, Post Graduate Teacher,
TNSS.

Guest Speakers : 1. Mrs. S Pradhan - Deputy Director,
Directorate of Education, Gangtok.
2. Mrs. Geeta Sharma Principal, T. T. I.,
Gangtok.
3. Mr. Kumar, Co-ordinator, S. I. E.,
Gangtok.
4. Mrs. Bina Bhandari, Headmistress,
Modern High School, Gangtok,

On 15.5.86. the inaugural Function was held. The Hon'ble Minister for Education was the Chief Guest. The function was attended by forty six Headmasters/Incharges of Primary Schools of the East District who had registered for the

first ten days camp alongwith the Joint Secretary for Education, the Additional Director for Education, the Joint Directors for the East and North Districts, other officers from the Education Department, Heads of neighbouring schools and the staff and trainees of the Teacher Training Institute, Gangtok.

Hostel facilities were provided for trainees at the Himalayan Hostel, T. N. S. S. School, and T. T. I. Hostel for men and women participants respectively. Other physical facilities provided were Educational Films with the courtesy of the Education Technology Cell of the Department of Education, Government of Sikkim.

The entire discussion of the modules were in the nature of participatory discussions. The modulewise details are given as Annexure I.

A Review Meeting for the first Camp was held on Sunday the 25th May '86. The report is given as Annexure II. The splitup of the account of all these camps is to be submitted.

Report : 2nd. Camp. Duration May 26, 1986 to June 4, 1986

The expected total number of teachers was fifty of which only seven Primary School Headmasters of the North and twenty Primary School Headmasters and Headmistresses of the East Districts registered. In this camp there were two lady participants. One Headmaster of the East District had to discontinue his orientation owing to personal problem at home. Thus, out of a total of 27 registered, 26 completed the orientation programme.

The physical facilities that were made available were a film

projector and films from the Education Technology Cell, Department of Education, Government of Sikkim. Hostel accomodation was also made available to those who wanted to avail of it.

The discussions were held in the same nature as in Camp 1st. The response in each module and each subsequent one was similar to that of camp 1st. In this camp too, the prominent reactions were against :

- i) Political/Community intereference in school administrations.
- ii) Medium of instruction at Primary level.
- III) Non academic inspection in schools from the Department of Education.

The Hindi Module (23) which was omitted in Camp 1st. was discussed. The L₃ status of Hindi was related to the proficiency level required. The Module was further discussed in relation to language teaching discussed with Module 22.

The discussions appeared to have a fruitful result in view of the fact that there seemed no negative reactions of the whole policy among the participants. A need for change was felt and a willingness to work in spite of the constraints was also voiced. Participants however felt that the Education Department should facilitate their efforts by follow up work in the nature of school visits. It was also suggested that this orientation should also be conducted at different levels i. e. among community members, particularly inclusion of political representatives of the area and also administrative officers from the Education Department. This, they felt would greatly contribute to the success of the policy.

Report: 3rd. Camp. Duration - June 6. 1986 to 15th. June 1986

A total of 53 teachers registered for the camp i.e.
North District - 18
East " - 35

Of these, there were 13 Heads of Junior High Schools whereas the rest were Assistant teachers working in High School or Junior High Schools of the said Districts. All the participants had a minimum qualification as graduates either in science or arts or commerce. There were 8 lady participants. Hostel accommodation was made available both to male and female participants in the school Hostel or Teacher Training Institute Hostel.

Owing to the fact that all participants had a minimum qualification as graduates, discussions in the third camp were of a higher level. However, the methodology adopted to discuss the Modules was the same participatory manner as in the two previous Camps. It was evident that reactions to certain issues like Community Participation, Institutional Management, Complex Schools etc. was conspicuously more passive than that of the two previous camps. This could perhaps be accounted in view of the fact that a majority among participants were not the Heads of Institutions as in the previous two Camps. Therefore they lacked the requisite understanding and experience to react to the issues discussed. The third camp could avail of the Video recording sent by the NCERT to the Educational Technology Cell of the Government of Sikkim, Education Department. Though it was received only on the 8th. day of the programme, it provided a further clarification of the discussions held. Films related to the discussion were also screened with the courtesy of the Educational Technology Cell.

The reactions to the Modules discussed were not very different to the two previous Camps. This group had a better response to discussions centring on methodology initiated by Module 6/8 i.e. Learner Centered Education and Inquiry Training. The third Camp was the only group that was exposed to Module 7 (Individually Guided System of Instruction) owing to the delayed arrival of the Module. The response given to it was positive.



ANNEXURE 1

Modules : With the exception of the following modules, all the rest were discussed.

1. Module 7— owing to non arrival of the module.
2. „ 16 A/B/C (Teaching of Mother tongue as L.I). in Sikkim, mother tongue is taught as a second Language.

Module I

Dropouts—The drop out rates were negligibly low. The reasons forwarded for dropouts were :

- i) Disinterested parents : Parents out of illiteracy and ignorance allow their children to discontinue education and lack concern about it.
- ii) Work at home : Many children are asked to stay home to tend to the domestic chores, to nurse a younger one at home. This is particularly marked during plantation, weeding and harvesting seasons.
- iii) Financial Problem : Some families are so poor that they are not able to supply even uniforms and exercise books for their wards despite the fact that books and tuition is free.
- iv) Regular Failure : Many students, owing to inevitable reasons are not able to devote much time to studies. This results in regular failure and ultimately they become drop outs.
- v) Over age : Owing to the above mentioned factors, village children begin school late, discontinue studies in

between and this results in stagnation and ultimately drop outs.

vi) Examination system : Examination system is such that a child fails despite the fact that he may not be a bad student. Formative evaluation finds no place.

vii) Failure to acquire admissions : Owing to lack of a uniform standard, many students feeder schools are deprived admission in the neighbouring Junior High School, High School or Senior Secondary School.

viii) Teacher Shortage : Some schools have a shortage of teachers, the village children feel that enough teaching is not imparted in that school so they either drop out or migrate to another institution.

ix) Long Sickness : A negligibly few become drop outs owing to long-sickness.

Academic Reasons for Dropouts

1. Uninteresting School environment : Children feel school is a boring place because of the lack of facilities like games material, school ground, musical instruments, paints, brush etc.

2. Fear of punishment : Sometime children do not come to school owing to fear of punishment. This is particularly so because children return to school with undone homework etc.

3. Financial Problem : Inability to buy uniforms, exercise books and other school necessities like geometry box, pen, ink etc.

Non Attending Children : Except for the village Haathidhoonga West Sikkim, the number of children not attending school is negligible. Haathidhoonga is populated by the tribal

Lepchas and non-attendance at school was characteristic of them in most places of Sikkim though now it is no longer true.

In the majority schools, the ratio of boys and girls is more or less equal except in the following places.

- i) Salghari Primary School—The girls, boys ratio is 66:35.
- ii. Martam Yangthang Primary School—In class V there are four students - all are girls.
- iii) Bering Primary School—Out of 80 students there are 60 girls to 20 boys.
- iv) Dangeythan Primary School - More girls students than boys.

The reasons for girl students being more in number were stated to be :

- i) Boys are useful at home for manual labour such as ploughing the field etc. whereas girls are needed only for morning and evening meal preparations.
- ii) Marriage prospects : Illiterate and uneducated parents feel that a daughter who has received some schooling, will not only get a better match but will also be secure from the domestic problems inevitable in the in-law's home.
- iii) Jobs prospects : Many girls are able to secure a training in Nurse, midwifery, appointment as school mother even as trainee assistants in the Khadi Industry.

