

Chapter VI

EDUCATION IN AGRICULTURAL SECTOR FEW CASE STUDIES OF PRIMARY SCHOOLS

There is a proverb that "India lives in its villages". The idea is true to-day as centuries back.(1) India is essentially an agricultural country. So economic development in this sector must run side by side with social development and since 70% of the people live in the rural sector development should start from the grass-root level only. It is to be seen that migration trend from village to town because of poverty should be stopped by opening "labour intensive" small scale industries and "Agro-based small scale industries."(2) So that village population get employment throughout the year in the village only.

Another very difficult problem will have to be solved to develop various industrial and agricultural sectors. "Population explosion which was 84 crores in 1991 and is expected to cross 100 crores by the year 2000 A.D. Another 25 crores will be added in the next decade by 2010. The threat of feeding 144 crores looms large by 2030 India which by 2050 overtakes China is expected to have the dubious distribution of becoming the most populous country in the world."(3) If the growth is not checked through proper measure whatever progress gained after independence in the field of agriculture and industry and technology will fall very badly. The ecosystem has been stressed because of limited capacity of biological and natural resources. So "bold initiatives are needed across the length and breadth of the country, irrespective of caste and community, to tackle this most serious problem confronting the country."(4) However, to make people aware of the situation education is essential.

Professional education which includes agricultural education and vocational, technical education is to be emphasised in our country. In November 4, 1948

University Education Commission was appointed by the Government of India. Dr. Sarvapalli Radhakrishnan, an eminent scholar and later President of India was the Chairman of the Commission.(5) The commission placed its recommendation on different fields of education also gave stress on agricultural education. It said agricultural education should be regarded as pivotal issue. "It proposed a new attitude, a new outlook and an integrated plan of rural education ." (6)

The Commission felt that the modern education made people isolated from the rural life as it was never integrated with the life of the rural people. The Commission was influenced by Danish people's College and also by Basic education scheme of Gandhiji. It said specifically that primary, secondary and higher secondary education in the rural areas specifically should be life and work-centric following the Basic-scheme of education. Education should give importance on agro-based work in the rural areas. A Rural College should offer general higher education side by side with special courses on agriculture related to rural life in rural setting. There should be experimental farm expert teaching staff and special equipment for agricultural college.(7)

After the recommendation of the Commission "The national council of rural Higher education was formed in 1956 and according to its suggestion 14 Rural Institute at selected areas set up offering post-graduate courses and degrees in rural economics, co-operative, rural sociology, community Development etc. for an example Sri-Niketan in West Bengal.(8) In all the rural institutes Diploma course was given for 3 years in rural sciences, 3 years in rural Engineering, 2 year agricultural courses, and 1 year course on sanitary inspection was introduced. However, Degrees and Diplomas were not considered as equivalent to University degrees and diplomas. Gradually some state governments admitted equivalence of some of the diplomas.(9)

Mudaliar Commission or Secondary Education Commission (1952-53) was appointed by the Government of India to give its suggestions on every aspects of secondary education. About curriculum of secondary education the Commission recommended on social integration and individual specialisation and so it introduced core and periphery curriculum. The compulsory core subject would include (1) mother-tongue or regional language (ii) Elective languages - including English (iii) General science (iv) social studies (v) General Mathematics (vi) Craft. There will be seven stream for peripheral subjects. The seven stream will give importance on different activities such importance on different activities such as (1) Humanities, (ii) Science (iii) agriculture (iv) Technology (v) Commerce (vi) Domestic sciences (vii) Fine arts. Agricultural stream should offer courses on agriculture, horticulture seri-culture, animal husbandry etc.(10)

University Grants Commission was established in November 1953 as a statutory body by a resolution of the ministry of Education for the purpose of allocation and disbursement of grants to Universities as well as for the purpose of co-ordination and maintenance of standards of higher education. (11) Later on in 1951 with the growth of agricultural Universities was established another organisation for the development of agriculture known as Indian Council of Agricultural Education. It started functioning from 1956.(12)

Gradually agricultural Universities were established in each state. It is very much needed in our country as the country mainly depending on agriculture. In order to bring prosperity for the rural people agriculture and other allied sectors of the economy should be developed. According to Dr. M.V.Rao, Vice-Chancellor, Acharya N.G. Ranga, Agricultural University, Rajendranagar, Hyderabad "The recent predictions of the International Food policy Research Institute are that the country will face serious food shortage by the year 2030. To prevent this catastrophe

from happening we should have commitment, National pride and spirit to work hard. There is no need for different regions of the country to produce all the requirements like foodgrains, oil-seeds, sugar cotton fruits or vegetables. The strengths, weaknesses, opportunities and threats of each of agroclimate regions of the country have to be worked out carefully and proper micro-level planning exercise has to be undertaken to promote specific cropping and farming systems in the different zones based on their relative strengths and weaknesses

