Chapter VII

GROWTH OF TECHNICAL AND VOCATIONAL EDUCATION IN THE HILL REGION OF DARJEELING.

Technology determines the economic development of the country and so Science and Technology's importance is immence. In ancient India it has been observed that there was strong technological impact. In those days education was imparted on architecture, sculpture, embroidery, weaving and spinning, medical science, war technic and war-craft. "In the Vedic literature, we find a good deal of examples of an education of the type. We also find mention of goldsmiths, metal crafts and men of other arts and crafts. This technical education continued upto medieval times. Any ancient place like Mahenjodaro Nalanda, Takshila cave of Ajanta Elora also gives proof of advanced technology in India. The ruins of many ancient places showed the people's knowledge in Civil Engineering, town planning , architecture, fine arts, textile metal work, stone work and many types of art and craft. Even ancient Egypts pyramids and preservation of dead bodies showed their special technology in keeping dead-bodies in tact for so many years. From Vedic literature it is also very clear that medical science was also very advanced, even in those days people, mainly medical practitioners knew the science and technic of operation."(1) India made progress in all these field.

During medieval period Muslim rulers brought new type of technology in architecture, fine arts, in Civil Engineering. Under their regime also many new handicrafts developed. "The craftsmanship in Zari, Ivory, weaving of Muslin, gold work etc. had reached a height."(2)

But this high standard of technical education in India gradually deteriorated due to the conservative character of the people and the lack of the motive of kings

and rulers to spread technical education. The kings and rulers were most of the time engaged in war-fare as India was not united at that time.

The East India Company from Britain at first came as a trader and gradually became the ruler of the country. The British did not want to develop technical, professional and vocational education as they were afraid that technical education would hinder the progress of industry in England.

"The Christian Missionaries established some vocational schools for the converted natives. The despatch of 1854 emphasised technical and vocational education. But it was not implemented in practice. It remained a pious youth. The Hunter Commission of 1882 criticised the academic and theoretical character of Indian education and strongly pleaded for the introduction of technical education even at the secondary stage. It recommended bi-farcation of the curriculum into general or academic and technical or practical course. The former was the 'A' course leading to higher education and the latter was the 'B' course leading to useful vocation in life. But these recommendations only remained in paper."(3)

Lord Curzon wanted to improve the condition of technical education. He sanctioned the claim of large number of foreign scholarship to Indian students who would go abroad for technological studies. He created a special department of Archaeology to preserve ancient monuments. He passed the Ancient Monuments preservation act of 1904.(4) In 1904 an organisation known as the "Association for the advancement of scientific and Industrial education" was established and in 1876 Dr. Mahendralal Sarkar set up an organisation known as the "association for the cultivation of science."(5)

However, some technical schools were established by the British in Calcutta, Poona, Madras and Bombay. Some skilled technical personnel from India were required to manage railways, roads and other departments of administrations. "An engineering class was started at Bombay in 1824, and a mechanical school was

established for the P.W.D. at Poona. This scanty beginning led in a few years to the establishment of the Roorki Engineering College in 1847. Other Colleges were founded in quick succession viz. Calcutta Engineering College (1856), Agra Meerut and Benaras College in 1852, 1856 and 1857 respectively. From 1880 onwards mechanical, civil and electrical courses were started in Sibpore and other Colleges."(6)

The national congress had demanded development in the sphere of science and technical education from 1877. It wanted technical education of a complete nature not the B type course. The Indian Institute of science was established in 1911 and the Dhanbad school of science in 1926.

There was demand for vocational educatin in India after the first world war - followed by the economic crisis of 1929.

