

Summary and Conclusion

Education may be considered as the learning process, the transmission of knowledge from one individual or group to another. In such a process the net product of experience is handed down from one generation to the other. There is always a continuous accumulation of ideas thereby leading to its steady development. The total work of the present study has been divided into a number of sections. In the introduction an overall background, especially related to this work is presented, the methodological steps have been highlighted because it is practically the application procedure for the total research work, comprising orientation of the problem in specific parts, monitoring of the background, collection of data, analysis and interpretation. The *First Chapter* lays emphasis on the role of education in the development process. The Chapter too emphasises that education is an investment to development of human capital, which in turn leads to economic progress. As for economic development accumulation of capital is necessary in the same way expansion of investment in education for the accumulation of human capital is equally necessary. In India the British had made some investment in education for their own interest but after independence emphasis shifted to the role of education in human resource development which in turn leads to development in agriculture and industry producing as it does skilled, efficient workers and people with initiative and a modern outlook on life. Therefore, at present the question of priorities is also very important.

Educationists should think about the field of priorities such as on which field importance should be given the eradication of illiteracy, universal primary education or on technical education.

In our country inequality is observed in the quality of schooling provided good schools maintained by the private and missionary concerns are available to the privileged class and common schools for the ordinary students. The regional

imbalance is also observed, some states are advanced educationally and culturally and others are lagging behind. Inequality in investment is also evident. Both Government and private investments vary for different socio-economic groups of the population. Through Five Year Plan schemes Government is trying to get the best results in the field of education. Budgetary allocation for education has been increased on the part of the Central and State Governments. However, it is the duty of the both Central and State Governments to carry on their work not through grants but through proper supervision and guidance. A sound policy of education along with proper implementation is required to develop economic growth and abolish poverty and raise the standard of living.

Chapter II deals with the history of the growth and development of Darjeeling Hills. Historically the district was part of the then kingdom of Sikkim and Bhutan. This territory comprising the four sub-divisions came under British control - following wars and treaties with these two countries during the 19th century. With the four divisions Darjeeling, Kurseong, Kalimpong and the plains of Siliguri the district came ultimately under the State of West Bengal as the northernmost district after the partition of Bengal in August, 1947. The Chapter emphasises demographic trends of the district also. Darjeeling, once totally a hilly and forested land with only 100 souls with the development of the tea industry and the scope of wasteland cultivation has over the decades shown a steady growth of population. Since the beginning of immigration Nepalees were found to constituting the vast majority of population. In the plains also, there was a population explosion due to the growth of the towns in Jalpaiguri and Siliguri sub-divisions and the growth of the tea-industry. In the plains migrant labourers came mostly from Bihar whereas in Darjeeling they came from Nepal. For clerical, administrative and professional activities many Bengalis came from the nearby areas and undivided Bengal. After the partition of the country, a large number of refugees from East

Pakistan came to the plains of Siliguri and Jalpaiguri. In 1951, because of the annexation of Tibet by China the great bulk of Tibetan refugees came to the Darjeeling Hills. So, the Major communities found in the hill area of Darjeeling include sub-Himalayan tribal communities such as the Mech, the Rajbansis, the indigenous communities of the Darjeeling and Sikkim Himalayas such as the Lepchas, the Bhutias and the Nepalese, the Bengalis, the Biharis etc. Among the Nepalese, many ethnic groups are found such as Mangar, Gurung, Sunwar, Rais, Limbus. High Caste Hindus such as Brahmans, Chettries, Khasas, Newaris and Sanayasis etc. Many Tibeto-Burman groups in the area is found such as the Tibetans, Sikkim-Bhutias, Bhutanese Bhutias, Sherpa-Bhutias, Sherpa Community and the Lepchas, the original inhabitants of Darjeeling Hills. The remaining population is made up of people belonging to upper and lower Hindu Castes from other Communities such as Bengalis, Biharis, Kashmiris etc. Muslims and non-tribal Christians from the plains and a few Europeans. The density of population in Darjeeling hills depends to a great extent on the location of the tea-gardens. Most of the tea-gardens in the hills are located on the Western side of the Tista river. However, for the development of any area certain factors are necessary such as population growth, natural resources, accumulation of capital etc. Darjeeling has however all these resources. Only necessary work on the part of Government is to give proper direction on utilisation of Government fund meant for development. Proper guidance and supervision of development projects in raising the productivity and the volume of production will thus go a long way in achieving overall development of the area.