Marketing infrastructure has to be improved to enable farmers to have access to commodity markets. Otherwise a lion's share of the profits will continue to accumulate in the pockets of middlemen and commission agents.²⁷(13)

The recommendation in the Radhakrishnan Report given more emphasis in agricultural education. Later on, a definite policy was formulated and it was decided to have at least one Government financed Agricultural University in each State, where subjects relating to agriculture and rural life should be established. In U.P. and in Punjab the first two Universities came up known as U.P. Agricultural University Pant-Nagar and the Panjab Agricultural University, Ludhiana in the year 1960 and 1962 respectively. Since then 8 more Agricultural Universities have been raised in other states. The main faculties in these Universities are Agricultural Engineering and Technology and Home-Science. Now all the states having at least one agricultural University. Following Panjab was established University of Udaipur, Udaipur (Rajasthan, 1962) Orissa University of Agriculture and Technology, Bhubaneswar, 1963, Andhra Pradesh Agricultural University Hyderabad 1964, Jawaharlal Nehru Krishi Viswavidyalaya - Jabalpur 1964, Mysore University of Agricultural Sciences 1965 Bangalore Kalyani Agricultural University, Kalyani, West Bengal, 1965(14).

Kothari Education Commission also emphasised agricultural Education because it will ultimately develop the agricultural basis of the economy. In fact, at

first education should reach every home in town and village. "In rural area literacy is 25% as against 36% in average. In many regions and castes women literacy is only 10%, 47% of Indian children are labourers, 93% of child labour exist in rural area. Per capita monthly income in rural India is Rs.29 only. There is glaring disparity between educational facilities in urban and rural areas in terms of both quality and quantity."(15)

Observation and field study of the educational condition of the hill areas help us to realise the situation exists at present. The total geographical area of the hills three sub-divisions is 2,23,760 hectors, out of this 66% of the area goes under forest, Cinchona and the tea-gardens. 18% of the area under roads buildings and uncultivable waste and 16% of the area comes under cultivation.(16)

Darjeeling District is pre-dominantly an agricultural area because 601565 of its population living in rural areas and 24 per cent depending directly on agriculture and allied occupations for their subsistence according to Census 1971.(17)

Every four out of any group of ten workers are seen to be engaged in agricultural sector either as a cultivator or as an agricultural labourer. In the state of West Bengal as a whole only 54 per cent of the total working population are engaged in agriculture against 40 per cent in the district of Darjeeling.(18)

The occupational pattern of Darjeeling is different from the rest of West Bengal. Here a large no. of people are engaged in agriculture and in plantation. A small percent depend on small scale industry and transport and on the service sector again in the field of agriculture "30.48% were cultivators, 9.13 per cent agricultural labourers and remaining 60.39 per cent belonged to other categories."(19)

Though agriculture is important in the rural India as a source of income in Darjeeling District its importance is not so much than other districts as a source of employment. "A large percentage of hill people are engaged in cultivation whose size is less than one acre. In most of the areas, the farmers own a very small plot of land." The reason is non-availability of a very small fraction of land for cultivation

and plantation.(20) The table 3.3 presented in the appendix shows cultivation in Darjeeling in comparison to other districts of West Bengal.

It is found out that agricultural labourers are less in number than in other districts of North Bengal, according to 1971 Census. Regarding this Table 3.4 and information on per capita income in Table 3.5 is presented in the Chapter. A survey was undertaken in the rural areas of Kurseong by Dr. M.Dasgupta to determine the nature of inequality and distribution of wealth. However, the results may be tentative because it is difficult to estimate correct income. It is clear from the survey that a vast majority of people live below Rs.300 per month. The average size of the family is 5.7 or nearly 6 members and so per capita monthly income is nearly Rs.50 which comes less than Rs.2/- per day for nearly 57 per cent of the population.(21)

Table 3.3 is presented to show percentage of people as cultivators and as an agricultural labourers in comparison to other districts of West Bengal.

Table 3.3

Percentage of people as cultivators and percentage of people as agricultural labourers

<i>Districts</i>	<i>Percentage of people as cultivators</i>	<i>Percentage of people as agricultural labourers</i>
<i>Darjeeling</i>	<i>42.25</i>	<i>9.5</i>
<i>Jalpaiguri</i>	<i>43.00</i>	<i>10.23</i>
<i>Coochbehar</i>	<i>68.00</i>	<i>15.60</i>
<i>West Dinajpur</i>	<i>57.05</i>	<i>28.28</i>
<i>Malda</i>	<i>45.58</i>	<i>33.95</i>
<i>North Bengal</i>	<i>48.93</i>	<i>20.12</i>

Source : *Unpublished Thesis by Chakraborty Susanta, p.90.*

Table 3.3 showed percentage of people as cultivators and as an agricultural labourers, Table No.3.4 presented showing monthly income at current price in the rural sector and Table 3.5 is presented to bring out the per capita income calculation in the hill area. All these tables are incorporated from an unpublished Thesis - The Role of Rural Credit for Agricultural Development in the Post-Independence Period in the hill areas of Darjeeling District, West Bengal by Chakraborty Susanta.