The Hartog Committee (1929), the Abbot Wood Committee (1937) and lastly the Sargent Committee 1944 recommended for diversified course of technical and vocational education - side by side with general education.(7)

All these committees mainly recommended the branching off more students into industrial and commercial channels at the end of the middle stage. The Sapru Committee in 1934 also recommended diversified courses at the secondary stage - one for academic course and another for vocational. The University Education Commission of 1948-49 also laid great emphasis on the scientific technological and professional education.(8)

The Secondary Education Commission of 1952-53 also emphasised, the need and promotion of vocational and technical education and also more practical education in the secondary stage. The Commission recommended for core and periphery curriculum. Periphery curriculum included seven streams such as Humanities, Science, fine arts, agriculture, commerce, Home Science etc.

But inspite of all these recommendations one of the major weakness of the present educational system is that our education system till now gives importance to academic education but not on vocational and technical education.

So the Education Commission of India 1966 recommended for vocationalisation of education. Vocational courses prescribed in the Institutions would need review and replacement as materials and demands often changes. They would have to keep pace with development of local industries such as the small scale, cottage and consumer industries.(9)

The Education Commission (1964-66) gave due importance to science and technical education. It recommended vocationalisation of Higher Secondary Education." (50% general and 50% vocational of the total enrolment) It also gave emphasis on the re-organisation of the I.T.I."(10)

According to the 1966 Commission vocational course in the Higher Secondary level should give importance on (2) Agriculture and related vocation (b) Business and office management (c) Paramedical (d) educational services(e) Local body and other services (f) Journalism (g) Home science and related vocations (h) Commercial art, photography, printing, lithography, ceramics, pottery, tourist guide, barbery and because of these subjects vocational-technical bias can be brought in.(11)

At present India have different types of technical institutions. We are now having "four tired system - (a) Post-graduate courses and research (b) Degree courses (c) Diploma courses (d) Vocational and industrial training (certificate course)". So for technical education there are Degree Colleges and Technological Institutions and for Diploma and certificate courses - Industrial schools, junior technical and arts and crafts schools. (12)

In the hill areas of Darjeeling missionaries from the Scottish Universities Mission first introduced vocational training in the district. In 1897 Mrs. Catherine

Graham founded a teaching-cum-training institute for the women of hills. This school gradually known as central lace school. After few years the school was known as Kalimpong Industrial school for girls. Later in 1900 Rev. J.A. Graham established St. Andrew's Colonial Homes and the Kalimpong Industrial school for boys. At present both the schools were managed by Kalimpong mission Industries Association. It is said that two branch schools also opened in other parts of Kalimpong and there was proposal to open more such schools in other parts of Darjeeling Districts. From 1912 to 1917 five branch schools came under Kalimpong Central lace school, Kalimpong . Embroidery school developed two branches, wool-dying and weaving school. General Industrial school imparted training on tailoring, knitting etc.

The Kalimpong Mission Industrial school ran three vocational branches in carpentry, tailoring and gardening. According to relevant official report eight Industrial schools for boys were combined and ran as one school. Similarly five schools for girls had been combined as one school. "The enrolment was 371 in 1936-37 against 415 in 1931-32." The school gave importance on cottage industries and no fees were charged from the Christian and non-christian students. Apprentices received a scholarship." (13)

In 1899-1900 a vocational classes in gardening, needle work, nursing, cooking, dress-making and house management was established for European and Anglo-Indian girls in St. Helen's Convent, Kurseong. But it soon closed down.

In 1912-13 the Goethal's Memorial orphanage and school at Kurseong also opened technical classes in Civil and Mechanical Engineering. It also prepared students for the sub-overseer course. The joint Technical Education Board of Bengal and Bihar permitted 3 year licenteate courses in the Mechanical and Electrical branches of the overseer examination to this institution in 1914-15. And from then it received an annual grant in aid from Government and prepared pupils for L.M.E.,

L.E.E. and L.C.E. diplomas. The school later admitted Indian students other than European and Anglo-Indian students. St. Joseph's School, Darjeeling in 1890 started Industrial training classes for the sub-overseer's examination. But the classes closed down in 1910. In 1904 a sub-overseer's course was started at the Victoria Boys' School but closed down again in 1918. The classes there organised in Mathematics, experimental Science, Engineering, Drawing, Carpentry and Blacksmith work and at the end of the course they appeared for Sibpur Second Year Apprenticep Examination. At the Dow-Hill School three years courses on Commercial subjects were taught for the students who have passed middle school.(14).