Chapter III deals with the growth of education in the Darjeeling Hills with special emphasis on Primary, Secondary, Higher and Collegiate education during the pre-independence period and the role of Missionary and Government effort in the spread of Education in the area. Prior to 1935 the hill people of Darjeeling had not

the advantage of a modern system of education. Gradually opportunities for education trickled into the hill areas with the sincere work of the Christian missionaries of different denominations. Almost side by side efforts were also made by the officials of the British Indian Government.

So these two agencies came first into the educational field to spread Western education in the hill region of Darjeeling District. Before this only indigenous monastic education prevailed. But this traditional system of education except its religious values did not help the masses in attaining education. But later western education truly served the hill people of Darjeeling for their socio-cultural development.

It is worth mentioning that from 1905 onwards - educated and enlightened Indians privately contributed to the field of education. Many Indian philanthropic societies did valuable work for the spread of modern education in the Darjeeling hill areas. Collegiate education started in the hill areas during pre-independence period from 1892. St. Joseph Seminary and the Salesian College, Sonada introduced I.A. Course in 1892 and in 1926 respectively and also got affiliation to Calcutta University. St. Pauls school in Darjeeling and St. Helen's School in Kurseong also introduced the Intermediate Course for a short while. Later on St. Joseph's and Salesian College developed into Degree Colleges, affiliated to the North Bengal University, which was established in 1962. All other Degree Colleges developed after independence. Modern Collegiate and Higher education in India and in Darjeeling started after the advent of the British in India and in Darjeeling. Thus in the Chapter the development of higher education from the pre-independence period until recent times has been discussed elaborately.

In the *Fourth Chapter* emphasis has been given on educational development in Darjeeling Hills during the post-independence period. After independence both Central and State Government had devoted their efforts to the development of different sectors such as pre-primary, primary, junior secondary, secondary and higher secondary education.

Political freedom in 1947 brought a new era of transformation in the socio-economic field of India in general and Darjeeling hills in particular. The British have left their educational legacy. After freedom, India marched ahead with new educational plans, policies and schemes. Hence in the case of Darjeeling we observe that progress in the general field of education was made at a far-greater pace than in British India. There has been a considerable qualitative and quantitative increase in education though not in technical and commercial fields. The District and Municipal school Board made useful contributions to the spread of primary education in the hill region. In the rural areas of Siliguri, Phansidewa, Kurseong, Kalimpong and Darjeeling compulsory free primary education was introduced in 1961-63. Darjeeling Hill Development Council was installed in 1973-74 was active from the start of the Fifth Five Year plan. The Government through Hill Development Council gave particular attention to the spread of primary education.

Darjeeling Gorkha Hill Council was established in 1988 under the provisions of Darjeeling Gorkha Hill Council Act, 1988, as amended from time to time. All executive powers related to primary, secondary and higher secondary education and also Industrial training institutions were given to D.G.H.C. Very recently from the March, 1997 D.G.H.C. has taken over the charge of all Municipal maintained primary school in Darjeeling sub-division.

In the field of secondary education it has been observed that after

independence Government wanted to re-orient secondary education and with this purpose appointed the Mudaliar Commission or Secondary Education Commission in 1952-53. This commission changed the structure of secondary education and mainly introduced diversified courses in education which would enable the students to opt for vocational professional courses or to pursue higher education.

From 1976, a new structural pattern was introduced in Bengal as well as in Darjeeling - according to the proposal of the Kothari Education Commission (1964-66). The new structure of secondary education has been successfully introduced. The Kothari Commission has recommended a twelve year period of schooling envisaged as follows; Pre-primary and Primary level education covering classes from I to IV and higher primary or lower secondary level covering classes from V to VII. Secondary course is to include classes IX-X and higher secondary level included classes XI to XII. The new educational pattern is known as 10+2+3. In West Bengal education upto Class X had been made free in 1980 and later from 1985 it was made free of tuition fees till class XII. D.G.H.C. report on secondary education shows that the total no. of junior schools in three hill sub-division is 53 of which 24 are High schools and 33 are Higher Secondary schools. The report points out that in Darjeeling a large number of middle school or junior high schools exists. However, the work of upgradation of middle schools to Higher Secondary schools is continuing. In this field also Darjeeling is having many problems inspite of expansion and progress.

