

**ROLE OF EDUCATION  
IN  
SOCIO-ECONOMIC DEVELOPMENT  
OF  
DARJEELING HILLS**

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*Dedicated to the Memory*

*... of my husband*

**JAYANTA PURKAYASTHA**

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## *Acknowledgement*

The present work has focussed mainly on a historical survey of educational development in the Darjeeling hill area. It was attempted to study the social economic and cultural factors in their interaction with education. The study seeks to provide an analytical focus on some of the basic issues in primary, secondary and higher education with the help of available data and field work. The problems of the Darjeeling areas differ from those of the plains and these problems are multiple in all spheres, economic, social, cultural, political and education.

Practically no discipline can work in isolation. Interaction and inter-relation of any discipline with other disciplines may be specific in nature but have to be taken into account in a multifaceted project like this, requiring as it does a diversity of Methodology. For carrying out my work I was searching for a competent person and had the good fortune to meet Prof. Manas Dasgupta of the Deptt. of Economics, N.B.U. and Dr. R.Sahu of the Centre of Himalayan Study who agreed to become my supervisors.

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## INTRODUCTION

In generalized form education may be considered as the learning process. The transmission of knowledge from one individual to another or from one group to another. In such process the net product of experiences is handed down from one generation to the next. It is also true that in such a process there is always a continuous accumulation, new ideas added to old and thereby a steady development occurs. Despite the lack of evidence from very ancient times, it may be supposed that even then education was also prevalent thus resulting in the continuity and development of tradition. Without education, survival mechanisms would gradually disappear. Ethnologists are of the opinion that learning behavior is present among many species of animals but without development. Schools who have carried out work among the non-literate primitive tribal groups in different parts of the world have also observed the presence of education among them. Their educational methods are on the borderline of the formal education. On the whole there is a good deal of formality in their traditional mode of learning. In terms of informality, there is no structure base of institutions.

Regular education became positive with the invention of writing which dispenses with the necessity of personal and group contact. In the arena of civilization socio-cultural development gave rise to organized efforts and operations in society as a whole. In course of time, education became formal. This is not mere simple exposure to experiences but the interaction within the society at large through a system of communication. Since its inception, educational continuity gives rise to holistic development. Each community has its own education system, and such system may be considered on the basis of media of instruction.

It is not unlikely that within a broad region the education system shows some variation. In the genetic sense there is a high degree of uniformity in the global system and the phenotypic variation is not altogether absent, concerned as it is with individual growth. In Indian civilization, education is a deep-rooted tradition. A kind of formal education was present from its inception in the Indus Valley

Civilization with enormous manifestations in content, structure, institutions and process. Without going into the details of the history of education in India, a quick review may be made from pre-British times. More than three hundred years ago there was a full-fledged education system in India, specially in Bengal. Throughout India domination of the higher Caste group with their position in the societal hierarchy and relative economic affluence was evident. The greatest demerit of such a system was its restrictive character. As a matter of fact education did not penetrate into the society at large irrespective of caste and class differences.

The British Raja weeded enormous power as soon as they became stabilized on Indian soil, they started the dissemination of education. Their service to the society especially with regard to education was not simply a benevolent activity. It was intended to produce a class of civil servants to man the administrative system and proselytisation. In such a process, communication played a dominant role, especially in a language new to India. The British practically imposed their own education system upon India. It must be admitted that they rendered great service to Indian in propagating education. One of the outstanding contribution of the British in the field of education was education for all irrespective of class and caste, a significant increase in the number of educated people, a pragmatic approach in the broadening of the range of education. Women's education, which was completely neglected during the pre-British period, was given its due place by the British with the help of the enlightened Indian people. Educational institutions were opened and an efficient administration was set up, and also a standard system of education was achieved through course, content, curriculum, examination reform etc. For women's education separate institutions were established. Despite such useful efforts some major drawbacks could not be avoided. In the first place capital, cities and towns became the main centres of education and the villages tended to be neglected. In remote village areas, either there was no school or equal opportunities were not

given to women and the people of the weaker sections. This may be explained also in terms of the traditions or the orthodox mentality of the villagers. Moreover, the higher caste did not allow the lower caste group to be educated, thus the exploitation of the lower caste group by their higher counterparts continued. Education is not merely the acquisition of book knowledge, it includes interaction with other minds. Because of the lack of provision of separate schools for women, boys and girls were taught together in many places. Even in girls schools and Colleges at all levels there were male teachers found sometimes which was not really accepted by the older generation and the women folk specially in the rural and remote areas proved a stumbling-block. The result was that the education of males far outstripped than that of females as is seen from the records, especially the census reports, compiled every decade.