In 1909 in Darjeeling a Buddhist Girls' Technical school started with the work-biased curriculum such as weaving, knitting, Hindi as a second language. Roll strength of the students were 37 girls and 48 boys in 1912. The fees was Rs.20 a month and it used to get Rs.45 a month from Government.

In 1926 Shri Ramakrishna Vedanta Ashram, Darjeeling started a vocation classes in carpentry, basket making and tailoring.

St. Alphansus School, Kurseong also started tailor department and slowly it introduced carpentry, poultry, printing, book-binding, weaving cane-work and leather work etc. (15)

In order to impart education on Forestry to Forestors and Deputy Rangers in West Bengal Forest School at Dow Hill was established in 1907. Before independence students enrolment was only 30 in 1944 but after independence it was found increased to 45 in 1955. The curriculum includes forest management, Botany, Engineering, Survey, forest utilization, forest protection, forest law and accounts, Seri-culture, horti-culture etc.

In November 1984 a library training centre was started at Kalimpong. "An amount of rupees 1.50 lakhs was sanctioned (West Bengal, Vol.XXV, No.8, 1983) for providing training in television set repair and maintenance as a scheme for

vocational training for hill youths of Darjeeling district. Under this scheme, five persons were to be trained in T.V. set repairing and maintenance at Calcutta."(16)

Mr. Sutherland, Principal of S.U.M., Kalimpong first introduced Sericulture as a subject in the school curriculum and in 1917 Government had taken positive step and at Kurseong the first nursery to rear silk-worm was established. Later on training centre was set up at Tripai, Kalimpong, Relling and Bijanbari. The Directorate of small-scale industries ran Kalimpong nursery. Tribal Welfare Centre run other centres. There are training centre at Mirik, Kurseong and Kalimpong. The malbury plants are being distributed, free of cost, to the villages and the trainees.(17) A foreign race seed station also a two-seed multiplication stations have been set up at Kalimpong for evolving cross-bred races and multiplying silk-worm races. This is a subsidiary occupations in the country also regarded as cottage based industries. "In this hill region of this district, sericultural activities are now confined to mulburry cultivation and production of cocoons only. Of the 336 total number of villages under 8 blocks of the hill region, sericulture is practised in 104 villages of 7 blocks."(18)

At Kalimpong a junior technical institute provides three year course for junior Diploma in Engineering. The subjects iucluded are (a) language (b) social studies (c) Mathematics (d) Physics (e) Chemistry (f) elementary electrical and mechanical engineering (g) Engineering drawing (h) Workshop technology. The course is given on carpentary, fitting and smithy with the specialised training in one of the following trades such as (a) turning (b) welding and (c) fitting.

Trainees have the benefit of free tuition and 40 seats are reserved for them. For them the first two years the students get stipend of Rs.20 per month and Rs.30 per month for the third and final years of the course. The candidate's minimum age requirement is 14 and maximum 17 years. For the backward area the upper age limit is relaxed. The candidate is required to pass minimum VIII standard of a recognized

high school. At the end of each year periodical examinations given. Final examination held by the state council for Engineering and Technical Education Government of West Bengal. The successful candidates are awarded certificates and also given chance to direct admission to politechnics. The junior diploma is equivalent to Higher Secondary Examination and School Final Examinations for employment purpose under public service commission and West Bengal Government.(19)

In 1949 West Bengal Government with the help of Central Government established an Industrial Training Centre at Tung (Kurseong) courses and syllabuses were laid down by the National Council of Training in vocational education and supervision done by the State Council. "It imparts training in engineering, fitters, trade electricians, wiremen, motor-mechanics, carpenters, blacksmiths etc. Non-engineering trades include those of printing machine operators, press composition, proof-readers, tailors, book-binders, woolen goods weavers etc."

