



Education in

Sikhism

AN EMPIRICAL RESEARCH PROJECT
PRE-MERGER AND POST-MERGER PERIODS

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Education In Sikkim
AN HISTORICAL RETROSPECT
PRE-MERGER AND POST- MERGER PERIOD

Dr.Dick B. Dewan

TENDER BUDS' SOCIETY
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Dedicated

To

Those hapless Ancestors

destined to live in Sikkim of yester-years

eking out a life of severest hardship,

undergoing acutely harrowing experiences,

bearing the brunt of durbar's misrule and misdeeds,

nurturing yet a dream for the posterity

to lead a blissful life on the morrow.

Map of Sikkim

Map Of Sikkim
(Not to Scale)





Author's Blurb

A teacher in St. George's ,Pedong(Kalimpong), for over forty years, he holds an M.A. degree in Political Science (NBU,1973) and M.Ed (NEHU,1979) done from the Department of Educational Research & Development, Shillong. He was awarded Ph.D. in Education by Visvabharati University,Santiniketan, in 1988 for his thesis, *Education in the Hill-Region of Darjeeling, West Bengal – Its Development and the Present Status* submitted in 1987. He was attached to Harkamaya College of Education, Tadong-Gangtok, as a faculty member since November,2007 for about four years.

He writes articles and papers occasionally on the current topical issues and problems in education of the hill areas ,in English and Nepali both, for the dailies, magazines and periodicals . Some of his published works, besides school text-books (four in all) written for learning English, that go to his credit are the following :

1. Education in the Darjeeling Hills, An Historical Survey 1835—1985 (Ph.D Thesis): first published in 1991 by Indus Publishing Co.,New Delhi, Reprinted in 2008, pp337.

2. Education Today – A Darjeeling Hill-region Perspective, published in 1984 by the Himalayan Observer Press, Kalimpong (ed. BD Basnett), Reprinted in 2009, pp88.

3. Darjeeling Parbatya Anchalma Sikshako Suruwatani Vikashkrama – Ek Aitihashik Sarvekshan (in Nepali), published in 2009—Kalimpong Tender Buds' Society, Pedong, pp 417.

Preface

In very simple terms, the present work, entitled as EDUCATION IN SIKKIM: AN HISTORICAL RETROSPECT — PRE-MERGER AND POST-MERGER PERIOD, is actually a history of education that obtained in this so called land of Sikkim since the time it came to be known to us by way of exploration of the remote past down to the present day. Sikkim, as such, is thoroughly viewed from the educational perspective to reveal its socio-cultural scenario of the bygone days for an assessment of the status of civilization of our ancestors and their subsequent transformation owing to educative process they underwent experiencing in the course of their living lives through several generations.

This history of education is apt to prove as a formal record of not only the past natural state of affairs, social events, happenings, socio-cultural activities of the early Sikkimese people but also a document to reflect a due process of growth and development of the natives for a change-over consequent upon the effect of educational edifice --- informal, non-formal and formal system. This work, has therefore been an attempt to recapture the lost scenario by digging out to uncover the buried past, our true colour. This history brings out into light the stark evidences of harsh realities to speak that our present has been the modification of our own crude past. We need only to retrospect to realize that we happen to be the products of the past action and reaction heading still for shaping our future destiny.

In view of the felt need of having to construct a history of education of Sikkim, this present work aptly fills the void, which will definitely serve as a benchmark for a future reference. As it is mainly an historical survey of the development of education in Sikkim, since inception, the efforts have been made to trace the original natural status of the early inhabitants in this land, to identify the factors that awakened them to break away from the age-old conservativeness, to observe their progressive activities which gradually moulded their uncouth behavior and the due process due to which they had been able to come to this stage of finer shape at present. In the procedure followed in this study it is mainly the accounts of how the formal system of institutional instruction had been initiated is given along with the descriptions of gradual quantitative expansion and qualitative improvement in the school education of the children.