Steps to be taken to prevent dropouts and attract non-attending children to school.

- i) Holding school committee meeting.
- ii) Meeting the guardians directly.

- iii) Informing or meeting the village elders and giving them the knowledge of the importance of education.
- iv) Functioning better activities in school that would attract children.
- v) Emphasise for the need of educated people in the society.
- vi) Talk to villagers about the future of an educated person.
- vii) Implementing advice and suggestions from the education department.
- viii) Advising and informing community as regards the facilities provided for the education by the government.
- ix) Keeping In touch with the concerned guardians.
- x) Telling the guardians the procurement of benefits from their wards if they get educated.
- xi) Inspiring guardians in respect of the difference in the neighbouring house due to education.

Module—2

The group response to community participation was one of mixed feelings. On one hand, teachers felt that community could contribute much to the provision of school necessities ranging from gift of land, roofing, partition materials, furniture, water supply etc. On the other hand, it was felt that community these days lacked interest in the welfare of the school and were more concerned in the administration of school arising more out of political differences, personal prejudices and selfish motives. This lack of interest from the community has become a marked feature particularly after the schools were made government schools. The sense of belonging and responsibility that communities earlier felt were lost. Hence, resulting in a lot of difficulties, financial and otherwise.

Discussions led to the final acceptance that school cannot survive without community support and that the gap that there now exists between school and community needs to be bridged.

Some of the conclusive points arrived at were :

i) Community should not interfere in school administration, particularly in academic affairs.

ii) Community should be involved in other affairs such as building classrooms, repairing school, organising social functions etc.

iii) Local community egos are to be satisfied to strengthen a better relationship between school and community.

iv) Community has a right for participation.

v) Teachers need to

- a) Be able to identify the community leaders, particularly those who are resourceful and influential.

- b) be tactful enough to accept his shortcomings and acknowledge and apologise to smoothen school - community relationship whenever the need arises

- c) keep himself free of criticism so that no community member could point out to him.

- d) be able to judiciously support the right causes and be able to demarcate the line of actions both on his side and the community's.

- e) be free of personal prejudice.

- f) have a dialogue with the community and win their confidence.

- g) accept the community's good advice.
- h) Orient through dialogue the community towards a healthy involvement.

Module 3

The question 'Why do we need a new education policy?' initiated the discussions which began with the following

- a) What is education?

- a) all round development of social, moral, physical, emotional and spiritual aspects in an individual.
- b) change of behaviour.
- c) education is a mirror that reflects the society.
- d) Change brought by experience.

The above definitions led to the assumption that education needs to provide through its curriculum and syllabus a means to fulfil the above. This again initiated the discussion whether our present education system could satisfactorily cater for the required needs.

The shortcomings of the existing education was felt and there was a general consensus on the need for a national system of education with variation only in the choice of language teaching. It was felt that a national system of education would not only enable easy migration of students but also ensure a uniform standard of education.

The need for a core-curriculum was stressed in spite of the fact that there will be inevitable variations regionwise, level-wise and based on the needs of the immediate environment in which the child receives education. Flexibility of syllabus

was also felt to be necessary though it was agreed that a minimum quantum of learning should be attained lest flexibility of syllabus lead to wide differences from school to school.

It was agreed that subjects like English, local/regional language, science, mathematics, social science, SUPW, sports & games and moral science should be common. Curriculum syllabus and teaching strategies should be such that they inculcate positive attitudes towards :

- i) Social values
- ii) National integration
- iii) Work ethics.

Module 4

Multigrade teaching as such does not exist in Sikkim as all single-teacher schools have been provided with additional teachers. However, multigrade teaching exists on occasions when ;

- i) teachers avail of leave and a teacher or some teachers are left to manage more than one class.
- ii) teachers are deputed to the Teacher Training and substitute teachers are not sent.
- iii) teachers are not available for appointment in remote areas.
- iv) Owing to lack of accommodation when classes are accommodated in a single room.

The solutions arrived at were :

- i) Making different classes in a single room face different directions and different blackboards.
- ii) Send one class out for games/SUPW or engage in drawing

painting, or craft work while the other classes are engaged in different academic activities.

iii) Ask class monitor to maintain discipline and ensure given work is being done while teacher is busy.

iv) Engage the classes in joint class for story telling, singing, SUPW etc.

Module 5

This aspect of teaching was not felt to be new. Nevertheless problem areas of students were identified as :

- i) short eye sight
- ii) defect in hearing
- iii) lispng
- iv) stammering.
- v) physical handicap

While a general consensus was arrived at that teacher needs to be alert to such learner problems, advice was also taken to speak to guardians and doctors for further treatment. It was also pointed out that ridicule of such children by class fellows, friends and teacher would have an adverse effect on a child and might even change the entire life of an individual.

Teachers however overlooked the mental illness a child may suffer from owing to some psychological reasons. Examples were given by resource person about psychologically affected children, their attitudes, behaviour and even class performance. It was therefore agreed that teachers need to :

- i) take into confidence any such child.
- ii) investigate the cause of psychological affectations.
- iii) act as a counsellor

- iv) if need be, take parents/guardians into confidence and provide advice.

Module—6

Learner centred Education appears a completely new concept for the teachers. it was agreed that the teachers, till date, have been playing the vital role in the teaching/learning process.

The immediate reaction to 'learner centred education' was negative. Teachers felt that it was not feasible in view of the fact that :

- i) It was time consuming : no syllabus coverage
- ii) it would create noise and thereby class indiscipline
- iii) students would find it difficult to work in groups
- iv) teacher would find it difficult to control groups.

A rationale was provided on the following lines as to why learner centred education was necessary :

- i) population explosion
- ii) knowledge explosion
- iii) self-dependency of learner
- iv) teacher not informer but guide and facilitator
- v) Education to impart to learners, the process of learning
- vi) The invalidity of teaching process to learning process.

The discussion on the above points convinced the participants that learner-centred education was necessary. It was agreed that they (teachers) needed to teach learner to learn on their own and that they should only be facilitators for it. There was therefore a general consensus that this learner centred educa-

tion with its implications on methodology was to be given place in their future classrooms inspite of the constraints-within which they need to work.

Learner centred education was taken by the participants as an innovation never before envisaged by them. The final reaction was positive.

Module--8

This module being a follow up to Module 6, learner centred education, was accepted more positively. The need to help learners to be self-dependent on learning was the basis upon which 'inquiry training' was discussed.

The teachers felt that this could be used as a method of learning particularly in subjects like science and social studies. Further discussion however convinced teachers that it could be a succesful method even in other subjects such as mathematics, language learning etc.

It was felt that teachers will need to take up a little extra time to present the teaching item in the form of a problem because 'Encounter' to a problem was regarded as the basic point from where the enquiry would develop. Also, it was agreed that teachers need to be very alert to the questions asked lest teacher answers the pupils inquiry question without the students putting in much effort. Instructions given in the module as to the role teacher required to play was highlighted.

Module 9

The idea of national integration was accepted as a worthy endeavour. So far, the only efforts made about it were in singing National Integration Songs. Discussions were initiated

with questions on how national integration could be encouraged in the classrooms and school. The idea of integration beginning from the immediate classroom environment was put forward and accepted. Respect and appreciation to cultural, religious and traditional differences in a single class was emphasised as the starting point to national integration. Various activities related to this were suggested, e.g. sharing different food items participating in cultural shows etc.