Table 3.4

Distribution of families according to per family monthly income at current price in the rural sector

<i>Percentage of families</i>	<i>Level of Income per family in rupees</i>
56.74	0-30
34.26	300-600
6.17	600-700
2.34	900-1200
0.56	1200 & above

Source : *An Unpublished Thesis by Chakraborty Susanta, p.96, Ch.IV.*

The role of rural credit for agricultural development in the post-independence period in the Hill areas of Darjeeling District, West Bengal.

Table 3.5

The Per Capita Income in the Hill Areas

Per Capita Income (at 1960-61 Prices)

	<u>1970-71</u>	<u>1971-72</u>	<u>1972-73</u>	<u>1973-74</u>
Hill areas	295	315	317	315
Darjeeling	310	327	336	334
West Bengal	334	346	340	350
	Per Capita Income at Current Price			
Hill Areas	410	442	440	502
Darjeeling	431	464	461	528
West Bengal	542	578	569	658

Source : *An Unpublished Thesis by Chakraborty Susanta, pp.90 & 97, Chap.IV.*

The history of agriculture in Darjeeling reveals that to encourage the Nepalese to settle down in Darjeeling hill areas the progressive land tenure system was introduced by the British. In this system Government was the direct proprietors of the estate so the question of Zaminders, intermediaries between Government and ryots was not there. According to land laws buying and transferring the land from the Nepalis by the upper caste Hindu and Hindu money-lenders from the plains was impossible. This law was not adopted in other parts of India and this precious provision was not missed by the Nepali immigrants. (22)

There were many spare-land or waste land in Darjeeling in the earlier days. These land were mainly private property or most of the land were under Forest Department and those cultivable land were full of wild beasts(23) It appears that lease system for the land was introduced. In 1850, Dr. Campbell tried the experiment of settling defined tracts for periods of three to five years and stated in the letter that he had settled the whole of territory. In a subsequent letter dated 24th December 1850, Dr. Campbell returned a list of these settlements showing twelve leases, ten of which were for three and two for five years. The total rent from all leases was returned and no area was given but a schedule of boundary was attached to each lease.(24)

Gradually within the period of 1870, there was a great demand for land - land for settlement of the immigrants, land for growth of tea-gardens and land for cultivation. Immigrant Nepalis started ploughing for rice cultivation. Before them Lepchas and Bhutias used 'Jhum' cultivation.

The agricultural pattern of the hills is quite different from that of the plains because the cropping pattern is related to soil, climate and attitude. Agricultural methods in the Terai follow closely the practice in the plains of Bengal but in the hills methods of cultivation is different. It depends on the crops to be cultivated.

Jhuming was practiced in many hilly places due to adverse environmental conditions such as steep slopes, heavy rainfall, landslips cultivation is carried out under greatest difficulties and for different environmental hazards, irrigation and problem of using plough cattle the hill people use to burn down the jungle and grow their crops on the cleared land. But the bad result of this cultivation is it quickly exhausts the land which cannot be used again.(26) So in the mountain slopes terrace cultivation were introduced which is a distinctive system of Himalayan cultivation. "Terraces have to be cut with great labour in the hill-side. Some of these are so narrow that a plough cannot be used and the hoe is the only instrument by which the soil can be broken up.(27) The agriculturists and research workers in this field feel strongly that some steps should be taken to train the youth of this region for terrace cultivation, so that some improved technics and methods of terrace cultivation can be devised.

In Darjeeling most of the people live in villages which are larger in size. The reason is that tea-gardens in the hill areas are considered as villages and there is large no. of people concern lived in the gardens. "For example, in Mirik area of Kurseong there are ten villages and out of this 8 are tea-gardens and two are "actual villages" in the conventional sense of the term. Breakup of the tea-gardens and actual villages gives ideas of actual and tea garden villages and the data shown in table no.3.6.

Table 3.6*Break up of the Actual Village and Tea-Garden Village*

<i>Name of the Blocks</i>	<i>Agricultural villages</i>	<i>Plantation settlement or tea-garden village</i>	
Sukhiapokhri	15	24	
Jorebunglows	-	-	
Garubathan	21	6	
Rangli-Rangliot	13	7	
Darjeeling-Phulbazar	6	17	
Kalimpong	63	1	
Mirik	2	2	
Kurseong	13	25	(28)

Source : *An unpublished Thesis - The Role of Rural Credit for Agricultural Development in the Post-Independence Period in the hill areas of Darjeeling District, West Bengal, Ch.IV,p.96 - by Chakraborty Susanta*

Darjeeling District is now covered by 10C.D.blocks and to look after the works of Agricultural Extension Offices under the guidance of District Agricultural Officer are posted and various schemes for development of the agricultural area carried on under the Block Development Officers. Government gives financial help to all the sectors under different scheme such as plant protection scheme, Fertilizer Distribution Scheme, Scheme for distribution of improved seeds, scheme for demonstration centre scheme for Japanese Method of paddy cultivation, scheme for local manuarial resources etc. Loans to farmers also given for irrigation schemes, scheme for using waste lands, scheme for development of agriculture etc. (29)