Chapter V deals with education in the plantation sector. In this sector as has been discussed schools were opened mainly by the European missionaries. The East India Company shipped tea from China to England from 1689 according to monopoly rights in the trade but in the process lost its monopoly in 1833. Thereafter the British Government thought of introducing tea cultivation into India. Dr. Campbell, the Superintendent of Darjeeling, backed by the Government, started experimentation with tea plantations in the hill regions of Darjeeling and gradually

by 1856, the tea industry was established as a commercial enterprise in Darjeeling District. The plantation work progressed but poverty leading to child labours, violence, alcoholism were common among the plantation labourers. It is worth mentioning that the mission of Church of Scotland worked hard to change these condition and establish schools. The mission also was successful in making the planters aware of their duty to educating the labourers. During this time the Director of Public Instruction also thought of directly taking up the responsibility of educating children of tea and other plantations in the Darjeeling District and gradually the planters have taken up the responsibility to educating specially the labourers and maintaining the primary schools.

The administration of primary education shifted to the provinces and gradually to local bodies. Compulsory primary education and District school Boards were introduced by the Rural Primary Education Act. In Darjeeling in 1954 the District School Board was established and all the schools under the plantation sectors were transferred to the District School Board. At present schools are not coming under the jurisdiction of the tea estate though some tea estates voluntarily help the school even now. However, these schools known as rural schools are having problems and which are however mostly common to the primary education system in the country.

Chapter VI deals with education in agricultural sectors. Agriculture and plantation sectors are two important sources of employment in the rural areas of Darjeeling. History reveals that the British introduced the progressive land tenure system; by this they became the proprietors of the estates and buying and transferring the land from the Nepalis by any upper caste Hindu from the plains was impossible. Lease for land also was introduced. The agricultural pattern of the hills is quite different from that of the plains. Jhuming was introduced by Lepchas and Bhutias.

Nepalis of the hills started ploughing the land for rice cultivation and this type of cultivation is largely known as terrace cultivation.

In our country the University Commission 1948-49 first placed real stress on establishing rural institutions and later the Mudaliar and Kothari Commission also emphasised the establishment of more agricultural Institutions which would ultimately develop the agricultural basis of the economy. However, steps were taken in this direction by the Central Government and consequently many agricultural Universities were established. Agriculture being the backbone of the economy of the Darjeeling hill areas this sector plays an important role in the local economy of the areas including Rongbull areas etc. With scientific cultivation method, agriculture is gradually becoming progressive and market oriented. So a zonal adaptive Research Station in the hill zones has been established in Kalimpong. R.K.P.s Training Centre has also been established in Kalimpong sub-division to train hill boys for agriculture work. In different parts of Darjeeling a number of Seed Farms have been established. A State Agricultural Farm was established in Kalimpong. A Soil Conservation office and Crop-Commissions are organised by the Government. Agricultural fairs and exhibitions are held from time to time.

The problem in the field of agriculture is increased by the number of marginal and landless farmers. To improve the situation during British period a co-operative credit structure was set up in 1906, and after independence the system continued and developed. However, even after much effort on the part of Government we observe that rural India is poverty stricken.

In the agricultural sectors such as in Kalimpong, Bijanbari, Rongbull's rural area primary schools under the District School Board are not maintaining good standard and it can be said that village schools reflect overall economy of the area where agriculture plays an important role. On the other hand as has been said earlier

the problem in the field of primary education is a common problem found throughout India.

Chapter VII deals with the growth of Technical and Vocational education in the hill regions of Darjeeling. During the British period technical and vocational education was neglected throughout India as the then British Indian Government did not want to develop the economy of the country. In free India, Government wanted to develop science, technology and industry and so technical and vocational education was very much emphasised. During the British period Roorkee Engineering College in 1859, Calcutta Engineering College in 1856. Again, Meerut and Benaras Colleges were established in the year 1852, 1856 and 1857 respectively. According to the demand of national Congress, the Institute of Science(1911), Dhanbad School of mining (1926) were established. Gradually different types of technical education centres were established throughout India such as Degree Colleges and Technological Institutes, Institutes for Diploma and Certificate Courses, Industrial schools, Junior technical schools, arts and crafts schools and higher technical schools etc.