Module 10

The immediate reactions to mass media was negative. Teachers felt that we were now in an under privileged state as far as teaching/learning facilities were concerned and that facilities like radio, tape recorders, televisions, film slides were unthinkable, when simple, basic necessities like blackboards, furniture, school partitions were still to be provided to many schools.

However, a rationale to the need to use mass media was provided by highlighting the following points :

- i) knowledge explosion
- ii) population explosion
- iii) interesting lessons owing to audio-visual effect
- iv) feasibility of gradually providing radios and tape recorders.
- v) comparison of our learners to learners abroad using micro-computers.
- vi) need to utilise the benefits of modern technological development.

It was agreed that mass media was a valuable means to supplement education and that its implementation should also begin in our schools atleast through radios and taperecorders.

Module 11

The immediate reaction towards teaching aids was that school was not provided with globes, maps etc. - the conventional teaching aids)

However, when the point was highlighted that teaching aids are better self-prepared specially out of locally available materials, the response was positive and encouraging.

Teachers proposed various teaching aids they have been using and could use to teach a variety of subjects. Infact, waste-materials formed a prominent choice of material resulting in the teaching aids being (No cost teaching aid' rather than low cost teaching aids

Teachers appear very innovative and creative.

Module 12 A/B

Discussion were initiated by questions focussing on what evaluation is and what our current system of evaluation was like Further discussion were done to analyse the validity of the current evaluation system to the thrust areas of the new educational policy.

It was agreed that the existing evaluation system narrowed down erroneously to evaluating only the academic ability of a child that too within the limited confines of school examinations which were summative in nature.

The need for continous comprehensive evaluation was highlighted and discussed. There was a general consensus that evaluation must reach out to all the three domains i.e. Cognitive, Affective and Psychomotor. As such, Formative Evaluation was felt to be necessary.

Participants agreed that this formative evaluation does not yet exist in our schools.

Further discussions were done on the format required as 'Blue-Print' for the preparation of questions. The need for it was discussed in view of the fact that the correct data interpretation was possible only if the paper was fool proof. Data analysis for feedback to improve or change the teaching/learning strategies was also highlighted.

Most teachers confessed that they were ignorant about the technicality involved in evaluation but felt that it was necessary for all teachers.

Module 13

Institutional management was a topic that aroused a debate of headmaster/incharge grievances. Mostly against departmental negligence to various issues such as :

- i) teacher appointments
- ii) lack of provisions/facilities
- iii) teacher/headmaster/incharge relationship
- iv) community interference etc.
- v) late arrival of textbooks/syllabus.

The issues were academic and non academic.

It was highlighted that constraints are always there but partial solutions could perhaps be arrived at if the following was done by the school headmasters and incharges.

- i) identification of long term and short term plans
- ii) estimation of school enrolment for five years.

- iii) layout plans with time schedule
- iv) decentralisation of responsibilities at school level
- v) identification of problems that can be solved at :
 - a) School level
 - b) complex level
 - c) directorate
 - d) community level

Module – 14

The idea of complex school was not new to the participants. There was an immediate reaction against complex schools (lead school) owing to certain misconceptions such as :

- i) complex school was mistaken for lead school; inability to recognise the fact that member school of a particular area was complex school.
- ii) lead schools mistaking their identity as 'bosses' are writing to department for termination or supervision of a teacher in the complex,
- iii) lead school headmasters of some complex taking the liberty of walking into schools / classes of the complex without information and demanding explanations.
- iv) lead school only taking the responsibility of salary distribution not doing other work like :
 - a) organising meetings of complex schools.
 - b) sharing resources etc.
 - c) Misconception of complex schools that lead

school fails to provide all their needs of stationary, text book etc.

The above misconceptions were clarified by a lecture cum discussion session. Benefits of being a complex school was highlighted. The teachers were convinced and had more positive attitudes towards a complex and lead school. However, they felt that feasibility of the complex school and its success would only lie in :

- i) the lead school heads being oriented on their responsibilities.
- ii) assuring lead school heads that their job is to :
 - a) organise academic and non academic affairs of complex school rather than feign 'the boss' attitude.
 - b) willingly share resources and exchange ideas for professional growth of teachers.
 - c) set a standard of promotion, admission, examination to all complex schools of a particular area.

Module-15

SUPW was a familiar activity with representative speakers for all schools. But the rationale for SUPW had been lacking, hence, there seems to have prevailed a half hearted attitude towards its implementation.

The main focus of the talk was the need to develop work ethics among our learners and the necessity for it to bridge the gap between academics and work.

This discussion enlightened the teachers to be more serious with SUPW. It was highlighted that SUPW should be easily integrated into subject teaching such as:

Erosion lesson in geography could lead to making drains, building small walls around the school campus etc.

Pollution, soil conservation lessons could be supplemented by tree planting etc. A geometry lesson on shape and figures could lead to making flower beds in the shape of triangle, circle etc.

Group activities highlighted a number of SUPW projects being undertaken at various school depending largely on the local resources.

Module-17/18

Social Science teaching and its integration with science teaching at the primary stage was appreciated as it both meant a study of the environment.

A broad discussion on the syllabus aroused an immediate reaction from the participant teachers as far as Environmental studies for Class III was concerned. The syllabus identifies the teaching item as Sikkim. Teacher-participants felt that the history of Sikkim was missing, it should be included.

Certain other topics such as U.N.O. etc. at Class V level was thought to be too difficult particularly because of the language problem.

Group activities were given to write the methodologies to be adopted for a given topic. It was noticed that social science was considered an easy subject but on presenting the methodologies to the given topics, teaching tended to be one sided i.e. teacher

as the main personality in the class and the most popular method applied was lecture method. Taking this as the basis, it was highlighted that social science formed as important a part of the curriculum as other subjects and that it should be taught with more pains than is normally taken. Activity Oriented teaching was stressed upon and field trips, clay model making etc. were also encouraged.

Module—19

Stressing on the point that universalisation of education is one of the national target of education and also highlighting the fact that population explosion has put the world into the danger of natural disequilibrium, population education was introduced to the group for whom the concept seems to be a new one.

The need to include population education was felt necessary after group discussions. However, a controversial point was whether it could come as an individual subject or as an integrated part of other subjects in the curriculum. The latter was agreed upon after elaborate discussions.

Another part of discussion was the sharp contrast Population Education had with Family Planning. The need for this discussion was felt as misconception on the connotation of the world population education seemed possible.

Module—20 ABC

There was immediate reaction to the 'Teaching of Science' particularly in view of the misconception that science was a difficult subject more so because of the lack of science equipment.

Discussions however highlighted that science teaching involved nothing but our observation and interpretation of the natural phe-

nomena and that the environment around us was in fact the best laboratory one could turn to.

Further discussions were made on the methodology to be adopted in teaching science. 'Inquiry training' was focussed upon as the best recourse a learner could take to understand science. Teachers agreed that demonstration and experimentation would actually ease their teaching task. The misconception that science needs to be taught line by line was also clarified. The idea of starting science clubs to enrich society teaching was highly appreciated. Teachers reacted positively towards science as a subject and the methodology to be adopted after participating in the discussion.

Model 20—D

This module initiated the same negative reaction as the science module. Mathematics was considered a difficult subject particularly because of language problem at the primary stage.

Discussion highlighted that mathematics at the primary level could be more effectively taught through manipulation of objects. Thus, the concept of 'Mathematical Laboratory' was introduced. The items that could go into such a laboratory were identified. In doing this, many low cost teaching aids to ease teaching of mathematics were suggested particularly related to those concepts which teachers found difficult to tackle.

Module —21

Sex bias education was not given much time as this does not seem to be too relevant in the Sikkimese context.