All other problems and issues related to education in Sikkim, e.g., enrolment of all children of school-going age, case of wastage and stagnation, questions of teachers' selection and recruitment, quality of teaching, infra-structural facilities extended towards providing educational opportunities to all, provision of higher education, technical education and professional education have all been accounted in the chapters that were so designed. The policy measures as adopted by the Government and implemented by its departments have also been taken into account to assess the implications in the light of due achievements made in the educational sector of the State. An attempt has also been made to identify the agents or agencies of education and the persons responsible that worked to bring about a change of fate of the Sikkimese people besides identifying the hurdles in allowing access to education of even elementary levels.

Considering all such aspects of education of wide connotation in democratic sense for a fair and just study of education in Sikkim of fairly quite long duration, during its pre-merger and post-merger period, the chapters have been schemed in as far as rationalized manner to deal with every topical question related to education of Sikkim. The chapters are presented under the perceived parameters of periodical events and phenomenal changes besides taking into accounts perceptible subject-matters, pestering problems and nagging questions in educational sphere of Sikkim with proper headings for chapters, sections and paragraphs of this present study. As per the requirement the necessary Tables and Charts for a possible statistical interpretation and analysis of available data have been given regarding some educational scenario to be made clear and convincing. But, the presentation by way of drawing graphs, diagrams, curves and maps etc. have been spared, as not so needful, in the present work. The later on researchers may well need to take up such measures when they pick up challenging problems or issues to deal with in education of Sikkim.

Significantly, the present work is a critical narrative of the past linking with the present to move on to future for a destined goal of prosperity, towards which we have already been heading for.

When I am so boastful of this work as an end-product today, I can't afford to become a hypocrite for not honestly expressing out about the congenial situation of studies I was destined to have in Harkamaya College of Education, Tadong-Gangtok, under the aegis of Rhenock Educational Society. Ever since I came into contact with the managing director of this college of education, Dr. H.P.Chettri, a very considerate guardian of the Society, I was ever told to try producing Ph. Ds. who would ably deal with the problems in education of the nascent state, Sikkim. Actuated by this nurtured idea of his I resolved to do my own research work for keeping abreast of updated knowledge and happenings in the field of education in Sikkim. I must thank Dr. Chettri for opening my sleepy eyes. And you see, one most fortunate thing that befell me in Harkamaya was to have Prof.(Dr.) Premalata Mohapatra for our honourable Principal, with an endowed experience of having already produced sixteen successful Ph.Ds. to her astounding credit. No doubt, I was really very greatly benefitted by the blessed association with the covetable personality of her stature when I could not only draw inspiration but also drain-out need-full information from her enrichment. I owe her deeply for the valuable suggestions given to me with encouraging words of concerns. Also, I feel fortunate to have every support and co-operation from my learned colleagues in Harkamaya, who were ever so enthusiastic to sustain my efforts for producing the best possible. My sincere thanks go to all of my esteemed colleagues and also supporting staff members in Harkamaya College of Education.

As I had all the impunity to have free access to the enriched library of Harkamaya College, the single best in Sikkim for the books of education, I could avail of all the services required from the library staff I feel it a bounden duty to thank the head librarian *bahini*, Mamata Chettri and her assistants. The library was so well-equipped with even the copies of latest documents with statistical

hand-books and brochures I did not need much to go to the departmental offices of the government with the queries to take away their valuable working hours. But I must record with gratitude the usefulness of the statistical bureau of Government of Sikkim, the Department of Economics, Statistics, Monitoring & Evaluation (DESME) for a kind supply of newly printed statistical profile containing needed data for my purpose. I should thank also the very responsive officers in charge and the staff members in the IPR (Information & Public Relations) Department, Government of Sikkim, who were all on their toes to lend me their published materials.

I am as well thankful to those helpful students who were required by me to get through the means of Inter-net some relevant data for preparing write-ups under the syllabus in the course of study. Also, I owe an apology to quite many school teachers and friends serving in the education departments of the Government of Sikkim for bothering them by interviewing formally and non-formally with some questions or the other for the clearance of my doubt and for confirmation of some events, facts, policy matters and in regard to their experiences, views and opinions etc. And definitely, I am indebted to the brilliant educationists like N.K. Jangira, Amal Datta, Mahajan and et al and Prem Thulung whose books I had to refer for quoting from, rather profusely, so as to buttress the points of my contention. Also, I am gratefully obliged to Sri T.B. Chandra Subba, Sri Punya P. Sharma, Janapaksha, and Sri Pappu Arora of Good Books, MG Marg Gangtok, for their kindly supplying me with books required by me.