The growth of formal education was never uniform. Urban centres are generally more progressive than rural. In such places there is a greater degree of awareness than in other areas. In addition there are facilities and conveniences. In the case of West Bengal, Calcutta is not representative. Even the fringe areas of the city of Calcutta present a different picture. There is a striking contrast between the state of education in towns and district headquarters and that of rural areas, and this is especially so in women's education.

It is to be noted that level of education differs from district to district. The factors responsible to this are manifold : proximity to urban areas, communication facilities, industrial growth, socio-economic and cultural background, ethnic diversity etc.

Though Macro-studies on education in India as a whole have been made, Micro-studies are still meagre for example, education in different tribal communities or education of women. Even where such studies have been carried out, little attention has been given to them. In view of the above deficiencies

this project has been undertaken. To avoid an unmanageable situation the area studied has been deliberately circumscribed. In fact a compromise has been made between the two. The area under study is unique in itself even though relatively backward. Situated in the extreme northern portion of West Bengal, it has certain unique features. A full region bordering Nepal, Bhutan, Tibet, it has considerable ethnic diversity with consequent cultural, social and linguistic differences.

All the above have an important bearing on education because after all education is for the people and administered by the people and affects their developments. A detailed study of the district of Darjeeling has been dealt with in the appropriate context.

In connection with the work undertaken, some specific features of the areas are necessary to be discussed for a proper evaluation of the work.

It is one of the few districts of West Bengal, Perhaps in India where the population is not homogenous. The major groups are Nepalese, Tibetans and Bengalis, and the first is the dominant group: In terms of biological anthropology the Nepalese belong to the Mongoloid stock and Bengalis are of the Mongol-Dravidian. The languages belong to two different linguistic classes. There are other population groups but because of their numerical recessive character no special emphasis has been given to them.

Although the system of education obtaining here is common to the state of West Bengal necessary adaptations have to be made to suit these cultural differences. For example Nepali is the first language of the people. The present generation is, in many cases, the only one to enjoy educational opportunities. This affects their attitude to education, especially where it makes demands upon their resources.

It is said that education helps in the growth of the economy. This is true at the final stage of education, provided job opportunities are ample but in the beginning education makes heavy demands on the resources. In fact there is a shift of energy input from other economic activities to education during the learning period. To a teacher education as occupation is a source of income while to students and their guardians education is an expenses. To the educated class education is practically a tradition. It is assumed that where formal education is concerned a uniform system is followed. Yet despite the uniformity of the system there are considerable variations reflecting the variations in society and culture. Some of the variations are derived from socio-economic status caste and religion, ethnic element. There are other distinctions, for example between the rural and urban population with such variables as communication and stages of development. There is another aspect which concerned with individuals personality and mentality, though this aspect is not included within the scope of this study. Such is a brief survey of the complexion of this study.

As previously stated, for an indepth study a limited area of the hill region of Darjeeling district has been taken out but this does not mean that the total population within the area has been covered. Instead representative samples have been taken into account. A sincere attempt has also been made to incorporate basic issues related to education. Primarily these are areas, institutions, school typology, management, total composition of teachers, guardians and also other factors have been taken into account such as ethnic elements, religion, caste grouping, occupation; economy, level of education, family unit etc.

Resolution of the Government of India dated the 24th July, 1968, specifically explained that a major concern of the Government of India has been to give increasing attention to education as a supreme factor to national progress and security.

In the post-independence period several noted committees and commissions reviewed the educational situations and made valuable recommendations to solve various problems also to improve condition in the educational field. Mention may be made on the University Education Commission (1948-49), the 'Secondary Education Commission(1952-53), and Kothari-Education Commission (1964-66).

It is a fact that many vital areas of human life comes under the scope of education such as physical, mental and intellectual development. And the development in all these field is - possible through acquisition of knowledge and through cultural heritage.