In the hill areas of Darjeeling, Missionaries from the Scottish Universities mission first introduced vocational training in the district. In Kalimpong, J.A.Graham and Mrs. Catherine Graham did tremendous work to develop Industrial and technical school for boys and girls. St. Helen's, Kurseong also introduced a vocational training centre for girls. The Goethals memorial school at Kurseong also opened technical classes in Civil and Mechanical Engineering in 1912-13. In this field Indian private enterprises also took the initiative, Kalimpong Buddhists Girls' Technical schools started courses in Weaving and Knitting. Sri Ramakrishna Vedanta Ashram in Darjeeling also started classes in Carpentry, basket-making and tailoring etc.

After independence the Mudaliar and Kothari Commission recommended vocational and technical education. In the hill areas an Industrial Training Centre

was established at Tung in 1949. A Junior Technical Institute was established in Kalimpong. Gradually, many training centres for sericulture and nurseries were established in different parts of the hill areas. Forestry Education was introduced by the British but this department really developed after independence. Training in nursing, midwifery, compounding and dispensing were introduced. Girls and boys were given training in all three sub-divisional hospitals. At present many small scale and Cottage industries centres are being opened. A Engineering College at Jalpaiguri and a Medical College at Siliguri for the students of plains and hills were established. There are however many problems observed in the field of technical education.

Chapter VIII deals with the growth of women's education in Darjeeling Hills with problems and prospects.

In ancient India, during the Vedic and Buddhist period many scholarly women made significant contributions to the field of education. Gradually in the later Vedic period women's education got a setback because women were deprived of all privileges and again much later the Muslim invasion and internal strife and corruption in Buddhist monasteries totally deprived women of all freedom. During Muslim rule in the royal household many Muslim ladies got education. Even in Hindu Upper Class and royal households ladies got education but their number was very small.

During the British period, missionaries and philanthropists from different European countries particularly England did some important work to improve the condition of women's education in India. Many enlightened Indians with the help of the British Government worked hard to improve the condition and liberalise the womenfolk. The British Government realised that enlightened Indians supported them and so introduced women's education. But it is to be mentioned that before any official action was undertaken European missionaries worked for girls education

in India as well as in Darjeeling. However, in Darjeeling missionaries worked first for European and Anglo-Indian girls. Many missionary schools were established such as Loreto Convent in 1846, Mount Hermon School (co-ed.) in 1895 and St. Michael's school in 1886. Later many missionary schools for girls were established in all three sub-divisions. Government also established Dowhill school for girls in Kurseong. Many Indian private enterprises also started establishing schools for girls. So came up Kalimpong girls school in 1924 and Maharani Girls' school in 1908 in Darjeeling. There was positive development in the field of women's education from 1922-47. Official efforts were made to stop child marriage and in 1929 the prohibition of Child Marriage Act was passed. Later on the struggle for Indian independence brought many women out from the four walls of the home. And in Darjeeling District also many missionary and private agencies worked hard to introduce schools for women folk. After independence the Central Government introduced the Durgabhai Deshmukh Committee, the Hans-Mehta Committee in 1961 and the M.Bhaktabatsalam Committee in 1963 to examine and improve the condition of women's education. Four co-ed. college and one women's college were established in Darjeeling hill areas. The North Bengal University was opened in 1962 to provide an opportunity for Higher education to the boys and girls of hills and plains. However, a women's education problem is still prevalent in Indian society.

Chapter IX focussed on adult and social education and special education centres.

During the British period some isolated efforts were made when education was transformed to the control of elected Indian ministers in 1919. Congress wanted mass contact to carry on the freedom struggle. Later provincial autonomy gave some scope for adult-education. In free India, both Central and State Governments decided to make at least 50% people literate within 3 years and Moulana Abul Kalam Azad first used the term "social education" because not only literacy but

social upliftment of the people was given importance. Emphasis and financial help was given in the different five-year plans. Government engaged Gram Panchayats, Co-operative Societies and private enterprises for adult education. In the hill areas there was only one high school for adults located in Kalimpong. Gradually from 1972-73 adult High Schools were started by the Government agencies and private enterprises. From October 1978, the National Adult Education programme was launched as a nationwide campaign through different agencies, Universities and Colleges, State Governments and Union territories, voluntary agencies and public undertakings etc. Again a National Literacy Mission was set up in 1988. Before that in 1980, 'The Rural Functional Literacy Project' came into operation. The Gorkha Hill Council's Department of Mass Extension at present doing valuable service for the spread of adult education in the Darjeeling Hills.