“A Zonal Adaptive Research Station in hill zones has been established in Kalimpong to deal with agricultural problems in the hill zones and for determination of the different recommendations for the impact on production. A.K.P.S. Training Centre has also been established in the Kalimpong sub-division for hill boys to get grass-root level workers in agricultural sectors for motivational programme to our cultivators ultimate aim to increase cropping intensity and to get more production per unit area by introducing new technology through them.”(30)

Another two Research stations at Darjeeling and Mani Bhanjung for Potato and three fruit nurseries in the three Thana Seed Farm has been established.

There are four Thana Seed Farms at Pulbazar, Pulungdung, Kharibari and Salbari at Siliguri to distribute improved seeds to the cultivators at very reasonable costs. Another centre added at Bijanbari. In Kalimpong there is also State Agricultural Farm for producing and distributing to farmers the improved seeds at reasonable rates.

A soil conservation officer's post is created also crop commission are organised by the Government for experimental soil conservation work and to encourage the cultivators for better cultivation and increased yield. Prizes are also awarded to the best cultivators, agricultural fair and exhibition are held in different parts of the district to motivate the cultivators. A “monthly journal is published under the Editorship of the District Agricultural Officer, Darjeeling assisted by one sub-editor.

In Darjeeling Sadar Sub-Division Rungbull and Bijanbari is regarded as agricultural area. Rangbull is known for its State Seed Potato multiplication Farm. It started functioning from the 1947. In this farm scientific treatment is given to certify disease free varieties of potato crop. Later the produce is stored and distributed to the cultivators. The farm is having Museum-cum-Research laboratory,

agricultural and scientific implements and instruments for carrying out research work.(31)

It is to be pointed out that though the progressive land revenue system was introduced by the British, they did not do any system for supplying rural credit to the Farmers. "The Mahajani system flourished in this area and there was a nexus between money-lending and shop-keeping. In the beginning this was more in kind than in cash, the loan in kind being invariably computed in money-value to the advantage of the lender. The combination of money lending and shopkeeping in the same establishment had been disastrous to the hillmen : his capacity to bargain disappears when he buys goods on credit." Actually the productivity of land is low in the hilly terrain and the produce is always taken by the Mahajans at a low price. The British did not solve this dualistic pattern by introducing rural credit however attempt in this regard was taken after independence.(32)

Since independence there has been a phenomenal increase in the number of marginal and landless farmers. The land has become more and more fragmented. The average size of holding has drastically fallen during the recent period. And this agricultural area has absorbed the excess rural population. It is to be noted that Kurseong and Darjeeling Sadar grew pre-dominantly as tea-plantation areas and Kalimpong grew as an agricultural sub-division. As there is no growth in the industrial sector agriculture and plantation are two important sources of employment. Agricultural sectors are now crowded because of population explosion.(33) 80% farmers are approximately small, marginal and share-croppers. Their economic condition is very low and for that reason less output return is achieved from the unit area of land.(34)

The major problems of the agricultural marketing in the hill areas of Darjeeling district are inadequate road-transport linkages, lack of proper storing facilities and lack of finance. "The trade and market in the rural areas relating to

various agricultural commodities are mainly controlled by the Farias or Kayahs. And as a consequence the farmers in this area do not get remunerative prices for their produce.”(35)

However to improve the situation a co-operative credit structure was set up in the year 1906. The Kalimpong Central co-operative Bank was set up in 1911. Darjeeling Central Co-operative Bank was established in 1914. Pedong Central Co-operative Bank was established in 1919. During First Five Year Plan in 1951-56 raised no. of village primary co-operative credit societies. In the Second Five Year Plan greater emphasis given on those organisations and many such organizations were established. Three such Banks amalgamated in 1959 to one district level bank under the name of Darjeeling District - Central Co-operative Bank Ltd. with jurisdiction over the whole district except Siliguri sub-division which was looked after by the Jalpaiguri District Central Co-operative Bank Ltd. till May 1970. In Darjeeling District also opened five branches - Kurseong, Gorubathan, Pedong, Bijanbari, Rimbick for the hill areas, one in Siliguri for the plain areas.(36)

“A new type of poverty has been growing now in rural India. Poverty which is no longer associated with economic stagnation inherited from the colonial but rather is the product of planned agrarian change and rural development in independent India.”(37)

There is unequal distribution of resources and hence of incomes and economic power, Government is not giving importance on the needs of the many. Technique and choice of products give importance on the needs of few people. (38)

The village schools reflect the nature of poverty of this area. In Kalimpong schools are situated in the intensive and circle area. It is to be noted that there is only one municipal Junior Basic School in Kalimpong Town. The circle area is very remote and far away from the town, problem of transport and communication is also very acute. So in this study only intensive area is covered. In the intensive area for

field study 10 schools are visited among these schools 3 urban and seven rural schools.