Development in the social and emotional sphere and development in the sphere of vocational professional education takes place through socialisation, training in citizenship and by acquiring perfect skills.

It is to be pointed out also that personal life also comes under the fold of education. Personal life can be brightened through education, through family planning and education on parenthood, through knowledge on proper utilisation of leisure time.

After independence India is facing tremendous challenges in various social and economical field such as poverty, unemployment, transportation communication social unrest and violent behaviour, drugabuse, problem of universal education and adult or social education etc.

However, it has been felt by many educators and national leaders that all these problems are related to population explosion.

Government enforced population control through family planning in our country from the Third Plan. It was decided that stress has to be laid in the third and subsequent Five Year Plans on the programme for family planning and the

programme of family planning has to be undertaken not merely as a major development programme, but as a nationwide movement, which develops a proper attitude towards a better life for the individual, the family and the community.

There was a time when birth control was considered immoral or illegal but the thinking has been changed. All the nations are concerned after observing global population explosion.

Population explosion in the 'third world' which consists of a large number of developing countries such as Africa, the Middle East, Asia and Latin America is very significant. Three countries are free from this problem such as South Africa, Israel and Japan. Asia's contribution in their annual field of population is alarming which accounts 60% of the total increase. China produces half and India produces, a quarter of this increase, according to the experts. So educationists now feel that not only family planning should be given priority but population education should be included in the curriculum from the primary school level so that growing students realise the need of population control. The students from the very beginning should know about the problem of population explosion which is bringing of adding problem to our nation also the various causes of population explosion such as religious influences, social norms, early marriage. Psychological urge to have more children, desire for more children to support the family, desire for more children for providing against any expected loss, sex preference and desire for male child for the purpose of inheritance and family name, polygamy in some societies still exists. Another health factor is also contributing to population growth such as better natural medical care, benefit of maternity leave etc.

However, all this is leading to very bad consequences such as this is bringing ecological problem due to greater demand for housing cultivated land is decreasing and land is losing its natural fertility due to deforestation and construction of buildings. Living space is also decreasing and bringing pollution everywhere.

In the economic situations it is observed that because of population gain people's per capita income is declining due to less savings, unemployment and underemployment problem.

Population gain is also bringing pressure on social development such as shortage of medical, educational, recreational civic, transportations and communication facilities. Quality of education is lowered. Universal literacy will never be achieved if population increases in this rate.

So now not only family planning should be given importance but population education or other environmental studies should be included in the curriculum. And this study is a must for all male and female students. All the male and female students should learn the need of population control. However, U.G.C. was thinking seriously in this matter and it proposed to include environmental studies in the curriculum so the students learn about different environmental hazards and the method to improve conditions and very recently environmental studies has been included in the syllabus.

However, with some set objectives of the present study, some hypotheses have thus been formulated in a logical manner. One of the prime objectives of the present work is to test the hypothesis with the correlation of data in the form of material and information. In general term the work is directed towards the overall understanding of educational progress in the hill areas of Darjeeling.

A background on education in the district has been presented along with the historical perspective because the first objective is to study the problem of education in its historical perspective. Education is a mirror of society. It reflects the needs and aspirations of the people. Hill areas of Darjeeling District once had no contact with the world outside. Whenever British and later European national came to this region, educational activities gradually started. Foreign Christian Missionaries of

different orders and later the British Government effort brought new life to the hill people. From the later part of the 19th century enlightened Indians from different parts of India also came in this region, settled down and contributed to the field of education. The hill region of Darjeeling received modern education much later. However, the educational condition of the hill areas have changed considerably after independence. Government of India has given first preference to educational development in all the states.

So the author feels that history of the developmental process is to be studied thoroughly because history narrates the past and in order to solve the present educational problems knowledge on history of society and land is essential.

Second objective of the study is to know the demographic transition and its impact on the quality of education.

According to some experts demographic transitions are every country's periods or stages of change before its population is stabilised and its own pattern of growth is established. This problem has been discussed in the previous paragraph and later chapters. It has been observed that here also slowly quality of education is declining due to population explosion. There may be other reason, but this is also one of the important reason. So in the region educators are concerned about this problem and a few College teachers and social organisations organised - some valuable exhibitions and seminars on this recently.