In Darjeeling different adult education centres both Government and non-Government are also doing valuable service to the society. Colleges through 'National Social Service' are also making effort for the spread of education in rural areas which is a direct contribution to the society.

There are a few centres for special education such as the Centre for physical education - Kurseong, the Blind School and the Deaf and Mute School in Kalimpong, the Forest school in Kurseong for forestry education and a few private social service centre etc. School for classical music and dance are rendering service to the hill society, Centre of IGNOU is also imparting higher education to working boys and girls. But inspite of all these there are problems in the field of adult education which can be overcome with a concerted effort of both the Government and the voluntary agencies.

Chapter X focus on the attitudes towards Education in the Darjeeling Hills.
A Case Study of Guardians and students.

There is a similarity between the two population groups because the two groups share a common language but apart from that there are differences arising from such factors as the generation gap the fact that young people today are living in a period of transition which affects their attitudes towards life.

Guardians are considered as an important component in education. A study of the Guardians background shows that many of them are graduates and besides a small number of doctors and engineers, many have acquired B.T. and J.B.T. Degree. Many of them are engaged in Government service and the considerable number are engaged in business or in Semi-Government services. The pre-dominant religion was Hinduism, followed by Buddhism, but Christians and Muslims were also present in lesser numbers. Most of the family covered in the study were single families which show that joint families are not preferred.

Some other data were collected such as length of service, distance between home and place of work and mode of conveyance etc. While in service it was found that guardians are in a position to make better provision to their families. Guardians who go to their place of work to nearby areas could give more attention to their children. Data on locality and area of birth showed that a large number of guardians are born in the town proper. Hence guardians living in the urban areas generally provide more facilities to their children. However, facts regarding salary and secondary source of income are not available as parents or guardians were reluctant to disclose such matter. It was found that many of the partners (wife or husband) are engaged in some jobs or other.

About their views on their children it was found that though most of them were paid little attention to their children's study their expectation were high. They wanted higher education in any field. They wishes their children to enter the

professions : the medical and engineering services in the case of the male child and teaching in the case of the girls child. They try to admit their children to good school. Though parents are conscious about their children's education and have high expectations for them, they seem to be indifferent to such things as discipline and study habits. Some mention problems relating to admission to good schools and colleges and financing their children's education.

Section B

The students' attitude towards education and their home background show that they are coming from literate families that is according to them both the parents are not illiterate. A study in the religious background shows that no. of Hindus is greater than that of other religious groups. The locality of birth shows that the maximum students were born in Darjeeling Hill area and no. of local students also has increased considerably. The area of place of birth indicates students are coming from both urban and rural areas mostly tea gardens or nearby agricultural villages. The children born and brought up in an urban environment enjoy more facilities in every field. Nepali speaking children are in the majority. About their parents' qualification it was found that a large number of students claim that their parents studied upto old H.S. and secondary level. Another group claimed that their parents studied upto B.A. level. About the mothers' qualifications a large no. of students claim their mothers are illiterate but a very small no. of students said their mother studied upto M.A. level. A large no. of students fathers are engaged in Government services. Some are in semi-Government jobs, or are teachers and yet others are in business. Another very small no. of students declared that their father had no definite job. About the mothers' occupation a large no. of students declared that their mothers were housewives. A very small no. of students said their mothers are

engaged in Government job and in the teaching profession.

About relationship with parents most of the students said that they have a very friendly and good relation with their parents.

The students were found to be ambitious. A large no. of students prefer to enter the Engineering and Medical professions. A very small no. preferred the teaching profession. We hardly observe any deviation in their attitude and interest towards other professions partly because the relative isolation of this place from the adjoining areas. Students hobbies show that games and sports are preferred equally by the boys and girls. Likings for other hobbies comes later. They have also a preference for other fields such as music and reading.

Regarding subject preference it was found that computer studies and mathematics were liked by most of the students do not get this facility. Overall impression is that children from the upper and middle classes enjoy opportunities not available to the poorer classes.