However group discussions were held to find out the real situation prevailing in villages of the state. Except for some isolated

cases, it was found that girls had equal opportunities with boys in all spheres. In fact some 4-5 primary school headmasters stated that female population in their schools was more to that of males. It was felt that girls were more serious about studies and that they tended to have less distractions.

Module 22

Before the module was dealt with, certain linguistic terms were clarified i.e. L1; L2, and L3.

Sikkim's peculiar language situation was discussed specially in reference to English being given an L1; status but operating in the schools as L2 and the proficiency level being L3.

This module on the teaching of English aroused much debate. There was a contention that English as the medium of instruction at the primary level was a difficult task. The teachers confessed that this was so only in paper and they were using a local language for instruction and at most times, had to use the translation method not just for other subjects but for teaching English also.

Misconception of language teaching also seemed a prominent fact in that it was being handed as a content-subject not a skill subject. Other misconceptions about language learning surfaced with the group activities given and clarifications were made. The participants had a general consensus that their present teaching methods required change.

The discussions therefore were channelled to the teaching of prose, poetry, vocabulary and grammar.

The teaching methods talked of were guided to being learner centred. Emphasis was put on the fact that our learners were below proficiency particularly in the speaking

skill. Discussions were done as to how this could be catered to.

The participants agreed to use English to teach other subjects and particularly English. They agreed that they were the only 'English Source' for maximum number of learners so they would take this up as a responsibility.

Modul — 23

Teaching of Hindi as First language (In Sikkim, Hindi is taught as Third language).

Module — 24

Art education had been removed from most school time tables. It was highlighted through discussion that art included not only drawing and painting but also activities like singing and dancing. It was also stressed that art is a means of child's self-expression and that it should be allowed free and spontaneous expressions. Teachers admitted that they normally instruct children what to draw. It was agreed through discussion that this curbs free expression and that it will not be done henceforth. Some teachers also admitted that 'art' was being evaluated. The discussions convinced the participants that 'free expression' in the form of art is to be appreciated but not evaluated.



The Modules were introduced by the Resource Person with a short 5 to 10 minutes talk. The participants were divided into groups and were given different problems to discuss, before they were called back for general discussions i. e. the Project Method was adopted throughout the programme. The general discussion sessions gave scope to freely discuss the topic in question.

MASSIVE TEACHER ORIENTATION PROGRAMME (1ST PHASE)

A REPORT

15th May to 24th May at Pelling Senior Secondary School
(West Sikkim)

The first phase of Massive Teacher Orientation Programme was held in the School with a view to acquaint the participants with the new approach and strategies that are being involved in the Education Policy. The participants were divided into four groups with a view to have effective, inter-group discussion and almost all the thrust areas given in the modules have been touched followed by Collation and Discussion.

Venue: Govt. Sr. Sec. School, Pelling (West)

Date : 15th May'86 - 24th May'86

No. of participants : 510

The Orientation Programme was inaugurated by the District
Collector (West)

The Chief guest read out the message of the Hon'ble Chief Minister on the occasion of the launching of massive training of School teachers in context of the 'New Education Policy'.

The Chief guest in his inaugural speech stressed upon the needs of adopting new attitudes and approach for the all round development of the students. He appealed to the participants to work with a sense of dedication and implement the ideas in order to make the coming generation worthy of the changing situations.

The Course Director requested all to be aware of the continuous change brought about by Science and Technology and to adopt that attitude and aptitude so as to make everybody well equipped to cope with the future Challenges and the accelerating pace of change. He requested all to have faith in the new education policy and to work with a sense of dedication and sincerity of purpose in absence of which policies, good or bad, become words without meaning.

The ADE(W) also stressed on the needs for bringing about changes in the existing system of education and appealed to all to work hard with dedication.

**Pub. National Systems Unit,
National Institute of Educational
35 Planning and Administration
17 B, Sardar Baldev Marg, New Delhi-110
DOC. No.....
Date.....**

The morning session was concluded with a vote of thanks.

15.5.86 Module No 2 : (Joint Discussion)

All the participants understood the concept of the Community and felt the need of Community involvement in education. After the discussion everybody accepted the fact that Community involvement in education would become possible through decentralisation of administration and planning at the local level.

It had generally been revealed that, with the exception of one or two cases, everybody, was getting induced and coerced participation. All are requested to adopt reflective approach for getting active community involvement.

One participant, who works at a remote place, said that he was not getting community support. On discussion it was revealed that language communication and illiteracy were the main constraints. He was requested to involve panchayat members, village mondals and youths and to win their hearts by involving them in the school activities. Their illiteracy could be wiped out through Adult Education.

16.5.86, Module No 6 (By Course Director)

The Course Director made the module activity and objective based and explained the meaning of 'Child-Centered' approach which is one of the important feature of the new curriculum framework. The difference to the existing approach and the new approach was thoroughly discussed and the participants realised how that would effect the role of a teacher in the Class-room situation. The important terms Viz. 'Core Curriculum', Essential learning Outcome 'Concrete operational stage' etc were also discussed.

The Collation and discussion revealed that generally, the approach of almost all teachers so far had been more 'Teacher Centered' than 'Learner centered'. All the four groups welcomed the new approach except they were rather cautious about the consumption of time being involved in the 'Child-Centered approach'.

Module No 13 - (By A.D.E. (WEST))

The Concept of institutional planning was explained. After that the role of institutional planning in the context of multi-level planning at the village, District and national level had been discussed. The participants were also acquainted with the merits of such planning starting from the grass root level thereby putting a check to the bottlenecks that are sometimes seen in the planning done from 'top to bottom' level. The participants also identified some methods and techniques and institutional needs and formulated some projects and programmes.

17.5.86, Module No - 6 (By Course Director)

The Course Director said how the words 'Basudhaiva Kutumbakam' explained by one of the teachers in his school days have still been deeply rooted into his mind. He requested the teachers to play an important role for inculcating a sense of oneness in the minds of the children. He also cited the example of the school and referred to the interests shown by the school students to sing National integration songs in the morning prayer assembly. The participants were able to appreciate the concept of unity in diversity pervasive in the country. They were also helped to recognise how petty differences of caste, creed, cultural & language issues damage the larger interests of the nation. The activity sheets also revealed that the participants have been organising the following co-curricular activities in their schools directed at promoting national integration:-

1. Singing of integration songs in the School Assembly.
2. Taking pledge in the morning prayer.
3. Observing festivals of national importance & religion.
4. Reciting patriotic songs.
5. Decorating walls with the pictures and photographs of people depicting a variety of life in the country.
6. Drawing maps of the state/country on the school wall.
7. Educational Tours and excursions.
8. Participating in the festivals of the community.

Module No - 8 (By Shri B. Thomas)

The resource person explained how the 'Inquiry Training' enables the children to learn the five basic skills namely

encounter with the problems, exploration, experimentation, formulation of explanation and analysis of the inquiry process. After that they had been requested to go through the episode relating to Santa's family and the inquiry process that followed. They also solved the puzzling episode relating to the fluctuation in the number of deer in the mountains in Western India.

18.5.86, Module No 19p (By Shri K.N. Subudhi)

The resource person explained how the concept of population Edn. differs from that of Family planning. Thereby he supplied the authentic data of the world population, the country and of the four districts and emphasised the important role to be played by education to check the population and save the world from the possible danger of population explosion. He also emphasised to maintain ecological balance and preserve some predators in order to maintain balance in the animal kingdom.

All agreed to teach the primary children the value of a small, happy family indirectly by citing suitable examples.