It will be my great satisfaction if the students and teachers find this work of mine useful in the matter of studies of education in Sikkim of the remote past and present to prepare their Seminar and Term papers for the Semester examinations. I hope this work may

prove handy for reference by the educational planners, policy-makers, legislators, administrators and other officials in the Government departments and social organizations. I remain thankful to them all and the avid readers who may enamour it for their fond references. I will feel greatly compensated for the arduous labour I have expended for this much wanted book.

For the tedious work of typing the hand-written manuscripts I had to employ not only the commercial hands but also my daughter, Vivechana and son, Digant for quite a lot of helping. They did it so willingly amidst their hard study time just to see me relieved of my tension I was encountering to go for publication at the shortest time possible. I was in a terrible predicament for want of fund as no financial assistance as expected was coming. I was disappointed by the Sikkim University when it declined to furnish with any kind of aid; neither in the form of research(study) grants nor publication-grants. I have only wasted my time and efforts of more than six months in dire expectation. Thank God, there is, by dint of His providence, my better-half, Krishnamaya Rai, who consoles me to leave it all upto His wishes. Fortunately, my thoughtful friends, brothers, students and the well-wishers have come up with their contributions to raise a considerable size of the requisite fund for meeting the cost of publication purpose. I duly acknowledge their wishful concerns in this regard. I may please be allowed to offer the book to my readers for a price that may not go so comfortably.

My thanks are also due to my dear colleagues in Dambersingh College, as Dr. S. K. Gurung (Principal), Dr. P. K. Mishra and others for their helpfulness in the present study. Last, but not the least, Sri Mohan Lal Gupta of Sharda Enterprises, Kalimpong, deserves all of my thanks reserved for his keenly shouldering up the works of printing and binding the book to my utmost liking.

A BRIEF APPRAISAL

(Foreword)

The socio-cultural status of a country is known mostly by its system of education. This is also the yardstick of development of that country. Sikkim is no exception. In spite of its being situated in the deeper regions of the Great Himalayas, Sikkim could keep pace with the educational development of its neighbouring countries like Tibet, Nepal and Bhutan. Starting from its indigenous elementary education, it gradually underwent changes due to the impact of monastic education, then western missionary endeavours of imparting western education and afterwards the present trends of educational development in India. Dr. Dewan, since his Ph. D. work on Education in Darjeeling Hills, has developed keen insight for a critical analysis of the primary and secondary sources. He has made every possible efforts to explore almost all the available source materials that would enable him to construct the historical account of education of Sikkim.

What is necessary for such study is, the scientific enquiry of the diversity of ethno-linguistic components of Sikkimese society because this, perhaps, constitutes the bedrock on which the edifice of education is constructed. Dr. Dewan, being an inhabitant of the adjacent region and having rich experience and eligibility of conducting historical research, has effectively presented the

background of the educational programmes and activities carried on throughout the state.

Analysis of the diverse socio-political and cultural forces that act as dominating factors in determining educational policies and curriculum in different stages of education are given due importance in his presentation. In course of time, the state has undergone several phases of political and administrative transformations and as such, accommodated the changing modalities and notions to keep the society on right track along the mainstream of the country. Dr. Dewan was fully acquainted with this fact which is reflected in his meticulous narration in sequential and chronological order.

This is not merely a research report to be kept in the libraries for use of a few research scholars, but should be treated as an authentic account by the students, teachers, administrators and policy makers of Sikkim in particular. It would be highly appreciated if the concerned authorities and agencies come forward to publish this book for wider circulation. We must study and know our past to build our future. This is true in matters of education also.

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CHAPTER 1
**A PROPOSAL OF STUDY ON EDUCATION
IN SIKKIM
IN HISTORICAL PERSPECTIVE**

About only a hundred years ago we were living in a crude state of affairs in the so called land of Sikkim. It was a stark fact that the Sikkimese people were in a deep slumber then as if lying in wait to be awakened and to begin a journey anew. Today, we have been on the threshold of a new millennium in this world as the most developed human being, although we may not fall very near the front-ranking people. At this stage of our civilization, at least, we seem to be pertinently able to cope up with the demand of the present era to keep pace with the moving of new age. We see that we have not been lagging far behind the other people as not to be able to catch up with them. We are capable of scaling some height in some considerable sphere if we should intend. We are certainly following close on the heels of those pace-setters. We may, perhaps, ascribe ourselves a place of in-between rather tending to move ahead towards advancement. Given due opportunity we can even strive to be at par with them, rather soon. We have also come quite a long way in having earned a status to be reckoned with by now. We have a proven capability of educability and mobility; we don't lack the guts.