Duration of the course is from one to two years. The students, who have passed the School Final or an equivalent Examination do not require to give fees. Tuition fees are contributed by the Tea Board, ex-servicemen's association, planters association and the Government.

The school accommodates 388 students and there is room for 150 boarders at the boys hostel. The successful candidate awarded National trade certificate by National Council for Training in vocational Traders. The centre took the responsibility of type writing and shorthand course, and it is to be noted that in the All India Final Trade test 1960-67 ouit of 455 trainees 95 per cent of them came out successful and of whom 75 per cent got employment opportunities in the North East Frontier railway, the Jaldhaka Project etc. (20)

In 1959 the Tibetan Refugees self help centre was set up. This centre was set up to preserve the cultural heritage of Tibet and to give training and employment to

many Tibetan refugees, who because of Chinese occupation fled from their country. The trainees learn carpet weaving, bell-metal work, wood-carving, leather products, wooden masks etc.(21)

About other Industrial training centres mention may be made of "cane and bamboo training centre at Kalimpong, wool and cotton weaving centre at Darjeeling, the Footwear centre at Kurseong, the Brick making centre at Bidhannagar, Siliguri and Food processing centre at Babupara, Siliguri. The carpentry training centres at Hanskhawa (Siliguri), Bijanbari, Mirik and Pedong also call for attention. The bee-keeping centres at Kalimpong, Relling and Bijanbari and bristle-dressing and brush ware training centre at the letter place are also worth-mentioning .... In 1967-68 there were 24 industrial training centres at the district.(22)

The Rural Industries project was started in the District in 1963-64 by the planning commission promote rural industries. It covered in the hill areas of Darjeeling-Pulbazar, Kalimpong I and Kalimpong II Blocks. The total no. of persons trained in different crafts under the project, namely, wool knitting, dressing of bristles, tanning, Seri-culture, floriculture, carpentry etc. was 200 upto 31st March, 1966. "There are 58 industrial cooperative in the district and the traditional handicrafts are woodcraft, embroidery, wool craft, bamboo craft, Lepcha textiles etc. Government of West Bengal assist all these centres by supplying raw-materials and providing finance, training and by awarding of prizes."(23)

All the sub-divisional hospitals have provision for training the hill girls in Nursing and mid-wifery and prepares them for the examination of the Bengal Nursing Council. For compounding and dispensing boys are given training. In Darjeeling district there is one Engineering College at Jalpaiguri and North Bengal Medical College at Siliguri for the students of both the plains and the hill region.(24)

In 1957 the cutlery servicing station at Kurseong was established. The station having very well-equipped modern workshop for manufacturing tea garden

implements and cutlery also agricultural implements kukris etc.(25) In Tung H.M.T.'s unit started a watchmaking industry from late 70, but was destroyed during Gorkhaland agitation. Recently different computer agencies such as Aptech, NIIT etc. giving training to the students on computer handling. At present many STD, ISD and xerox centres are coming up to meet the demand of the people. Many travel agencies are also developing the reason is, in Darjeeling Tourism industry is fast developing but it should be pointed out that the hill area is also having many constraints mainly in the sphere of water and light. In order to develop "Darjeeling as Tourist spot and Hill station the water and light two basic amenities of modern living cannot be isolated from the total matrix of developmental schemes for Darjeeling. Side by side the Municipality should very necessarily pay its attention to keeping the small town neat and clean...."(26)