Module No. 23, (By Shri B.P. Pathak)

Since Hindi is the national language the resource person stressed the needs to accord due importance to this language.

Everybody was aware of the problem that is to be faced by the students offering Limboo, Bhutia & Lepcha languages as far as the learning of Hindi in primary level is concerned. They said that Hindi was being introduced only from Class IV. The concerned teacher as well as the Lepcha, Limboo, & Bhutia students would be put at a dilemma as to whether they should start with the alphabets or to learn Hindi stories and poems outright. Everybody felt that it was a serious problem which needs rethinking and proper planning.

Module No 22P (By Shri R.P. Raturi)

The Central Advisory Board gave the three language formula and recognised that English should be one of the three compulsory languages for students at Pry. and Sec. Stage. The Central Govt. expected an uniformed language policy than in educational set-up, mother-tongue should be the first language, English should be either the 2nd or 3rd language.

It is mockery that in our school curriculum English occupies the first place and has become the medium of instruction, mother tongue gets the 2nd place & Hindi is the 3rd language

All the participants have shown their feelings of the widest international currency and a treasure house of world side learning and research in literature, art, life, science and technology; but at the same time they have expressed that the English cannot be taught as L2 or L3 in our situation as the place does not have its regional language and the people of this place speak many languages.

19.5.86 Module No 12A (By Shri K19.5.86, Module No 12A
(By Shri K.N. Subudhi)

The resource person said that evaluation has to be objective based and these should evaluate the total personality of the learners in both the Scholastic and non-Scholastic traits. He further said that one of the main shortcomings of the existing system of evaluation is that its coverage is limited to academic aspects alone. Everybody emphasised for the continuous comprehensive evaluation. The participants felt that some weightage should be given to those students who show remarkable progress in the fields of games & sports. The existing year-end-examination system emphasises selective study and at eleventh hour which goes against the very purpose of education. The continuous comprehensive evaluation enable the teachers to maintain valuable data about the strength and weakness of the children and opens a door for the teachers to take up preventive and curative Diagonis.

Module No 15 (By Shri B.P. Pathak)

The resorce person defind S.U.P.W. as meaningful manual work resulting in the services of the community. He further said that community involvement was the key of SUPW pro-gramme in the School. The objectives of SUPW for primary stage is to promote better health and sanitation habits, to acquaint with local Environment and works available, to provide opportunities for creative expression and to develop the sense of work eithics. The participants said that they were taking up the following activities in SUPW programme:

1. Maintainance of approach roads of the School.

2. Cane & bamboo works
3. Knitting and Embroidery
4. School beautification programme
5. Gardening & Cleaning the Class-rooms
6. Preparation of low-cost Teaching aids.

20.5.86 Module No 3 (By Shri S.C. Deb)

The resource person stressed on the overall goals of education and said that the goals of Curriculum are far larger, wider and higher than the institutional objectives described in the text-books. He also pointed out the difference of curriculum and syllabi and explained how learning experiences can be planned and contrived by activity based teaching and inter-active discussions. He said that the overall goal of education is the all round development of the child-body, mind-spirit, hence the role of a teacher, he said, was to achieve that goal. He also emphasised on the needs to implement 'Core Curriculum' which will be common & compulsory. The part 'H' of the module contains feedback questions. These questions were discussed for generating inter-action discussions.

Module No 16 A (By Shri R.P. Raturi)

The activity sheets revealed that almost all the participants the need & importance of mother tongue as the medium of instruction especially at Pry-level.

Module No 11 (By Shri B.P. Pathak)

The Pry-schools do not have enough funds to procure the equipments and teaching materials. It was generally believed that low cost aids made with simple materials might be useful for making learning relevant and effective. The participants were requested to list the materials readily available in the immediate school environment. All the groups, through active discussions, came forward with suitable examples of low cost aids viz flash cards, clay models, clay beads, waste paper & cloth for making puppets, pieces woods & pebbles, papers etc.

12.5.86, Module No 20D (By Shri B. Thomas)

The resource person said that the learning of Maths was quite easy and interesting provided the fear of Arithmetic

could be detached from the minds of the children. He further said the basic things of simple addition, subtraction etc. could be taught effectively with the low cost teaching aids. After discussion everybody felt the necessity to make teaching of Maths activity based. They also felt the need of qualified teachers who would be able to handle subjects like Sc. & Maths. The heads of the School said that nobody would desire to take Science & Maths wholeheartedly. All opined that appointment of qualified teachers in such subject is to be emphasised by the authorities.

Module No 20C (By Shri K.N. Subudhr)

The resource person explained the meaning of environmental studies and said that it was Science by itself which deals with the Physical and biological parts of the work and their interdependence. He further said that the teaching of Environmental studies should be child-centered. The Children should be facilitated to see the objects, manipulate them, observe them & classify facts and phenomena in the immediate environment. Various activities that are available in immediate environment have been discussed through collation.

Module No 1 (Joint Discussion)

Everybody accepted the fact that there are many children who do not attend the school due to one reason or other. In order to find out the causes the participants have been requested to answer the questions of the activity sheets. The causes given by all run as under :

1. Economic condition
2. Illiteracy and superstitions
3. Practice of engaging elder son/daughter to look after his/her siblings and the domesticated animals.
4. Lack of communication & remoteness
5. Shortcomings in instructional strategies and unattractive school climate.
6. Misuse of money and property for purchasing alcohol.
7. Capital punishment & detention.

All these causes and problems were thoroughly discussed & ways and means have been formulated for putting a check to them.

22.5.86, Module No 17 (By Shri S.C. Deb)

The resource person said that the traditional method of teaching social science would be monotonous. He said that things that were available in the nature and the immediate environment should be used & exploited while teaching social Sc. For this proper planning is essential which in turn saves time. After Joint Discussion all agreed to teach social Sc. through activities. They also pointed out the necessity of taking the children for excursions from time to time.

Screening of films :

Mr. D.K. Tamang, the projectionist of E.T. Cell, screened four films of educative value for all. The participants found the films very useful & effective.

22.5.86, Module No 4 (By Shri B. Thomas)

The resource person explained the concept of multigrade teaching. With the exception of a few cases the multigrade teaching was not so common in our situation. However, all participants, were requested to arrange the classes, if necessary with the help of the time table shown to them on the blackboard. The help of the Class monitors to look after the particular class becomes essential. He, further, said that proper planning and framing of routine well in advance was essential in multigrade teaching.

Module No 5 (By Shri R.P. Raturi)

It was generally agreed that teachers do encounter children who fail to learn and perform as per our expectation despite our special attention. Eventually these children have learning problems. During group discussion it had been revealed that some children have locomotor disability, there are children with visual impairment, some are suffering from iodine deficiency syndrome resulting to mental retardation. All agreed to adopt preventive and curative measures and to identify such problem cases & refer the matter to the concerned agencies and hospitals.

Module No 10 (By Course Director)

It was agreed by all that Mass. Media Viz. Radio, Television etc. play very important role to educate the students. The

participants are having the radios but not the televisions they wished that a television relay centre be set up in the district.

24.5.86 Films Screening : Mr. B.B. Tamang screened the rest of the films which were very interesting and useful. The MTOP was concluded with the valedictory programme. The concerned participants have been requested to Convene meetings with their colleagues in the grass-root level & appraise them of the changes and the new approach which are to be brought about by the New Education Policy. The concerned authorities of the district were requested to have follow-up action for the implementation of the policies. After the disbursement of T.A./D.A. the participants enjoyed the computer programme in the evening.