In the urban area (a) Hindi Vidyalaya (b) Jubilee primary school (c) Arts and Crafts school are covered. And in the rural areas visited (1) 7th mile junior Basic school (2) Mangbal Saraswati Junior Basic School, (3) Pasupati Junior Basic School, (4) Seed Farm Junior Basic School (5) Sangser Chhota Bhalukhop Primary school (6) Harijan primary school - These schools are not situated in remote area but little away from the town area (7) One school covered in Darjeeling Sadar Sub-division's agricultural sector known as Rongbull Junior High School.

Kalimpong's Municipal Junior Basic School and Anjuman Islamia primary school in the town area also visited. However, the data was not collected from this two schools. Some schools are doing praise-worthy work such as Seed Farm school, Harijan primary school, Municipal Junior Basic school, Mangbal Saraswati Junior Basic school. But the condition of most of the school are very bad indeed leading to high rate of dropout. The village school reflects the nature of poverty of this district. From the sample study of the different schools certain conclusion can be drawn. Common problem facing by most of the schools are lack of infrastructural condition of the school building (2) Lack of toilet facilities for both teachers and students, (3) lack of playgrounds (4) maintaining equipments like tables, chairs, black-boards, maps, books is very difficult because monthly contingency grant is only Rs.25 from the District School Board. No timely supervision and inspection is organised by the District School Board. Fund for maintenance of school is given on appeal, help is never frequent, (7) teachers absenteeism is very common specially in the circle area as these areas are very far and remote. In those areas many schools are one-teacher school. In some schools it takes six to eight hours for up and down journey by walking. Vehicles are very expensive, sometimes trucks and lorries are availed by the teachers and students,

(8) one or two teacher schools are quite often found even in the town area, out of three school - visited in the town two schools having one teacher, another school having only two teachers,

(9) Quality and Method of teaching also need much to be desired. In the circle area or very remote village area it has been found that many students do not even know the alphabets. Percentage of students who stay in the schools for four years but with limited knowledge of '3 Rs.' is about 50%.

(10) Qualified teachers specially women teachers do not like to go to rural areas. Local teachers are not always available.

(11) Transport problem is very common specially during monsoon season

(12) As teachers of the schools are very often absent and most of them come from distant places so classes are not regularly held. The task given in the school is never corrected in time.

(13) There is no scope for sports games and co-curricular activities.

(14) The dropout rates are very high. The drop-out rate is especially very high among the girls. The dropout rate of the girls from Class IV to V is about 60%.

(15) In the urban areas some special problem is lack of space. Garden, playgrounds are not available in the urban areas. Urban schools are congested in unhygienic place like Bazar and narrow lanes.

(16) Urban life is also complex and often broken homes are found in the hill areas which makes pressure on child's education.

Some good points are also observed, in some schools teachers try their best to teach properly by making their own chart, by donating plaything from their home.

In some schools such as Pasupati Primary School, Seed Farm School, Sangser Chhota Bhalukhop School attendance committee and teachers are quite concerned for the development of their students and the school particularly. They go to

different social organisations and to public for donation in the form of books, chairs, tables and other school uniforms, building repairment even for land etc.

Another good point was observed that most of the school maintain school uniform in the Kalimpong intensive area specially. This is not observed in the tea-garden areas of Darjeeling Sadar sub-division.

All the primary schools in Kalimpong having classes till Vth standard even in Darjeeling agricultural sectors also we have found the schools maintain Vth standard whereas in Darjeeling Tea Garden and in the town areas all the school under Board or Municipality are IV year school.

The record of the schools visited are given in this sub-chapter.

The main problem in the agricultural sector is poverty and poor rural economy. Land-holding by a few people bringing unhealthy situation.

“Marginal small and semi-medium land-holding constitute more than 90 per cent of the total holdings in the country. The number of such holdings are increasing gradually due to sub-division and fragmentation.”(39) Both smaller and larger land holdings are very uneconomical because it brings and adds to poverty among the landless agrarian labourers.

It stops modern cultivation and modernised life, leads people to conservative era. Rural areas are mostly isolated, no modern organisations such as library laboratories etc. are there except primary schools. High and Higher secondary schools are hardly there, problem of scheduled castes and tribes, who generally live in the rural area also coming prominently with the problem of the rural area.

So it is advised that “land holding should be kept within permissible limits for economically exploiting the resources. Co-operative farming is a way-out to consolidate land-holdings for the purpose of cultivation. Some has to be found to organise farmers to procure inputs and services for cultivating their land and for the

marketing of their produce.”(40) This way individual farmers will be relieved of their burdens.

It is true that Government is giving priorities for agricultural development. When the policies will be properly implemented there will definitely come educational and social development. Educational and Economical problems are related to each other. When the economical problem will be tackled by the Government then properly and automatically problem in the field of education also will be solved.