Third objective is to study the position of education in different levels such as primary, secondary and higher and the attitude of the guardians, as well as students regarding this. There are so many problems in the field of education so the third objective also give emphasis on identifying the specific problems of education in the urban and rural areas of the hill, plan allocation of funds for education also to analyse the reason for wastage and stagnation.

To study the reason for wastage or stagnation some hypotheses have been formulated for the present study. These are given in the followings :

1. Is inadequate transport and communication in the interior of the hill area causing problem in the field of education ?
2. Do inadequate infrastructural facilities such as water supply, lack of energy and power resources causing problem in the field of education ?
3. What are the major function of a family or school to motivate the students for education ?
4. What is the nature of wastage and stagnation in education? Whether it is posing as major problem in the field of education specially in the field of primary education in the hill areas.

However, it is to be mentioned that some data on wastage was collected and case studies were undertaken only in the field of primary education as the problem is more prominent in this field.

Fourth objective of my study is to know the problem of education in the perspective of community development. The world is changing rapidly and in this changing world the purpose of education is to have closer relations with the life of community as a whole. It has been observed that inspite of many governmental programme notably N.S.S. work education etc. present social and education system is isolating pupil from community. It is the problem which is being faced by all the states. The teachers and students do this work because of compulsion they are not truly motivated to do this work, whereas it is urgently needed that students should understand the relationship between themselves and community life, should try to solve social problems through team work. Students should be trained to give leadership in different areas of life; they should be inspired by higher values and should develop interest to lift up the weaker sections such as scheduled castes and

tribes and the downtrodden people with the help of the teachers, social workers and Government officials.

It is to be mentioned that after attaining freedom Government of India have taken many measures to improve the social, economic and educational condition of the weaker sections by giving adequate financial help and employment. Government provisions in terms of justice and social equality is there but disparities are still observed. Regional disparities are observed in the urban and rural areas regarding accessibility of education. Weaker section of the community is still lagging behind due to poverty.

The main purpose of the present study is to examine the development and expansion of education in Darjeeling hills and to analyse the problem of education and also to pointing out some measures which could be undertaken to solve the problem.

For the present study the following methodologies have been adopted:

1. *Sample study of the area* - Facts, in terms of data have been collected through field work, with the help of questionnaires students direct interviews and observation of specific problems.

2. *Sample study of the tea garden and agricultural sectors* : The life pattern of the people, their economic and financial position, cultural and educational conditions were observed and recorded. Primary schools in the urban and rural areas were also visited. From the sample of the different schools certain conclusions were drawn regarding wastage in the field of education.

3. *Personal observation method* : In the first phase questionnaire for the students were carried to the field for primary data collection.

In the second phase, selective methodology was adopted in relation to specific problems of schools, guardians and students.

The third phase comprised of interviews of different cross-section of populations, like students, teachers and parents or guardians of students.

4. The published data from the Government and different other sources were consulted. A good deal of available published works have been read and necessary notes were also taken for supplementing the data base of the study. Archival source materials were also collected to analyse the development of education in Darjeeling hills in a historical perspective. However, whatever data collected in the process is furnished in the form of Tables and the Tables were also interpreted. Methodology and Questionnaire were prepared for taking interviews for the guardians and the students. As the primary objective is to see whether education strengthening the mental ability and cultural aspect of the people which serves as an instrument in the process of social and economic changes various questions related to the above aspects were also asked to the respective groups.

It is to be observed through systematic study and analysis subsequently this region in the field of educational development has reached a satisfactory level in terms of infrastructural base and proportion of literates and educated people etc. So emphasis is primarily laid in the present study on analysis of the socio-economic condition of the people and the possible impact of education on the expansion of modern education during pre-independence and post-independence era.

### The Scheme of Chapterisation

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**SUMMARY AND CONCLUSION.**

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## Chapter I

### ***ROLE OF EDUCATION IN THE DEVELOPMENT PROCESS***

After the second world war economists all over the world gave emphasis on economic analysis of education. Modern studies at present gives importance on education's investment nature and contribution to the growth of national economy and income distribution.