The *Chapter XI* examines the growth of Education and its impact on community development. Education is definitely having its impact on the community. Broadly speaking the work is related to education and society in transformation. Education plays a significant role in social change but change also comes from outside the society. The British rule and western influence brought changes in our contry. Many evil customs were abolished and there was socio-economic and educational development. After independence modernisation and a liberal outlook were the order of the day. Modern science, technology and a modern agricultural system brought modernity in all the fields of education. But some problems remain, for example urban centres are developing faster than rural areas. So in October 1952 a community development programme was started in 2000 development blocks. Gradually through 5 year plan programmes, community

development programmes improved and this brought progress not only in agriculture but in co-operative farming, in the development of Panchayats, in Village and small scale industries, programme organisation of the small and landless farmers, agricultural labourers, artisans, intensive work for women and tribal youth, developing the rural infrastructure such as village roads - water-supply and sanitation etc.

According to the Balvantry Mehta Committee in 1958 a three-tier inter-locked system of democratic organisation at village block and district level was introduced. Work was divided among Panchayats, Blocks, and Zilla Parishads for proper co-ordination of the work.

The role of Banks is also considered important for development. In each state all the co-operatives are affiliated to Central Co-operative Banks. These institutions get help from the state and also depend on the Reserve Bank of India to give advances for agricultural production and marketing. In all the States Central land-mortgage Banks have also been set up. At present, economists accord more importance to social indicators of development than to physical capital investment according to the Keynesian doctrine of investment. In human resource development the emphasis is on individual health and education and also on the status of women and children and the quality of life. In Darjeeling hill areas, it was felt that real analysis will have to be introduced for meeting the basic needs such as water, food, fodder, fuel feed and fertiliser. Both the Central and State Governments are organising special educational programmes for the backward classes through scholarships, provision of books, stationary, uniforms, coaching classes, hostel grants. Since trained personnel for housing health and education is not always available so local youth should be trained for this work. Darjeeling district is

covered by 10 CD blocks and in all these blocks attempts have been made to conduct village surveys and collect socio-economic data. At present, the Darjeeling hill region is going through a period of rapid change. The place is famous as a tourist spot so the hotel business is flourishing side by side with good transport system; different Tele-communication centres such as S.T.D., I.S.D. etc. Shops of various kinds are set up. Though tea, agriculture and forestry are providing employment opportunities yet in the Darjeeling hill area there are big, small and medium sized industrial concerns are found. The hill areas need more industries, an adequate water and electricity supply without disturbing the ecological balance. Thus to solve all these problems joint Government and public effort is necessary.

Analysis of the situation and problems focus our attention to the fact that the British through the East India Company - first came in India as a trading agency but gradually their power was consolidated and they became the rulers of the country. During the early British regime education was ignored but later it was given importance by the British Parliament. The British administrators in India imposed an English model of education ignoring India's traditions and cultural heritage and gave indulgence to missionaries of different denominations to spread a new religion and new culture from the West. The British administrators wanted to create a class of people who would help them to run the administration. When the British left India it was found, that inspite of the system of education introduced real achievement was meagre. Freedom in 1947, brought a new outlook in the field of education.

India marched ahead with new educational plans and schemes.

However, it cannot be denied also that though its achievement was meagre the British did contribute to the field of modern education, brought a modern outlook to India and the missionaries did valuable work though their motive was converting Indian people to Christianity.

As already said the credit for bringing modern education to Darjeeling goes to different missionary enterprises. Official effort for the development of education came much later. During the early British period both the Government and the missionaries imparted education to the Europeans and Anglo-Indian children and much later opportunities were given to the Indian children of the affluent classes who could afford to study in European schools. However with the effort of a few missionaries and private enterprise some schools were established for the children of the common people and poorer sections. In the plantations and agricultural areas also the scots missionaries effort to teach the labourers children and to uplift the labourers life was praiseworthy. After freedom the progress in the general field of education was made at a far greater pace. In spite of qualitative and quantitative increase in education problems remain in different educational field. In the primary educational field the most tragic failure on the economic front is that budgetary provisions have been meagre. The local bodies seldom attempt a right assessment and collection of the education cess. There are other socio-political causes. Till now compulsory education acts have not been enforced in many states. Inspection and administration is nil. In our country child labour is still prevalent. The poorer sections of the society in the urban slum areas allow their children to earn their own living and contribute to the home. Darjeeling has these problems also. After visiting rural and urban areas the author feels that the problems of the urban and rural primary schools are more or less the same. Regions like Darjeeling have made progress in the expansion of School Education since independence but the statistics are misleading. (1) In many poor communities many children never enter school at all. Poverty in the urban and rural centres is the main reason for this and of those who enrol many leave before they have completed the first four years of Basic education.