Informations gathered by the scholar through field investigation in the intensive area which is semi-urban and urban area are presented in the following. Here emphasis is given to find out the dropout rate of the students both boys and girls and to see different problems faced by different schools in the agricultural area. Dropout rates are indeed very high. From the sample study of the different schools it has been observed the dropout rate is especially very high among the girls. From Tables 1 to 10 dropout rates are shown to have some ideas how the students drop out each year after being admitted initially in the infant section. In general the same group of students' roll strength from 1991 to 1995 is taken.

Intensive area - Urban School Record

Hindi Vidyalaya

The school was established in 1960. At present only one teacher is teaching which brings a lot of problem to run the school. His qualification is H.S. Infrastructure of the school is very bad.

Students' strength in 1996 from Class I to Class IV is 122, girls total 46 and boys total 77. The school did not give us report regarding infant section.

Table 1 : *Drop out rates of students both boys and girls*

		<i>Boys</i>	<i>Girls</i>	<i>Total</i>
1995	IV	8	8	16
1994	III	10	10	20
1993	II	18(33.33%)	10(11.11%)	28
1992	I	12	9	21
1991	Infant	<u>12</u>	<u>9</u>	<u>21</u>
		60	46	106

Source : The Headmaster

The percentage of the dropout for boys is 33.33% and for girls is 11.11%. Table shows also girls enrolment is less in the schools.

RURAL

Sangser Chhota Bhalukhop Primary School

The School was established in 1950. At present four teachers are working. Condition of the building and equipments are very bad. Teachers are irregular and often absent as they come from the town area.

According to the President of the Attendance Committee at present in 1996 only 26 students are in the school. Teachers' qualifications are S.F. - J.B.T.

Table 2

Dropout rates of students both boys and girls - Sangser Chhota Bhalukhopp

		<i>Primary School</i>		
		<i>Boys</i>	<i>Girls</i>	<i>Total</i>
Class IV	1995	4	6	10
Class III	1994	12	10	22
Class II	1993	22(83.3%)	13(60%)	35
Class I	1992	30	14	44
Infant	1991	<u>24</u>	<u>15</u>	<u>39</u>
		92	58	150

Source : The Headmistress and the teachers.

Drop-out rates among both boys and girls are very high as the percentage shows for boys 83.3% and girls 60%.

RURAL*Seed Farm Primary School*

The school was established on the 9th February, 1981. The school building is quite big and properly maintained. Teachers are helpful and concerned for their students welfare. Altogether 14 teachers are teaching at present. The teachers qualifications are S.F.J.B.T. Two old teachers did only till Class VII. One teacher having P.U.C. and J.B.T. and another teacher having B.A., B.T. degree.

Roll strength of the student in 1996 is total 613 from Class I to Class V. Boys roll strength is 286 and girls roll strength is 327.

Table 3*Drop-out rates of the students both boys and girls**Seed Farm Primary School*

		Boys	Girls	Total
1995	Class V	2	1	3
1994	Class IV	3	2	5
1993	Class III	3(85.71%)	3(88.88%)	6
1992	Class II	7	5	12
1991	Class I	10	7	17
	Pre-Primary	<u>14</u>	<u>9</u>	<u>23</u>
		39	27	66

Source : The Headmaster and the teachers.

Drop-out rates are very high among the boys and girls that is 85.71% and 88.88% respectively for boys and girls.

URBAN*Arts & Crafts Primary School*

The school was established in 1897. Though the school is situated in the heart of the town the condition of the building equipments are very bad. Before it used to get regular financial help from arts and crafts centre as the school was managed by the centre but when the school went under District School Board it did not get any help from the centre. At present the school is having 90 students all total, 60 boys and 30 girls with only two teachers having S.F.J.B.T. Degree, which is creating problem to run the school as the children needs proper care and help from the teacher.

Table 4*Drop-out rate of the students both boys and girls**Arts and Crafts Primary School*

<i>Year</i>	<i>Class</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
1996	V	3	7	10
1995	IV	5	6	11
1994	III	6	6	12
1993	II	7(72.72%)	7(36.36%)	14
1992	IA	8	8	16
1991	IB	7	11	18
1990	IC Infant	<u>11</u>	<u>11</u>	<u>22</u>
		47	56	103

Source : The Headmaster and the teachers.

Drop-out rates are very high among boys(72.72%) and girls (36.36%). Students come from the poor community around the town.

RURAL*Pasupati Primary School*

Date of establishment of this school is 27th May, 1960. The school was recognised by the District school Board of Education in the same year on 1st November. Three teachers are running the school at present.

Students roll strength for the year 1996 is 31 and 31, boys and girls respectively, total 62. The school building is not very good. Furnitures are inadequate. Teachers are very often absent as they come from the town area.