C.M. Pradhan
Course Director M.T.O.P.
1st Phase

BRIEF REPORT ON
TEN DAY MASSIVE TEACHER ORIENTATION PROGRAMME
SECOND PHASE -26TH MAY TO 4TH JUNE 1986,
AT PELLING SR. SEC. SCHOOL (W. SIKKIM)

The second camp of the ten-day Massive Teacher Orientation Programme started w.e.f. 26th of May'86 at Pelling Senior Secondary School Centre. The target of the second camp was to orient around forty teachers of West District, but 39 teachers participated of which 25 were heads of secondary schools and Junior secondary schools and 13 were teachers.

The programme began with a welcome address by the Course Director (Principal, Pelling Sr. Sec. School) and registration of the participants. The next item was a talk on the new National Educational Policy by the Course Director and about the objectives of the programme and the need for framing a new educational policy by Mr. B. Thomas, a resource person. Later discussions were initiated on various thrust areas in the form of Modules, according to the stipulated schedule. The participants were divided into five groups and activity-based discussion was held on each module.

The first discussion on module No. 6 was initiated by the Course Director, the module pertaining to Learner Centred Education. In the discussion all the participants confessed that their teaching so far had been teacher-centred rather than learner-centred. In view of the fundamental aims of education—allround development of the personality of the child, physically, mentally and spiritually, the participants expressed that the teaching-learning process in the Primary stage should be more activity-based and play-way method should be applied. Frequent field trips, environmental study, visits to neighbouring places of the locality should be undertaken. Use of proper teaching aids should be given great importance and the Teacher-taught ratio should be around 1: 20 so that the teacher can pay individual attention to the students. At the Primary stage, the medium of instruction should be mother tongue because the child can easily think and communicate his ideas in its mother tongue because his ideas in its mother tongue better than through other languages.

Joint discussion was held on Module No. 13 & 14 - Institutional Planning and Management and Planning and Management of School Complexes. During the discussions, it emerged that in order to have educational standards and accelerate the quality of learning, parents are to be made to realise the real value of education. Active participation of the local public in institutional planning is very important since a give-and-take policy will help a long way in checking the high rate of drop-outs of children and thereby curtailing wastage and stagnation. To achieve this, frequent meeting of Parent-Teacher Association and guardians' meeting should be held. The planning and management of School Complexes was discussed at length and all the participants appreciated its need and importance in providing supervisory services to feeder schools and improving the quality of education.

The Course Director lead the third day's morning session discussion on Promotion of National Integration. The participants appreciated the concept of unity in diversity pervasive in our country and recognised how petty differences of caste, creed, cultural and language issues damage the larger interests of the Nation. They came forward with a number of concrete activities to be implemented in their respective schools for promoting national integration among the students, staff and the members of the local community.

- i. Singing of national integration songs in the school assembly in various regional languages.
- ii. Celebrating national integration day/week in the school in collaboration with the local community.
- iii. Community cultural show.
- iv. Taking students to visit places of religious worship like temples, monasteries, churches, mosques and guru-dwarahs.
- v. Talk on national integration and on the life of patriotic leaders and freedom fighters in the school assembly.
- vi. Erecting the portraits of national leaders in the class room walls as well as in the school premises.
- vii. Reading important quotations from the holy books of various religions in the school assembly on special occasions, etc.

In the afternoon session, Mr. B. Thomas initiated discussion on Module No. 8 - Inquiry Training. The participants took keen interest and expressed that this training will certainly develop the habit of putting questions and will make them rational and self-thinking logically.

Later Mr. R.P. Raturi took up discussion on Teaching of Mother Tongue at Secondary level. Mother tongue should get the top place under the new educational policy. It is but natural that the learner can speak it more fluently and express his feelings without hesitation. The participants supported the idea of Mahatma Gandhi that with the help of mother tongue, the teacher can impart the spiritual training to the students which is very essential for the building of character. But, there is, however, some reason to doubt whether all mother tongues in various linguistic states of India are capable of taking in uniformly the resources of world knowledge and culture. Even some of the mother tongues have not prepared the basic dictionaries in relation to the proposed lingua-franca.

The participants expressed their feeling that it should be the medium of instruction at L.P. stage but should be taught as a second language at the secondary stage.

The fourth day's programme was started by Mr. K.N. Subudhi with discussion on Population Education. Most of the participants appreciated the idea of popularising population education in the school curriculum. They suggested that it should not be taught in Biology only but in other disciplines in indirect ways while involving the students in social activities.

The afternoon session was taken over by Mr B. Thomas with a discussion on Multigrade Teaching. Although the need for multigrade teaching does not prevail in this state at the secondary stage, in the primary level some of our teachers have already been practising it especially when their co-workers go on leave.

Later, Mr. R.P. Raturi took over discussion on Module No. 22 P/S Teaching of English as L2 or L3 at the secondary stage. English language plays a vital role in the modern system

of education. Under the three-language formula it should be taught as one of the compulsory language at the secondary stage. The participants gave their logic in favour of this language that our languages cannot solve our needs of education, culture, science and technology, and it is not possible to conduct our affairs without English which is recognised all over the world as an international language of communication. Taking all these points into consideration it should be taught right from the beginning.

Joint discussion was held on Module No. 2 - Community Participation for Educational Development. Some of the participants condemned the involvement of politicians in school activities and expressed "Political participation in the school programmes means creating unhealthy atmosphere since all politicians are not educationally motivated" However, they welcomed the idea of involving agencies like the village panchayats, community leaders and religious bodies in educational programmes for the development of education. The course director felt the need of involving and total participation from the politicians and said that properly motivated and educated politicians can play a very positive role in helping the administration.

In the afternoon session, Mr. B.P. Pathak initiated discussion on Teaching of Hindi as a Second Language. The Central Government formulated the Three-Language Formula and recommended that Hindi should be one of the compulsory language for students at secondary stage. The participants emphasized that for the process of integration and unity Hindi should be taken into consideration and should be treated as a national language. They suggested that some incentive should be given to the non-Hindi speaking area right from the L.P. stage so that the students can take interest in learning it.

The sixth day's programme started with a discussion on continuous Comprehensive Evaluation by Mr. K.N. Subudhi. Some Headmasters suggested that in order to bring about the all-round development of the child especially in non-scholastic fields and to encourage the co-curricular and extra-curricular activities, due weightage (in marks) should be given

conscienceness about the value of education on the part of the parents. Poor economic condition of the parents also contributes, to some extent, for children not attending the school. Unattractive and unmotivative school atmosphere is also responsible for it.

The academic reasons for drop-outs from schools, emerged out of the discussions were as follows :

- i. Regular detention in the same class
- ii. Some students find the syllabi and text books unattractive and unfit for their needs and aspirations.
- iii. Language problem and communication gap.
- iv. Unavailability of text books, instructional and learning materials in time.
- v. Lack of competitive attitude among the students.

In order to bring the drop-outs back to the school, the Headmasters and teachers suggested the following steps to be taken :

- i. The school atmosphere should be made attractive by organising cultural programmes and such co-and extra curricular activities.
- ii. Mid-day meal should be continuously provided.
- iii. Child labour should be strictly banned
- iv. Curricular should be based on the needs and aspirations of the child.
- v. Education should not confine itself with simplz imparting bookish knowledge but be child centred and activity based.

On the closing day of the programme, a brief review on all the modules was held which was initiated by the course director. The participants assured that they would try their level best to implement the oriented points properly, systematically in their respective school for this novel cause of education.