We have a long tradition of love of learning for which we owe our forefathers, our preceding generations. We own a legacy of our predecessors' learning of arts and crafts based on their

experiences. We rightfully inherit what they had gained and won for us to follow. We are profiting from their experiences and knowledge they explored and accumulated over the long infinite past days. We have slowly built up our capacity upon their edifice, their efficacy and their viability. Should we not have an advantage of such a background of foundation laid by our preceding generations we would have been rendered helpless to move forward progressively. But the society of human beings does not remain static, rather it is dynamic and by its own internal strength it goes on moving. Social change has occurred in all society and in all times. A glance into a human history shows the fact that a primitive man has changed himself to an electro-computerized man through the different stages. The directing social force propels a society for a mobility and due change. With such assumptions it is now required for us to see and probe into our bygone days how we had lived our past life, what it was that sustained us and impelled for social transformation so as to arrive at the present stage. We have come a long way from our forefathers' kind of social set-up. An era has come for us now when we can afford to become reigning champions in any field, should we wish.

In the context of the observations made above it may be thought worthwhile to look back in retrospect how the so called native people of Sikkim of earlier days had undergone the process of transformation under varied circumstances and situations so as to be able to enjoy the present day advantage of our latest position. An investigation from this perspective is worth its while in regard to Sikkim and its people to look back at the prevailing conditions of its remote past and to see the trend it had to trail to reach this destination. This attempt offers us a scope to explore what sort of idea, knowledge and experiences the ancestors of Sikkimese people had gained that which might have constituted their so called needful

education, a guiding and directing force, owing to which they could sail through rough seas of their tedious long journey and to embark to a safe harbour of Sikkim today. This enquiry gives an opportunity to track down the foot-prints left by the ancestors on the tracks they had to tread and the unfavourable odd elements they had unavoidably to encounter with in their dark days of crude state. We should gain an insight in the harrowing tales which they had to tell us so that we can set our foot on the right directions for a new attainment of greater height.

A Research Proposal:

A proposal may thus be made for the purported study of bringing into light the prevailing conditions of several past centuries in Sikkim. It is as well necessary to highlight some outstanding features contributing towards the formation of healthy environment in this nascent state of Sikkim, which, only much later, joined the mainstream of national life for a desirable change. This Himalayan kingdom, once ruled by the kings called the Chogyals of Namgyal dynasty, did not see the light of proper education which rendered it to remain miserably backward till even modern age of science and technology. Its past days presents a sordid picture in the field of social life of its subjects which was rather plunged into terrible darkness of ignorance. It is imperative to find out, by way of a study, whether the socio-economic condition prevailing then was really disgusting, or it was just an improper perception. The truth has to be revealed for acquiring an understanding of the cultural and educational development in the right perspective. This Himalayan state in the Indian Union still remains unexplored area from such consideration. Despite being swamped by modernization, it may be doubted if the people of Sikkim are still holding on to their age-old heritage and still adhering to religious traditions following superstitious beliefs to get a set-back on needed progress and

development. Keeping in mind, therefore, the need of this particular and peculiar state for a problem of such type it is thought worthwhile to undertake a study, exploratory in nature. It is deemed appropriate to understand the problem of such kind for improving the standard of education and for an assessment of development in this part of the nation. It is necessary to look back at any progress made in the field of education during the past years and to set our eyes on the approaching horizon.