Table 5*Drop-out rate of the students both boys and girls**Pasupati Primary School*

<i>Year</i>	<i>Class</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
1996	V	4	5	9
1995	IV	5	5	10
1994	III	7(66.6%)	6(54.54%)	13
1993	II	8	7	15
1992	I	10	9	19
1991	Infant	<u>12</u>	<u>11</u>	<u>23</u>
		46	41	87

Source : The Headmaster.

It is clear from the table that dropout rates are very high among boys(66.6%) and girls(54.54%).

URBAN*Harijan Primary School*

The school was established in the year 1948 and was recognised by the District Board of Education in 1972. At present four teachers are working, two teachers were appointed by the District Board of education, another two teachers were appointed by the managing committee. Two teachers having S.F.J.B.T. and H.S.J.B.T. Degree another two teachers having Madhyamic Degree - The school building and furnitures are maintained properly by the teachers. In 1996 there are total 140 students, 70 girls and 70 boys.

Table 6*Drop-out rate of the students both boys and girls**Harijan Primary School*

<i>Year</i>	<i>Class</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
1995	IV	2	2	4
1994	III	2	1	3
1993	II	1(33.3%)	2(50%)	3
1992	I	<u>3</u>	<u>2</u>	<u>5</u>
		8	7	15

Source : The Headmistress and the teachers.

Though the school is in the urban area students enrolment is less, drop-out rate is not low rather high for boys(33.3%) and girls (50%).

URBAN*Jubilee Primary School*

The school was established in the year 1934. The school is having four teachers to look after the students. Two teachers having S.F.J.B.T. one is having H.S.J.B.T., another having P.U.C.degree. In 1996 total no. of students in this school is 120. No. of boys are 58 and no. of girls are 62. It has been observed that the school building is very small and classrooms are congested and irony of fate is the building is just behind the District School Board.

Table 7 : *Drop-out rate of the students boys and girls - Jubilee Primary School*

Year	Class	Boys	Girls	Total
1995	IV	1	nil	1
1994	III	2	1	3
1993	II	3(83.3%)	2(25%)	5
1992	I	6	4	10
		<u>12</u>	<u>7</u>	19

Source : The Headmistress and the teachers.

Mangal Saraswati Junior Basic School

The school was established in the year 1958. At present five teachers are working, one teacher is having B.A.B.T.degree, all other having S.F.J.B.T..

Infrastructures such as condition of building and furnitures are much better and well-maintained by the teachers inspite of many difficulties. At present in 1996 students strength is 40 including 21 boys and 19 girls.

Table 8*Drop-out rates of students both boys and girls**Mangbal Saraswati Junior Basic School*

<i>Year</i>	<i>Class</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
1996	V	5	1	6
1995	IV	6	2	8
1994	III	6	3	9
1993	II	1(54.5%)	5(88.88%)	6
1992	I	7	6	13
1991	Infant	<u>11</u>	<u>9</u>	<u>20</u>
				62

Source : The Headmistress and the teachers.

Drop-out rate is high among boys(54.5%) among girls (88.88%).

RURAL*7th Mile Junior Basic School*

The headmaster could not give exact date and year of establishment of the school. However the school was a very old one, it was probably established before 1946. The school building and furnitures are well maintained by the teachers. Most of the teachers having Matric and J.B.T. degree, one teacher is B.A.,B.T. Students strength at present in 1996 is total 51. Boys 24 and girls 27.

Table 9

*Drop-out rate of the students both boys and girls
7th Mile Junior Basic School*

<i>Year</i>	<i>Class</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
1996	V	3	4	7
1995	IV	4	1	5
1994	III	4(87.87%)	1(86.2%)	5
1993	II	6	5	11
1992	I	44	28	72
1991	Infant	<u>33</u>	<u>29</u>	<u>6</u>
		94	68	106

Source : The Headmaster and the teachers.

Drop-out-rate is very high for both boys and girls.

Rongbull Junior Basic School, Darjeeling.

Five teachers are working in this school. All the teachers passed S.F. J.B.T. One teacher having P.U.C.J.B.T. and another teacher having B.A.,B.T. degree. School building and furnitures are properly maintained by the teachers. In 1996 100 students, boys 55, girls 45 were admitted.

Table 10*Drop-out rate of the students both boys and girls*

<i>Year</i>	<i>Class</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
1996	IV	8	7	15
1995	III	8	7	15
1994	II	11(38.46%)	11(58.82%)	22
1993	I	10	10	20
1992	Infant	<u>13</u>	<u>17</u>	<u>30</u>
		50	52	102

Source : The Headmistress and the teachers.

In this school also we observe drop-out rate or wastage in the field of education is very high for both boys(38.46%) and girls(58.82%).

SUMMARY

According to Census 1971, Darjeeling district is pre-dominantly an agricultural area because 601565 of its population living in rural areas and 24 per cent depending directly on agriculture and allied occupations for their subsistence. It is to be noted that Kurseong and Darjeeling Sadar grew mainly as tea-plantation area except Bijanbari and Rangbull area and Kalimpong grew as an agricultural subdivision. Recently due to population explosion this sector is also becoming crowded and the number of landless labourers are also increasing with low economic condition.