Many children who complete the first primary stage of education without dropping out fail to acquire more than functional literacy. Basic language and arithmetic skill remain weak and logical understanding is lacking. Weaknesses like this in the system make parents unwilling to enrol their children in schools. In the Darjeeling hills there has been a decadal increase in enrolment and the percentage rate of enrolment of eligible boys is consistently higher than that of girls.

The fall in respective percentage rates over the three stages of schooling which is an indicator of dropout levels shows how disadvantaged the adolescent girls is in relation to the adolescent boy. A large number of girls never enter school and many of those that do, have to leave school in adolescence.

The curriculum is dull and does not attract the students to the school. Learning by doing has not been introduced.

Many of the schools do not have proper buildings furniture and equipment.

Many schools are not properly administered. The schools are seldom supervised and inspected.

The teachers receive theoretical learning but there is little practical application of such training. Urban teachers find it difficult to go to remote village schools; they can hardly adjust to the local needs and condition. Lack of transport in the rural areas also creates a problem for the teachers. During the monsoon both the teachers and the students find it difficult to go to school.

Though primary education is made free, text books, exercise books are also given free. But it does not reach the schools in time. The poor children cannot afford to buy text books, exercise books, writing materials, nutritious food etc. Many social service centres help them by supplying these materials but such help is very limited, it does not reach all the schools.

Some suggestions can be given to change the situation. To promote enrolment in the backward areas a variety of incentives should be provided such as free-distribution of textbooks and stationery, uniform and attendance scholarships. Provision for all these exist but are not available when needed. Midday meals which were stopped should be introduced again. The District School Board should take care to provide a proper building and equipment for primary education. From time to time science kits models and charts for the children should be provided by the district school board. Provision exists in theory but in practice nothing is maintained properly.

'No detention policy' should be changed by a system of continuous evaluation. This system did not bring the desired result rather it developed slackness on the part of the teachers.

More teachers training centre should be established because the two or three T.T.C. in existence cannot impart training to 3000 primary and secondary school teachers in Darjeeling. Frequently some orientation course should be organised in some blocks with suitable material and resource persons.

The curriculum should be reviewed from time to time so that it suits local needs and students from their early life develop a standard of values. Co-curricular activities should be given due importance.

Pre-primary or infant classes already have been introduced. Apart from English-medium schools, in general preprimary section attached to primary schools have failed to impart a proper education to the children. Equipment and methods of teaching are very important. But most of the teachers are found to be ignorant of the proper way to handle the children. Schools do not have enough play-things, picture-books etc. Little children spend their time in the school without any incentive to

learn. It should be remembered that a pre-primary school or a section attached to the primary school should be, in all respects a child's world. So proper care should be taken to improve this section by the Board.

In the field of secondary and higher education also Darjeeling has some common problems. One such problem is that of deteriorating standards. Many Education Commissions right from the British period opined that good university education must be based upon good secondary education. Many problems are observed in the field of secondary education. Many changes came in the field of secondary education. According to the recommendation of Mudaliar Commission Government introduced 11+3 year course but changed the policy when Kothari Education Commission in 1964-66 recommended that education at the two-year secondary stage, at 10+ should be divided into the academic and vocational streams. It introduced 10+2+3 pattern. However, this academic and vocational divisions were not properly implemented. Many schools are still providing 10 year classes instead of changing into 12 year Higher Secondary schools. It has been observed in Darjeeling that most of the secondary schools are situated in urban and semi-urban areas, but not in rural areas. Rural areas generally having junior secondary schools. The curriculum is sterio-typed, co-curricular activities are not properly organised. Technical, vocational and agricultural courses are seldom introduced. In many schools library and ancillary facilities are meagre. Examination procedures are still defective. There is no proper rapport between the teachers and students lead to student indiscipline. Often the teacher's method of teaching is not upto the mark.

In the field of higher education it has been observed that higher education has only one way liberal courses. Except in one or two colleges proper co-curricular activities and 'National social service schemes' are not properly organised. In some colleges it was found no proper rapport existing between the teachers and students.

No proper method of teaching is followed because more importance is being given to theory than to practice or practical classes. Some colleges are very crowded and vacant posts are not filled by the College Service Commission, which creates the problem of running the classes properly.