A few educational institutions that were established only at the outset of the twentieth century at Gangtok, the capital town, and a few more schools that were opened during the third quarter of the last twentieth century also proved to be insufficient in view of the need to propagate education for the general mass in Sikkim. However, it is necessary to have a thorough study on the initial stage, gradual growth and development and on the increasing number of various institutions. It is also high time to bring to light those dedicated and committed persons who were responsible for the out-spring of those institutions even though they were in rudimentary forms. It is seen that these different institutions had been rendering great service and benefits to the people in educating them in those days of completely barren situation. The investigator is interested to find out the educational development that took place in Sikkim from the closing decades of the nineteenth century when the Christian missionaries are said to have first entered the secluded kingdom for their missionary venture, which also requires some elucidation.

In otherwise a land which had remained obscure to all the outsiders, being inhabited thinly by only the so called aboriginals, the Lepchas, Sikkim was brought into light some 350 years ago with the installation of monarchy system in 1642 A.D. Lamaistic

form of Buddhism being introduced since then by the rulers monastic education started to be imparted in the monasteries for the lama-priests. This was the only kind of education that prevailed for about 250 years until intruded by the Christian missionaries in the 1880's to disseminate fundamental knowledge of reading and writing. Now, the system of indigenous education invites our attention to fully assess if this has any educational purpose, to what extent and how potentially.

It also needs to be identified who the early settlers of this land were before the exodus of Tibetan migrants. It offers a scope to study about the early people that inhabited this land, about their activities and the status of their civilization. The investigator can go as far back as to the time of genesis, but then, so early history may be just legendary and mythical. So, in case of early history of Sikkim, especially in regard to the kind of incidental education of the indigenous natives we may go back only to the period of a century or so preceding the installation of monarchy, i.e., prior to 1640 A.D. It is not only interesting to explore it but also useful for information about them.

All this, as we can say, what went on in the remote past when the awareness of educational need was not apparently felt so much. But now, the repercussions of India's having gained independence was so much felt in Sikkim also that it came under the influence of India's prevailing changed political environment including a change effected in the social set-up. Sikkim broke away with the age-old oppressive feudal system and opted to remain as a protectorate state of India in 1950 since when noteworthy activities took place in the field of education. This is what laid the real foundation of modern education depending upon which Sikkim could smoothly build up its reliable system for further progress. When Sikkim was thus, for

the first time in its educational life, experiencing a system of organized modern education, it had in the matter of just 25 years only made a significant progress in an unprecedented manner. Now, it happened to merge with the Indian Union in 1975 which proved to be another big stride to cover up whatever gap was left. The newly designed and devised system of education in the national pattern after merger led Sikkim to the height of national plane. An assessment of such a progress achieved during a few decades of post-merger period is also a needful solution.

It is so peculiar of Sikkim that the native enterprise could not rise to make a mark in the field of education of the needy ones, neither in the town areas nor in the villages. A little work that was found to have been done in the form of opening one lower primary school or the other in a sporadic case only in the villages during the period of 1925-50, was really so negligible efforts that they did not feature to be of much significance. This act of opening schools of first step by the private effort was such a tough thing that they would turn into moribund condition very soon for a difficulty of sustaining them with proper support. Such a venture of the villagers to open school, despite acute difficulties, indicated the utmost need of education of 3-R's which was not at all fulfilled by the rulers of the state then. Rather there was sheer negligence on the part of the rulers to think of providing education of even elementary level till this period of first half of the twentieth century. The durbar rulers have starved their own subjects of the educational food of any kind. All this negative attitude and unfavourable conditions for education of the people has to be probed into against the perspective of present day scenario.

Till no distant past our ancestors in Sikkim were devoid of any educational opportunity. But today, we have all the facilities

made available for our generation of learners. At present we have even numerous private enterprises in service extending opportunities and facilities of quality education rather vying with the provisions of the responsible government. Sikkim seems to be heading for an enviable place today within a very short conceivable period of having left its zero mile. It is quite clear that Sikkim stands today much higher at the level of prosperity owing to its educational consciousness coupled with earnest endeavour. Has it not come in the position to overtake the Darjeeling Hills, once its surrogate mother, which had offered warm accommodation to its people for the matter of education. One is apt to feel an urge in a pleasant manner to view Sikkim's attainment in terms of educational dividends today.

Quite many seem to opine that Sikkim, in its post-merger days, has witnessed unprecedented growth and development in range as well as in view of quality education. It remains to see if the quantitative growth in the expansion phase has also been well supplemented by the concomitant qualitative improvement. An attempt to do such a study may enable us to gauge if Sikkim has still far away to go to catch up with other states of the Indian Union. A systematic study, on the basis of such assumptions is, therefore, worth undertaking for a need to examine the development process of education with a view to identifying the role of the different factors and the contributions made by various agencies of education.