For the development of society the technological base should be strong. The structure of education with technological bias will cater to the needs of the people on the path of progressive unfolding of potentialities. The technical and vocational training centres should be increased also it should give emphasis on the current developments in technology institutes and polytechnics - side by side modern technics, teaching and instruction should be introduced. Handicrafts are old-time industries and artistic in nature. Under supervision of official and non-official organisations, most of these handicrafts have since developed on a larger scale, and this subject is appropriately dealt with under the cottage industries section and various training centres have been opened to help many of these industries on a scientific basis. Many ideas for artistic designs taken from neighbouring countries of Sikkim, Bhutan, Tibet and Nepal. At present new ideas and designs are assimilated with old ideas and design and giving rise to new ideas. Well known handicrafts are metal casting wood-carving, bamboo carving, hand products, hill jwellery , Tanka or ordinary scroll. "Government is also encouraging small scale units with loans under

B.S.A.I. Act. The Banks at present are not too shy and one can hope for the better."(27)

These small scale cottage industries having an pivotal role in Darjeeling hill regions economy but many resources also remain unexploited even today. The mineral products are coal, iron and copper but the exploitation is difficult because of lack of modern means and technology, it may not be profitable proposition. Coal bearing rocks are found in Pankhabari to Dalimkola area, coal seems are also available by the side of the Balasan river. "Deposition of copper, nickel, iron-ore mica have reported but details regarding their quality and commercial viability are awaited."(28) There are many constraints which are responsible for slow development of industries such as steep slope, uneven land, deep gorge or valley, absence of flat land, inadequate fuel and power supply, inadequate transport and communication facilities. Another problem is rapid human encroachment on land which is spoiling the scenic beauty of the places, also spoiling natural resources and bringing deforestation problem and the problem of ecological instability. The beautiful climate and scenic beauty have developed tourist industry. Tourism brings very high rate of revenue and many industries related to tourism developed. Government at the moment trying to develop some new areas as tourist spot because concentration in one area hampering the beauty economy and ecology of the town. But the growth in this direction is slow. It is also to be noted that, tea plantation is very important part of the economy but there is hardly any institute to train the people for the managemewnt of the tea-industries. However, tea is the mainstay of the economy but the vocational training has no connection with tea-industry. The tea training centre is giving importance on different aspect of education altogether. Cinchona is also very important plantation industry. In 1864 Mungpoo was selected for Cinchona plantation - when Dr.Anderson brought seeds from Java and learnt about Cinchona plantation. Cinchona cultivation centres and other medicinal

plantation centres are situated at Mungpu, Latpanchar, Munsung and Rongo - but nothing was done to spread this medicinal plantation to other suitable area and also giving training to people in this field.(29)

"In Darjeeling 54.1%, Kurseong 48.5% and Kalimpong 25.4% areas devoted to agricultured activities .... Horticulture and animal husbandry show great promise, fruits, vegetables, flowers, medicinal and aronatia plants orchids have ready market for their products with the processing units connected with fruits milk and dairy products develop regional economy."(30)

Very recently a Food preservation and processing centre opened in Darjeeling to give training to the people. But there should be more such training centres. Such as Dairy farming is very popular in the hills but the farmers do not have any assess to the institutes which might help them to augment their income.

It is realised by everybody that the technological change is necessary for the development of the society. But in Darjeeling no such institution has yet been developed. The existing institutes only serve marginally the needs of people.

It is felt by Mitra Commission that 'through out the State importance should be given on industrial training institutes and polytechnics, though these institutes already having an infra-structure. But both types of institutions should be encouraged properly and helped by the Government. New types of technics and teaching and instruction will have to be introduced. Training for different occupation should be introduced. For employment and business purpose also different areas of interest should be given importance such as "agriculture and ancillary operations, Horticulture vegetable cultivation, Seri-culture, pisci-culture, food processing and preservation, processing natural fertilisers, bio-technology including bio-gas generation and utilisation, tailoring, hair-dressing weaving, embroidery, textiles and jute processing, electrical operations, radio and television assembling and repairs, computer and computer programming, foundry work and

forging, sheet and metal work, operation and maintenances of pumps and other irrigation equipment, carpentry, masonry, plumbing, catering of food and beverage, leather work, poultry and animal husbandry, handling of medical equipment, nursing and midwifery, post control etc."(31)