Throughout India there is migration trend from village to town because of poverty. There is another difficult problem known as population explosion which would definitely arrest the problems gained after Independence in the field of agriculture industry and technology. In order to tackle the problem professional education is essential which includes agricultural education side by side vocational and technical education. The University Commission in November 4, 1948 placed its recommendation on different fields of education also gave real stress on agricultural education.

The national council of rural Higher education was formed in 1956 and according to its suggestion 14 Rural Institute at selected areas set up offering post-graduate courses and degrees in rural Economics, co-operative, rural sociology community development etc. In all the rural institutes - Diploma course was given for 3 years in moral sciences, rural Engineering, agricultural course, sanitary, inspection.

Mudaliar Commission introduced Seven Periphery course where agriculture got a very important place. Gradually agricultural Universities were established in each state.

Kothari Education Commission also emphasised agricultural Education because it will ultimately develop the agricultural basis of the economy.

A large percentage of hill people are engaged in cultivation whose size is less than one acre. In most of the areas the farmers own a very small plot of land due to non-availability of a very small fraction of land for cultivation and plantation.

The history shows that British introduced progressive land tenure system. The British became the district proprietors of the estate and buying and transferring the land from the Nepalis by any upper caste Hindu from plains was impossible. Lease system for the land was introduced. The agricultural pattern of the hills is quite different from that of the plains. Jhuming was introduced by Lepchas and Bhutias but Nepalis started ploughing for rice-cultivation, plough cultivation is done in the Mountain slopes. So it is also known as terrace cultivation.

Gradually some steps have been taken by the Government to improve the situation. A Zonal Adaptive Research station in hill zones has been established in Kalimpong. R.K.P.S. Training Centre has also been established in the Kalimpong sub-division for hill boys to get grass-root level workers for agricultural sectors. Another two Research stations are at Darjeeling, Maneybhanjan for potato and three fruit nurseries and Seed Farm in the three Thana has been established.

This way slowly number of seed Farms was established in different parts of Darjeeling District. State Agricultural Farm was established in Kalimpong. A soil conservation officer's post is created also crop commissions are organised by the Government for experimental soil conservation work and to encourage the cultivators for better cultivation and increased yield. Agricultural fair and exhibition are held in different parts of the district.

But the problem in the field of agriculture is increased by the number of marginal and landless farmers. The land has become more and more fragmented and this sector are now crowded because of population explosion. Economic condition of these farmers are very low and for that less output return is achieved from the unit area of land. Agriculture marketing in the hill areas of Darjeeling district are inadequate due to bad transport system. In the rural areas Farias or Kayahs control trade and market. However to improve the situation a co-operative credit structure was set up in the year 1906 and slowly after independence the system developed and in Darjeeling control co-operative Bank in 1914 and in Kalimpong in 1911 was established. Gradually number of such Banks improved in all the sectors.

However, even after many efforts of Government we observe that rural India is poverty stricken and the village schools reflect the nature of poverty. Kalimpong urban area having very good missionary and non-missionary and higher secondary schools with attached primary sections. But the primary schools under District School Board is not maintaining the standard and there was only one municipal Junior Basic School. In Kalimpong there are circle and intensive area where mainly primary schools are situated. As circle area is very remote and far from the town only intensive area is covered in this study, but the problem in the field of circle area is also mentioned.

In these schools also some common problems observed such as dilapidated conditions of the school building (a) lack of toilet facilities for both teachers and students (b) lack of playgrounds, lack of equipment (c) Government contingency grant is only Rs.25/- (d) no supervision and inspection is organised by the District School Board (e) Fund for maintenance and equipment given on appeal, but help is never frequent (f) teachers absenteeism is very common specially in the circle area, however, not frequent in the intensive area. According to the teachers some schools take six to eight hours for up and down journey by walking. Vehicles are very

expensive, sometimes trucks and lorries are availed by the teachers or students living in the town areas. However, the teachers and the authorities and the attendance committee members try their best to teach properly. They also contact time to time different social organisation, able guardians, neighbours for donations in the form of chairs, tables, school uniforms etc.

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(Rural)
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(Darjeeling Rural area)

Table 3.3 : Percentage of people as cultivators and as an agricultural labourers in

Source Darjeeling District in Comparison to other Districts of West Bengal -
An unpublished Thesis by Chakraborty Susanta, Chapter IV, p.96. 'The
role of rural credit for agricultural development in the Post-Independence
period in the hill areas of Darjeeling District, West Bengal'

Table 3.4 : Distribution of families according to per family monthly income at

Source current price in the rural sector - an unpublished thesis by
Chakraborty Susanta, Chapter IV, p.96.

Table 3.5 : Per Capita income in the Hill areas - An Unpublished Thesis by

Source Chakraborty Sushanta, Chapter IV, p.97.

Table 3.6 : An unpublished Thesis by Chakraborty Susanta, Chapter IV, p.96.

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