Objectives of the Study:

With an earnest intention to reconstruct a very comprehensive history of education in Sikkim out of the stray materials of the unrecorded past, therefore, the problem of the present study may, as such, be identified in the form of objectives set as below :

- (1) To trace the historical background of Sikkim in the

perspectives of this land that came to be first known, its so called original inhabitants of the remote past and the status of their civilization;

- (2) To observe the socio-economic milieu of the early people of Sikkim so as to bring into light their occupation, the mode of living and their ethos of life;
- (3) To conjecture the ideas, faiths and beliefs as held and nurtured by the early settlers to be able to evoke their practical experiences and the knowledges about natural environment accumulated since reckonable preceding generations;
- (4) To identify the ethnic composition of the masses that influxed to settle down in Sikkim as their land of toil and moil to see the diversity of the need structure down the ages;
- (5) To examine the native characteristics and also the heterogenous elements blending for the emergence of one composite culture among the settlers of different racial origin;
- (6) To trace the traditional and indigenous form of formal education that might have prevailed prior to the influence of the modern institutional type of education so as to get a general idea of the educational life of the people;
- (7) To find out the characteristic features of educational system of the Christian missionaries and to identify the different clienteles for assessing the contributions as made by them in the field of education in Sikkim;
- (8) To explore the emergence and existence of so called schools and centres of learning together with the efforts made by the persons and groups as the private self enterprise when the people of Sikkim, being still in crude condition, were in bad need of educational light;
- (9) To look for the provisions of educational opportunities

extended by the durbar administration in the name of the governance in the state and the expansion of the secular education for the general mass in Sikkim as a matter of state responsibility;

- (10) To survey the beginning of the various institutions and to trace their development throughout the different phases to get an historical retrospect of the progress at all levels such as primary, secondary and higher secondary including teacher educational programme;
- (11) To obtain the statistics of voluntary, quasi-government and government institutions, viz., pre-primary, primary, secondary, higher secondary schools and degree colleges to make an assessment of attainments in education at these respective levels;
- (12) To find the status of non-formal education in Sikkim and the role of other agencies active at work for the dissemination or propagation of education not covered by regular institutional courses through the rigour of rigid curriculum to have the idea of the problems regarding the cases of drop-outs, pushed-outs and also left-outs;
- (13) To examine the socio-cultural and educational forces active behind the process and progress of education in Sikkim of yester-years and present days.
- (14) To find out the factors that accentuated, accelerated or retarded the desirably speedy development of education;
- (15) To put down definite observations on the educational progress basing them on facts and figures presented, and thereby to review in particular the achievements in the field of education in Sikkim against the national perspective;
- (16) To have a clear picture of the present status of educational development and to suggest some modern means for a better progress and position to be attained in educational field by Sikkim.

Education has undoubtedly been the means to enable the individual to move up in the society and to cause mobility. Education moulds the total way of life of a society. The education provided within any given society has to change from time to time as the society changes. In a democratic society, education in a particular way, can prepare the members of the society for changes and that is a part of its creative function. That is why education is valued so much for any change to be effected in the society. A society bereft of properly organized education lags behind in progress and is rendered backward in every sense. A society with no educational empowerment to back it up remains in deep slumber. It is education that gears up and awakens a human society from sleepiness and inertness to move forward. Hence, a systematic study may reveal the varied causes which had a direct or indirect bearings upon the backwardness of the people of Sikkim and the 'Cultural Lag' that it may be suffering from.

A Statement of The Problem:

It is proposed that the problem of the present investigation may be stated as – “Education in Sikkim – A Study in Historical Retrospect”. An earnest attempt will be made to reconstruct a history of education in Sikkim from its early period to the present day to reflect the overall picture and to give an overview of the status of education that obtained in Sikkim, the youngest member of the Indian Union.