It is also true that expansion of all these training facilities would require more fund from the Government. So Mitra Commission gave some suggestions such as the State Government should persuade the chambers of industry and commerce to provide facilities for practical training for students of these institution in the establishments they own and control. Such training will raise the level of efficiency of the trainees and widen their range of experience. There should be urge for a greater involvement of banks and public financial institution in the work and study programmes of the technical vocational institutes in the state. There should be proper representation from different concerns such as banks and financial institutions as well as from industry and this will improve the prospects of adequate fund of such courses and the expands the scope of employment and gainful livelihood of those completing the courses.(32)

Science and Technology will definitely - unlock the creative potential of the people of India. "Both China and India continue to emphasize indigenous science and technology (S & T) capabilities - a much stronger pull in favour of imported technology is evident since 1980."(33) It is felt that there should be proper co-ordination between science, technology and the economy for speedy growth."(33)

"According to Amrik Singh (1995) IITS & IIMS have a unique place in Indian higher education system. There is need to direct their isolation from the rest of the University system and become active partners in the whole educational endeavours."(34) It is expected that technical and mainstream sector should work together, there should be interaction with industrial sectors. I.I.T. should have special role for the development of scientific knowledge.

The 9th Plan for Higher and Technical Education has given special attention to achieve some goals. There are - Relevance and quality - Access and equity, University and Social change under which continuing education and women's studies are given special importance, management of education, finance - major changes required in new-management technologies that will bring success in every field, continuous up-dating of knowledge professional competence and expert skills rather than general skills.(35) Other suggestions of the 9th plan are also mentioned in the following.

Changes in Companies

Decentralisation, Increasing cost effectiveness, Net working, management style, more vendors - Techno Enterpreneurs.

Changes in market	Changes among Employees
a. Internationalization	New volume
b. Increasing competition	Increasing mobility
c. New Success factors	Higher education
d. Technical competence awareness	Multiple careers customer demand
e. Custom demands	Customer demands
f. Shorter product cycle	Increasing competition about jobs, ageing.

Changes of Work

Rapidly out-dating knowledge, technology impact, changing job description, increasing co-operation Globalisation.(36)

According to Thurow for the development of the nation seven main technologies is important such as "Micro-Electronics, Bio-technology, New

Materials, Civil Aviation, Telecommunication Robotics and Machine-tools and computers and software for communication technology and communication."(37)

So it is necessary that technical institutions is supposed to build credibility for themselves, make their operations simple and efficient and market-oriented. In order to relate education more and more to the world of activity structure and course content should be changed and modified. Emphasis should be given to provide reasonable specialised knowledge to the students.

It is required that more technical and vocational institutions should be set up in Darjeeling and hill area and the institutions should give importance on various aspects such as clients, cost, time, relevance etc. and gradually the need will be apparent and the clear way will come out.

SUMMARY

Professional vocational and technical education was generally neglected during British period as they had no intention to develop the economy of the country. Free Indian Government wanted to develop Science technology and industry and so technical and vocational education was very largely emphasised. Vocational education covers the fields of trades and vocation. The technological education covers the whole field of technological and Engineering education and professional education covers legal and medical and teaching professions.

From ancient time weaving and spinning, wood work, metal work, bamboo work, silver gold work, stone work were important vocations.

During British period Roorki Engineering College in 1857, Calcutta Engineering College in 1856, Agra, Meerut and Banaras Colleges in the year 1852, 1856 and 1857 respectively came up. The national congress in its 1888 and '89

sessions demanded commercial and technical education of 'A'type. As a result the Institute of Science(1911) Dhanbad School of Mining(1926) were established. Many Commissions such as Hartog Committee, the Abbot wood Committee(1937) Sargent Committee(1944) recommended for proper development of technical and vocational education. After independence the Mudaliar and Kothari Commission also recommended for technical, Industrial school and also apprenticep system.