Since mid fifties modern economists have given serious attention to education. *Theodore Schultz* in his presidential address in *American Economic Association* in 1960 said first about the human investment revolution in economic thought and this revolution has clearly established the fact that education is for the most part an investment and an important component of human capital "as accumulation of Capital in general is necessary for economic progress, expansion of investment in education contributes to the accumulation of human capital and, in turn, to economic progress. And since education is capital in this sense, its equitable distribution maximises social welfare".(1)

Education is needed not only for economic development but for cultural and individual development. It has been observed that poor nations invest a lot of money in education with the idea that literate farmers will be more productive with even a least education such as - primary education than illiterate farmers. The trained craftsman and mechanics at least with little education will be able to keep up to date knowledge in their field of education. University students are needed to provide the professional expertise for both public and private sectors. People specially parents feel that education is necessary for their children so that they get well-paid jobs

and develop their solid career and through this children from poor family be able to escape from poverty.(2)

It has been observed because of demand and supply there is tremendous expenditures from the side of public on education during the last two decades. At present in all the countries of the world, national income and national budget spent on education is increasing. In Asia total public expenditures tripled during 1960s and 1970s. In Africa and Latin America, public educational expenditures more than doubled. In fact, the increase in public expenditure on education in 1960s and 1970s exceeded increases in any other sector of the economy. By the early 1980s educational budgets in many Third World nations were absorbing anywhere from 20 to 35% of total government recurrent expenditure. While this is a sizeable expenditure in terms of overall budget, developing nations nevertheless were spending only \$27 per capita on public education as opposed to \$428 per capita spent in the developed world.(3)

Before independence the British had made some investment in education though it safeguarded their own interests at the same time. After independence new concepts came into the field of education which gave emphasis on progressive role on education that is development on physical and human resources. The former gives importance on modernisation of agriculture and industrial concerns and the later gives emphasis not only on skilled workers side by side on new ways of life.(4)

The question of priorities also comes. In India with about 1/3 people living beneath poverty line about 10% registered and unregistered remaining unemployed, 60% people remaining illiterate (as in 1986) 1 crore 20 lakh highly educated people fleeing the land as NRI the question of proper motivated investment with emphasis on optimum returns is difficult. Then question comes on whether priorities be given on eradication of illiteracy and universal primary education or any other problems such as investment in Technical education which gives direct returns. Again cultural

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benefits derived from education may not be easily measured and that is why investment for capital formation cannot be taken as a sole aim. Per capita income increases due to labour, capital and infrastructure; so infrastructure of traditional societies should be changed by giving more productive facilities. Also balance should be maintained between growth of population and growth of income. Proper population education and family planning programme if imparted to male and female people it will definitely increase productive skill as well as urge of population control. Again balance is supposed to be maintained between production and consumption benefit. It is said consumption benefit in India surpass production benefit. Overemphasis is given in certain sectors such as engineering, technological and mechanical education to bring technically expert manpower but that is not giving us expected result and return because of slow growth of industrial development. Two decades ago it was found many Engineers mostly civil, remained unemployed for long. That is why many students at present prefer course on radio, electronic and mechanical engineering and computer science etc. instead of civil and electrical Engineering. But slowly in these branches also gradual increase of students is being observed. So proper investment in proper field should be emphasised otherwise it will lead to disequilibrium. (5)

It has also been seen that there are many instances of inequality in the field of education and because of this different returns comes from different groups of people such as rate of return are lower for the women and backward castes. However it is found out that there is (a) inequality in educational opportunities and which are observed in every field inspite of many government measures such as different type of scholarships, reservations in schools and colleges. "The co-efficient of inequality in education between sex-groups in India was estimated to be 42.8 per cent in 1971(Tilak 1975) and between caste groups 33.3 per cent (Nautiyal and Sharma 1979)".(6)

Another point should not be neglected that inequality is observed in the quality of schooling. We have dual schooling system such as missionary and private schools for privileged sections of the society and common or government school for the backward sections. In some areas special schools or Ashram schools for scheduled castes and tribes are found and it is needless to say that standard of these schools is very bad. It is also known fact that people belonging to different socio-economic strata have different levels of innate ability, motivation, social support etc. This in turn is bringing differential impact of ability and other factors on education and ultimately on earnings.