Analysis of the Problem:

For tackling the problem effectively it may be analysed again as the following set of research questions:

1. What was the actual status of civilization of the people

inhabiting the land of Sikkim during the period prior to 1642 A.D., that is, prior to the consecration of the first Chogyal, the temporal and religious king? Were they of still “primitive” characteristics having no practice of corporate kind of life as yet?

2. Which ethnic groups were there in Sikkim of those days that might have composed the population of that land? Were they the tribes of different racial origin?
3. What type of idea and how much of knowledge did those early people have in the places of their inhabitation for carrying out with the activities of their life; and, which we could say constituted their education?
4. Is it the type of monotonous life that the people spent during the period of monarchy? Did the new set of rules and regulations under the monarchy bring about a remarkable change in the pattern of life of the people?
5. How was the socio-cultural milieu and socio-economic conditions of the Sikkimese people during the monarchy rule?
6. Of what type of education in the traditional or indigenous form was prevailing to cater to the needs of the native people? How was it all conducted?
7. What were the characteristic features of monastic education and to what extent did it serve the purpose of general mass education?
8. Since when was the so called modern type of education initiated and under which enterprises?
9. What were the contributions of the Christian missionaries in propagating education to the general mass in Sikkim?
10. Did the rulers of Namgyal dynasty come forward in providing their Sikkim subjects with the needful education? What credit did they earn for a philanthropic activity like education?

11. Which educational institutions were initially opened and run by the natives on their own private efforts? How urgent need was felt by the villagers in opening schools in their villages?
12. Of what standard of education was given in the schools of Sikkim during the period 1900-1950? How many schools were there and how were they distributed? How many children were getting the benefit?
13. What active role was taken up by the government and also the private enterprises in the development of education particularly after 1950 till the merger time of 1975? How much did the educational activities of this period (1950-1975) satisfy the needs and aspiration of the people?
14. What may be the factors that have accentuated or retarded the development of education in Sikkim?
15. What are the socio-cultural and educational forces that are active behind the process and progress of education in Sikkim?
16. How far have the educational policies formulated at different times by the governments been progressive particularly in the post-merger period?
17. Of what percentage of children of school going age could reap the benefit of free-scholarship and other facilities extended?
18. What is the present status of educational development in view of the modified scientific curriculum and a huge expenditure incurred for reaching every one with needful education?
19. How can the problems of wastage and stagnation, high drop-out rates, the cases of pushed-outs and left-outs children be tackled with?
20. What are the likely healthy suggestions that can be made

for further quality improvement to achieve progress and development by way of adopting educational strategy in Sikkim?

From the educational point of view a venture of this kind of search calls for a vast scope of study. To conduct a scientific survey of educational enterprises of Sikkim the following salient items have, therefore, been considered appropriate to be taken up in terms of priority :

- (i) A study on language problem in view of the nature of heterogenous characteristics of population in Sikkim.
- (ii) Problem of particular medium of instruction for the whole of Sikkimese students in schools.
- (iii) Problem of curriculum construction and acceptance of the State curriculum in different levels.
- (iv) Enrolment in schools and colleges, recruitment of teachers(trained and untrained), recognition of schools and colleges.
- (v) Financial expenditure of the government and the role of the private enterprises, cost of education, facilities and assistance extended to the pupils and to the teachers in terms of salaries, allowances, living quarters, etc.
- (vi) Rate of drop-outs, wastage and stagnation and other cases of system failure affecting the level of quality teaching.
- (vii) Problem of opportunity for the higher education of the aspiring students in Sikkim.
- (viii) A study to evolve an appropriate educational developmental programme within the State framework for Sikkim to meet the emergent needs.

- (ix) A study of the past and present educational events to see the impact on the people and to reveal the deeds of the contributors towards the noble cause of education in Sikkim.
- (x) A study to understand if the socio-cultural condition and socio-economic status have become a question of hindrance to the pupils' aspirations of higher, technical or vocational education.

Scope and Delimitation :

It can be observed that the scope of the study in the relevant area is really vast. So, the investigator delimits his study to the following items which are indispensable; as

- The present work is decided to be restricted to the territorial jurisdiction of the State of Sikkim.
- The study will be confined mostly to the formal type of education (academic, vocational and cultural) as undertaken and consciously designed by some public authority or recognized private agencies with a view to bringing about some specific influences, development and growth of the people of Sikkim.
- The study will be an historical-cum-survey type of work based on all possibly available records, documents and other evidences.
- The period of the present study is conceivably taken from the so called pre-Buddhist era, that is, a few centuries ago from 1640 A.D., a landmark of recorded historical event of installation of monarchy rule in this land of Sikkim, up-to the present day, i.e. 2010 A.D. covering a

considerable length of time of pre-merger and post-merger period.