(C.M. Pradhan)
Course Director

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Date. 1/9/88

SORENG GOVT. SENIOR SECONDARY SCHOOL

SUBJECT : Report of New Education Policy Training

Two camps of (ten days each) Training in light of New Education Policy were Organized in this school.

First Camp was held w.e.f. 15th to 24th May, 1986. During this course 63 teachers attended the Training. Most of them were Primary teachers Three resource men and myself initiated the discussion through activity sheets and mutual interaction. Response of teachers have been very good and positive. All participated in discussion and exhibited keen interest. They were distributed one copy of each module and we requested them to carry on the discussion in their respective school. Some old teachers whose major portion of the age is gone, were also found negative. They were paid D. A. as per norms supplied to us.

The first camp was inaugurated by Hon'ble Member of Parliament Mrs. D. K. Bhandari. And message of Hon'ble Chief Minister was also read out by Joint Director of Education West. The camp concluded on 24th May '86.

The second camp started on 26th May and concluded on 4th June '86. 37 (thirty seven) teachers participated in the camp. Most of the teachers had Graduate and Post graduate qualifications. The response has not been as good as of first batch. Some heads of school were not convinced of new dimensions of coming new Education Policy. Some liked the issues to present day situation of Education Department. Some were diffident of new approach that it is more theoretical and less practical. But the attendance and involvement has been good.

I feel that most of the participants are convinced about the new

ideas and challenges of Education ahead. Teachers were unanimous of importance of Science and Maths teaching for children. Some were forward looking to the use of computer in school. Our school computer was shown to all trainees. Educative Film strips on teaching of English, Maths. Science and Practical demonstration on certain topics was shown to them which they enjoyed. Transistor could not catch the relay of Programme of All India Radio. The two camps were conducted peacefully. I am sure the ideas have been taken by them to their respective schools.

H. S. Saini
Course Director

A short report on the Massive Teacher Orientation Programme South District - Namchi.

The three 10 day camps of the beads of Secondary, Junior High, Pry. and Pre-primary school in-service training of teachers started in Namchi on the 15th May, 1986. At the inaugural ceremony, Shri Pawan Chamling, Hon'ble Chairman, Sikkim Distilleries Rangpo spoke before a gathering of Officers, teachers, local gentries and students on the emerging role and responsibilities of teachers in improving the quality of education with a view to meet the challenge of the future. He appealed to the participating teachers to avail maximum benefit from the orientation programme.

In the course of the three camps / orientation programme there were free and frank discussions among the participating teachers, educational administrators and the guest speakers who were invited to the orientation programme. They had the unique opportunity to share their experiences, ideas and thoughts with each other in the midst of the many constraints they were facing in their respective areas. There was a unanimous consensus on the new approach of Child Centered Education which would bring about a positive change in the present system of education.

Films, cassette recorders were used extensively to supplement the discussion. Guest speakers from Health Department, Education Department and other agencies were invited during the orientation programme.

The participating teachers felt that certain deep-rooted maladies like illiteracy of the parents and guardians, unfavourable home environment, appointment of unqualified and untrained teachers would definitely go against the path of speeding the progress of education in the State. Discussing on the framework for

National Curriculum, it was observed that the teaching and learning of science and mathematics as core subjects do not specially appeal and interest the students of Sikkim partly because of their medium of instruction being not in their vernacular and partly because of the system of examination specially in the AISSE (Class X examination) not favourable to them in which a student could be declared pass even after failing, in one of these two subjects or get compartmental when failed in both these subjects. These have considerably deteriorated the students' interest to learn science and mathematics particularly in the secondary stage

The participants felt that the medium of instruction should be vernacular up to Class V and the present system of Examination should be revamped so that students might not lose interest in any of the subjects.

The participants strongly felt the need to involve the educational functionaries to see that the policies enumerated in the New Education System are implemented in principle in all educational institutions.

They also emphasised the urgency to organise frequent in-service training camps and orientation programmes for teachers to acquaint them of the latest trends in education.

The programme came to an end on June 16, 1986.

The following number of teachers attended :

1st camp-15th to 24th May '86	47 Pry. & Pre-pry Headmasters.
2nd camp-26th to 4th June '86	41 Pry. & Pre-primary
3rd camp-6th to 15th June '86	42 Jr. High & Sec. School
Total	130 Headmasters.

T. B. Rai
Course Director

Annexure-1

KEY RESOURCE PERSONS

1. Mrs. Shanti Pradhan — Over all Course Director
2. Deputy Director Examination/Scholarship
4. Mrs. G. Sharma — Principal T.T.I,
4. Ms. E. S. Foning — Co-ordinator (Eng.) S.I.E.
6. Mr. G. B. Nirolla — P.G.T. (Physics) T.N.S S. School.)

Annexure-II

Report on "Orientation Programme for State Level Key Resource Persons".

Report for "National Scheme for Inservice Training of School Teachers".

Members deputed : Mrs. S. Pradhan, Principal, TTI
Mrs. G. Sharma Dy. Director, (E. T. Cell)
Miss Emu Foning PGT, T.N.S.S
Mr. G. B. Nirolla, PGT, T.N.S.S.

Venue & duration : Shillong 14th - 16th April, 1986.

The Orientation of Key Resource Persons held for 3 days in Shillong was specially organised for North Eastern Hill States and was attended by representatives of Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland and Sikkim.

In the context of the present debate of New Education Policy and to create an appropriate climate for generating new initiatives in school education, the Ministry of Human Resource Development at the Centre has formulated a National Scheme for In-Service training of School Teachers to reach 5 lakh teachers, School incharges and Educational Administrators all over the country through 10,000 orientation camps of 10 days duration each, during the months of May & June 1986. As the teachers are Key persons to implement the change in education, the strategy places responsibility at the grass root level, in this case, the TEACHERS.

The Sikkim Target has been given as 500 (487) teachers in 12 such camps in May/June '86 in a time bound

schedule. The NCERT has designed the format of the ten day orientation camps in modular forms with a view to highlight the emerging concerns in education, curriculum development, examination reform, language teaching-learning, directed methods of teaching and the emerging role and responsibilities of teachers, school incharges and Edn. administrators.

Objectives : Short Term : the scheme to create a forum of participation of teachers and other Edn. Adm. to :

- (i) Freely share their experiences.
- (ii) to critically analyse the present status and trends in Edn. On the basis of modules prepared, the participants will be more aware and sensitive to their roles in bringing about a meaningful change in school education.

Objective Long term : This present massive orientation programme will create a favourable ground for revitalising the training of teachers and to prepare for inservice programmes for teachers in significant planned manner. It is also hoped that a pattern of CONTINUING EDN. of teachers, effective use of mass media in support of educational change will come.

Time schedule for scheme of orientation programme :

3 days — Orientation programme of Key Resource Persons in April 1986 (4 for Sikkim)

3 days — Orientation Programme of Resource Persons in April/May '86 (17 persons for Sikkim)

10 days — Orientation Camps for 487 teachers

1st Camps -Tuesday 15 May to Saturday 24th May

2nd Camps - Monday 26 May to Wed. 14th June

3rd Camps - Friday 6 June to Sunday 15 June

4th Camps - Tuesday 17 June to Thu. 26th June

It was felt that the orientation camps in all the Centres should be initiated on the same day so that mass media support provided by the All India Radio and Doordarshan specifically for these orientation camps could be taken advantage by the training centres.

Secondly this nation-wide simultaneous time schedule would create a tempo uniformity and create a momentum.