Some remedies can be suggested for secondary and college education. All vacant posts in secondary schools and colleges should be filled up by D.G.H.C. and C.S.C. as early as possible.

The secondary and college curriculum should be reviewed from time to time by the secondary school board and the University and the U.G.C.

More junior or higher technical schools should be established to provide an alternative to the academic field.

Government should make provision for development and creation of basic infra-structure including residential facilities for the teaching and student community. For secondary school teachers more training facilities should be provided and orientation, inservice training side by side seminars and discussion groups should be organised on a regular basis.

For College teachers also orientation courses, along with seminars and discussion groups should be organised. Research facilities should be provided by the University to College teachers to broaden their mental horizon.

Regular Inspection and supervision by the District School Board in the case of secondary schools and by the U.G.C. and D.P.I. in the case of college education, should be organised.

On the whole teachers must be dedicated to their work; they must love their profession. Orientation courses are necessary to keep alive a sense of vocation and inspire a spirit of dedication in the teachers, who are the makers of the nation.

It has been observed mostly in the rural sector that the education of girls is lagging behind. The dropout rate collected from the plantation and agricultural sector shows clearly a lesser enrolment and a greater dropout rate. In many cases educating male children is given priority over the education of girls. Early marriage by elopment is still practised in many urban and rural areas. Girls are required for household duties and looking after the younger brothers and sisters when both the parents go out to work. So many parents do not attach importance to women's education. Sometimes girls are discouraged by failure. Transport and other problems also posing problems for women's education.

But it is to be remembered that women's education is recognised by the Constitution of free India. The Indian Constitution recognised equality between men and women in society and before the law. In the employment field women are equal competitors with men. However, it is observed throughout the society that economic problems and social situations are factors - influencing women's education and opportunities for jobs. In recent times a considerable amount of change has taken place and there has been some progress in women's education. Yet the equality in terms of gender has seldom been achieved.

Some remedies can be suggested parents and village community should be made aware of the need for women's education. Provision of more separate schools for girls after the lower primary stage may help girls to attend school. More women teachers should be employed in girls' schools. Part-time education programmes for girls should be provided. The District School Board and the State Government should seek the co-operation of all voluntary organisations to spread education for girls in every corners of the hill area.

Parents should discourage early marriage instead of accepting. Child labour should be discouraged by the State Government and the local administration.

Technical and vocational education should be given due importance by the State Government and the local administration. The student community should be encouraged to take vocational and technical courses. There should be more centres for training in basic handicrafts and crafts of the region. Proper financial assistance should be given to co-operative societies and Bank loan should be available to develop industrial and commercial concerns.

Adult and social education centres are getting due to attention by the D.G.H.C. and State Government in Darjeeling. Many voluntary organisations are also doing valuable service to the society but inspite of this it is observed that there is a lack of interest in all quarters. Teachers in the adult education centre have no training in methodologies and are not well conversant with adult psychology. Irregular attendance by the both adult students and teachers also accounts for the slow progress; lack of vocational training also accounts for the slow progress and lack of staying power of adult education centres. These centres are not properly equipped and suffer from paucity of funds.

However, in this matter D.G.H.C.'s work is praiseworthy. It is trying to bring all voluntary and government adult education centres organisers and workers together and defining policy and assessing achievement. In this field college teachers and students should participate. Mass media, posters, wall charts, films, radio, newspapers, low-cost publications, television and Satellite Communications can play a vital role in educating adults. Adult students should be encouraged to attend public libraries. Part-time or condensed courses should be prepared for the adult learners. Evening and morning institutions or classes for dropout students should be organised. The students should be taken to museums, art galleries, exhibitions, zoos, acquiriams so that they learn some other things beside the 3 Rs. It

must be pointed out that Ignow in Darjeeling is rendering valuable service to educated and working adults.

Interviews with students and guardians reveal that both groups understand the importance of education. So proper education should be given due importance by the whole nation. Both Central and State Governments throughout India have introduced community development centres. In Darjeeling many community development centres have developed but more such centres should be established.

The role of the educator is not only to conserve the culture of the nation, state or district he is also the creator of culture. So it can be safely said that development in the field of education has contributed to the development in the hill community of Darjeeling and the process continues.

Problems in the field of education as outlined above are capable of solution over a period of time but this requires a sound education policy the courage and initiative necessary to implement it.

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