- The study will be made for all levels of education; i.e., primary, secondary, higher education including of course non-formal education and to some extent informal or incidental education.
- Primary as well as secondary sources of data will be tapped so as to elicit sufficient information for analysis and interpretation.
- Information regarding the following will be obtained from all the diversified but authentic sources: (a) Number of schools and colleges, (b) Levels of these institutions, (c) Number of pupils – boys and girls, (d) Types of institutions, (e) Curriculum, (f) Methods of instructions, (g) Medium of instructions, (h) Examination system, (i) School and college buildings and other kinds of needed facilities, (j) Administration and Finance, (k) Literacy, (l) Teachers and their Training, (m) Enrolment, (n) Achievements (groups and individuals), and etc.

Sources of Data:

The early history of Sikkim is unrecorded and so is its history of education. Even in the recorded history, references to education are conspicuous by their absence. In order to link the thread of educational history and to acquire an understanding of the educational and social development in the right perspective it is worthwhile to reconstruct the history of education.

For the primary sources, the investigator has to make a study of the accounts having descriptions of the land and the people

given by early visitors to Sikkim, its folk culture, folk-lore, folk tales, folk songs, religious practices, customs, traditions, rituals, ceremonies, festivals and other celebrations, etc. The lively accounts of the anthropologists, sociologists and historians will be of great help for acquiring an understanding of socio-cultural and socio-economic milieu of the past for early education pattern.

Official records and other documented materials such as gazetteers, statistical year books of the government departments, census reports, records in the offices, reports of the Legislative bodies, publication of the department of education, public instructions, educational committees, managing committees, minutes of the meetings, survey reports, periodical inspection reports, school magazines, courses of study, certificates, text-books, report cards provide valuable primary evidences apart from the observations and remarks left by the visiting and inspecting officials and the administrators.

Moreover, the investigator can rely on the human sources for the needed information. The elderly experienced people of the society having vast knowledge about the different aspects of life, natural phenomenon, social mores, traditions and production of the society all come to the investigator's help for understanding the remote past. The interviews with the administrators, teachers and other school employees, students and relatives, parents, guardians, school patrons, members of governing bodies can be the main sources. There are knowledgeable persons in Sikkim who are available to give information about their land and people of the past and present. Questionnaire and Opinionnaire can be prepared with a view to collecting additional information.

As the present study may well serve the purpose of the

professional workers also in the field of education the proceedings of the department of education, reports of various committees and commissions, government publications, Orders, office files, newspapers, journals, reviews, periodicals, other educational news, brochures of five-year plans, educational codes, letters and circulars relating to educational issues, notes, diaries can all be sought for and consulted to explore the state of education.

A Prospective View:

For a full-fledged development of the society it is necessary to have a meaningful record of man's achievements which serves as narrative accounts of events for a critical search of the truth. It is a wiser act to seek to profit by the knowledge of the past in the solution of the present day issues and crises. Hence the main purpose of the present study is to find out the extent of expansion of education in the modern sense to see how it was treated during the pre-merger period and how it is being tackled in the post-merger period of Sikkim.

For a comprehensive survey of the educational activities taken up by the pioneers and the later workers in Sikkim it is decided to carry out the study under the schemes of major chapter headings and other sub-headings to cover the entire period as decided for the present proposed study of history of education in Sikkim. It is said that in every society, a system of education is evolved according to its needs and the temper of its times. In the context of today it is necessary for us to "inquire into the profound meaning of education for the contemporary world and reassess its responsibilities towards the present generations which it must prepare for tomorrow's world".

The chapters that follow will be unfolding Sikkim in its true

perspectives of educational status in the past years of our great grand-fathers' generations and in the present days of our own generation. Getting well acquainted with the history of education in Sikkim gives us an insight of the process of our change and modification undergone from the earlier generation of crude stage to much more refined generation of today.

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