At present different types of technical education is observed such as Degree Colleges and Technological Institutes, Institute for Diploma and certificate courses; Industrial school, Junior technical schools; arts and crafts schools and higher technical schools etc. In the hill areas of Darjeeling Missioneries from the Scottish Universities Mission first introduced vocational training in the district. In 1897 Mrs. Catherine Graham founded a teaching-cum-training institute for the women of hills later developed into Kalimpong Industrial school for girls. Later in 1900 Rev. J.A. Graham established St. Andrew's Colonial Homes and Kalimpong Industrial School for boys. In 1899-1900 a vocational classes in gardening , needle worik, nursing, cooking etc. was established for European and Anglo-Indian girls in St. Helen's Convent, Kurseong but it did not continue for long. The Goethal's Memorial orphanage and school at Kurseong opened technical classes in Civil and Mechanical Engineering in 1912-13. It also later received annual grant-in-aid from the Government. Many other missionary institutions also started these types of courses but ultimately could not continue.

Indian educationists also started some work to develop vocational education such as in Kalimpong Buddhists Girls Technical school started working in 1909, boys were also taken in that Institution curriculum was weaving and knitting. Shri Ramakrishna Vedanta Ashrama in Darjeeling also started classes in carpentary basket making, tailoring.

After independence Mudaliar Commission recommended for core and periphery curriculum. Periphery curriculum included seven streams such as agriculture and related vocations (a) Business and office management (b) Para-medical (c) educational services (d) local body and other services (e) journalism (f) Home-Science and related vocations (g) commercial arts, photography, printing, lithography, ceramics, pottery, tourist guide, barbery and through this subject technical bias can be given.

In the hill areas in 1949 Industrial training centre was established at Tung by the joint product of West Bengal and Central Government. Kalimpong Junior Technical Institute provides three years course for Junior Diploma in Engineering. The junior Diploma is regarded equivalent to Higher Secondary and School Final Examination for employment purpose under the West Bengal Government Public Service Commission.

Many training centre for Sericulture was established in Darjeeling Hill areas such as in Tripai Kalimpong. Nursing also established in Mirik-Kurseong and Kalimpong. Wood and cotton weaving centre at Darjeeling, the Footwear training centre at Kurseong.

The Rural Industries project was started in the district in 1963-64. In order to impart Forestry education to Foresters and Deputy Rangers the West Bengal Forest School, Dow Hill was established in 1907. A library training centre was started in 1984, it gives certificate course. All three sub-divisionsl hospitals have provision for training the hill girls in nursing and mid-wifery to prepaqre them for the examination of the Bengal Nursing councils. For compounding and dispensing boys are given training. In Darjeeling district there is one Engineering College at Jalpaiguri and one Medical College at Siliguri for the students of plains and hill were established.

There are however, many problems observed in the field of education that is the number of technical and vocational training centres are very few it needs to be

increased according to demand and the courses are not aligned with current developments in technology. Education system is generalistic in tone in Darjeeling hill areas. Another problem is there is hardly any technological institute which serve the needs of people. For example tea-plantation is very important part of the economy but there is hardly any institute to train the people for the management of tea-industries. Dairy farming is very popular in the hills but the farmers have no access to the institutions which might help them to augment their income. The technological change is necessary for the development of the society. But in Darjeeling no such institution has yet been developed. There is little change only in communication system because of S.T.D. , I..S.D. Fax and Xerox but otherwise the existing system only serve marginally the needs of people. So the Mitra Commission's suggestions should be given importance such as the State Government should persuade the chambers of industry and commerce to provide facilities for practical training for students in the establishments they own and control the Banks and other financial institutions should join in the work and study programme of the technical and vocational institutions in the state.

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