As the NCERT has yet to send the Financial guidelines, the State government's share in the scheme cannot be pinpointed definitely. However from the directions and interactions given at the Key Resource Person's Orientation Programme at Shillong, the maximum expenditure of Honorarium, DA of Resource Person, Contingencies, Stationery, work material etc. will be borne by the NCERT. State involvement is likely to be in the following areas only;

- a) Compensatory Leave of teachers.
- b) Travelling allowance of 487 teachers undergoing Training

Financial Involvement on :

3 days Key Resource Person - (NCERT)

3 days Resource Persons - (NCERT)

**10 days Camps - Honorarium
Contingencies NCERT
Stationery
Work material**

State involvement - Compensatory Leave Travelling, Allowance

ANNEXURE — III

NATIONAL SCHEME OF INSERVICE TRAINING OF SCHOOL TEACHERS IN THE CONTEXT OF NEW EDUCATION POLICY — 1986.

In implementing the teachers training programme envisaged under the New Education Policy and so as to draw up the plan and line of action to be taken up for imparting training course within the time schedule approved by the Govt., a co-ordination meeting of Resource Persons was held on 29th April, 1986 in the chamber of the Addl. Director, Edn. under the Chairmanship of Joint Secretary, Education.

The following attended :

- | | | |
|------------------------|---|---|
| 1. Mr. N. N. Badola | — | Joint Director South |
| 2. „ G. K. Bakshi | — | Joint Director, Coord. |
| 3. Mrs. Shanti Pradhan | — | Principal, T. T. I. |
| 4. Mrs. Geeta Sharma | — | Dy. Director. E. T. Cell
(Key Person) |
| 5. Mr. C. M Pradhan | — | Principal, Pelling S.S.S.
(Course Director, South) |
| 6. „ T. B. Rai | — | Principal, Namchi S.S.S. |
| 7. „ T. P. Dhoundiyal | — | Principal, T.N.S.S.S Gtk.
(Course Director, E/N) |
| 8. „ H. S. Saini | — | Principal, Soreng S.S.S.
(Course Director, Soreng) |
| 9. „ G. B. Nirolla | — | P.G.T. (Phy) T.N.S.S.S.
(Key Person) |

- | | | |
|----------------------|---|---|
| 10. Ms. Emu Fonning | — | P.G.T. (Eng) T.N.S.S.S.
(Key Person) |
| 11. Mr. Stephan | — | Dy. Director, Edn. West |
| 12. Ms. K. T. Lepcha | — | Dy. Director (SIE) |

1. As per agenda, the scheme of training was clarified by the members of the Key Persons.

2. The Course Directors were identified and with the consultation of Joint Directors/Dy. Directors, Edn. would select the Resource Persons for their respective centres.

3. It was decided to have the following centres so that the training could be completed within three camps instead of four, thus leaving margin for the half-yearly examination schedules.

- (a) Pelling Senior Secondary School.
- (b) Soreng Senior Secondary School.
- (c) Namchi Senior Secondary School.
- (d) Tashi Namgyal Senior Secondary School.

The Heads of Institutions would be designated as Course Directors for the schemes.

4. It was also decided to hold three day orientation for Resource Persons / Course Directors on 5th, 6th and 7th of May, 1986, at Gangtok.

5. The target of training 500 teachers was divided as follows :

		Primary	J.H.S.	Secondary	Total
(a)	West	100	—	100	200
(b)	South	90	—	60	150
(c)	North	20	10	6	36
(d)	East	70	30	14	114
TOTAL :		280	40	180	500

The financial implication were discussed and as the financial guidelines were yet to be received from NCERT, but instead based on the broad outlines provided to the Key Persons, a rough estimates of expenditure were to be worked out. Mr. G. B. Norolla, P.G.T. (Phy) was entrusted with this work. The Chairperson, however, gave assurance that as the scheme was of great value to the training of teachers, State assistance in the form of additional DA / TA, etc. would be provided. Detailed estimates were required to be put to the Government at the earliest. The expenses incurred as DA / TA and centres charges may be drawn before hand so that all the payments may be done on the spot.

7. As this programme was to be supplemented by mass media all over India, it was proposed that radios, televisions and education films should be provided to the four centres wherever possible. E.T. Cell was to move the proposal.

(Mrs. Shanti Pradhan)
Course Director

ANNEXURE-IV

LIST OF KEY RESOURCE PERSONS, COURSE DIRECTORS,
RESOURCE PERSONS AND GUESTS WHO ATTENDED
MASSIVE TEACHERS ORIENTATION PROGRAMME HELD
AT TASHI NAMGYAL SR. SEC SCHOOL
GANGTOK W.E.F. 5.5.1986 TO 7.5.1986

S. No.	Name	Designation/Office or School
KEY PERSONS		
1.	Mrs. Shanti Pradhan	: Dy. Director of Edn. (Scholarship/Exams)
2.	„ Geeta Sharma	: Principal, T.T.I.
3.	Miss Emu Foning	: Co-ordinator, S.I.E.
4.	Mr. G. B. Nirolla	: P. G. Teacher, TNSS School
COURSE DIRECTORS		
5.	Mr. T. P Dhoundiyal	: Principal, T.N.S.S. School
6.	„ T. B. Rai	: Principal, Namchi S.S.S.
7.	„ C. M. Pradhan	: Principal Pelling Sr. Sec. School
8.	„ H. S. Saini	: Principal Soreng Sr. Sec. School
RESOURCE PERSONS		
9.	„ B. Thomas	: P. G. Teacher Pelling Sr. Sec. School
10.	„ R. P. Ratori	: P. G. Teacher Pelling Sr. Sec. School

24. Mrs. B. Bhandari : Headmistress, Modern Sec. School
25. Mr. Bhattacharya : Lecturer, Degree College, Gtk.
26. Mrs. Bhattacharya : Lecturer, Degree College, Gtk.
27. Mrs. M. Chhetri : Instructor, T.T.I.
28. Mrs. D.K. Chhetri : Instructor, T.T.I.
29. Miss. S. Gajmer : Instructor, T.T.I.
30. Miss. J.P. Targain : Instructor, T.T.I.
31. Miss. S. Bhutia : Instructor, T.T.I.
32. Mr. R. Singh : Instructor, T.T.I.
33. Miss. Selina Lepcha : A D, E.T. Cell
34. Mrs. Mamta Thapa : Co-ordinator, SIE
35. Mr. R.B. Kumar : Co-ordinator, SIE

S. No.	Name	Designation/office or School
11.	Mr. K. N. Subudhi	: P. G. Teacher Pelling Sr. Sec. School
12.	„ S. C. Dev	: G. Teacher Pelling Sr. Sec. School
13.	„ B. P. Pathak	: P. G. Teacher Pelling Sr. Sec. School
14.	„ Anil Verma	: P. G. Teacher Soreng Sr. Sec. School
15.	„ S. K. Rai	: G. Teacher Soreng Sr. Sec. School
16.	„ M. Bhattacharya	: G Teacher Soreng Sr. Sec. School
17.	„ H. S. Subba	: Language Teacher Soreng Sr. Sec. School

RESOURCE PERSONS

18. Mr. B.S. Prased : P.G. Teacher Namchi Sr. Sec School
19. Mr. M.M. Thapliyal : P.G. Teacher Namchi Sr. Sec School
20. Mrs. L. Pradhan : Headmistress Namchi Girls' Sec. School
21. Ms. D.K. Syangden : Headmistress Namchi Jr. High School

GUESTS

22. Miss. I.M. Ritchie : Principal, P.N.G.S.
23. Mr. D. Sharma : Principal, Enchey S.S.

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DOC. No. 3289
Date... 11.9.86

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