Inequality also has been observed in investment in education; the ratio on return depends on the size of investment. Both Government and private investment vary from different socio-economic groups of population. It is a known fact that the level of ability, socio-economic background, motivation etc. influence academic achievement which in turn effect economic attainment.(7)

The regional inequality is also observed in India. Some states are advanced educationally and again some states are not.

But proliferation of educational opportunities is needed in all the levels of education such as primary secondary University adult etc. and this will ultimately bring economic growth and will also create a group of expert labour; it will offer employment opportunities to many groups connected with schools such as building construction group, text book and paper printers, school uniform-makers, carpenters etc. class of educated leaders will come and fulfil the vacant post of the leaders and post of the government services, private services etc. and this way trained labour force in various directions will develop economic growth.

‘Economic development does not mean just industrialization or urbanization. The crucial identifying mark of economic development in the modern sense is how

far it has helped in the abolition of mass poverty and how much it has raised the standard of living of the masses. That is the significance of economic development'. (8)

For economic development planning is essential when in the early 1950 the foundations of plans laid in India, the word planning carried an idea of hope with it. People of India struggled for Independence to give shape to economic policy so that it could meet national needs and aspirations. 'Planning was expected to be the instrument both for clarification of national objectives in the economic sphere and for the fullest and fastest mobilisation of the country's latent resources.'(9)

Through educational planning Government tries to get the best result in the field of education to bring the contributions of education to the whole community.

India's national goals as envisaged by the planning commission are as follows :

The goals are (1) Free and compulsory education for all children in the age group 6-14. This would fulfil the constitutional obligation of universalisation of elementary education.

(2) Adoption of Hindi as the official language of the union.

(3) Consolidation of existing secondary and University education.

(4) Vocationalisation of secondary education.

(5) Expansion and qualitative improvement of technical education.

(6) Expansion of facilities for women's education, especially in the rural areas.

(7) Expansion of facilities for higher education in the rural areas.

(8) Training of teachers, especially women teachers and teachers for basic schools and improvement in their pay scales and conditions.

(9) Equalisation of opportunity - social, political, economic, educational - to all sections of the community.

(10) Adoption of democracy and realisation of democratic values.

- (11) Liquidation of mass illiteracy and spreading social and adult education.
- (12) Creation of a new social order based on justice and cultural freedom.
- (13) Rapid industrialisation of economy through the adoption of modern science and technology.
- (14) Adoption of socialism and minimum universal education for all children irrespective of caste creed and sex.(10)

Educational planning should try to improve all the sectors of education. Till 1976 education was a State subject but at present it was a concurrent responsibility. It has been observed that the budgetary allocation in the plans have increased gradually from First to Fourth Plan.(11) Regarding increase in the budgetary allocations in education Table 0.1,0.2,0.3 from 1st to 6th plan is presented in the pages 26,27 & 28.

Planning Commission always warns for maintaining economy in educational expenditure. It wanted to reduce wastage in different levels of education and utilizing every bit of money. It gave importance on having economical school buildings and equipment and their use throughout the day and throughout the year and their use by other concerns sharing facilities, improving procedure to utilise facilities and utilise financial help.(12)

It is to be mentioned that beside central grant U.G.C. finance University and College education but the state gives regular and ad-hoc grants to local bodies and private agencies. Five important categories of grant are there - beside proportional grant system. These are Deficit Grant, Salary grant, Capitation grant maintenance grant (which includes building grant, equipment grant, special grant etc.). Grants are given by the Government in aid of financing educational development and maintenance of institutions. Central Government gives grants to state governments or other bodies again by the state government to local bodies and private agencies

and by the local bodies to educational institutions. There is grant in aid rule, which is to be strictly maintained by all the institutions.(13)

Many problems are observed in the field of primary, secondary and University education. Another major problem is unemployment problem throughout India - side by side with population explosion. Economic development along with industrialization is a question of applied knowledge to transform the environment either with regard to social structures or with regard to patterns of investment necessary to economic development. If ideas of planning are relevant to the case of industry, they are relevant also to population control. Incentive for the parents to work hard is always children. But for that a large number of children is not necessary. It has been proved that in India per year, labour force has been growing more than three million but employment opportunity is nil. It is difficult to give employment to such a huge population. So reducing the rate of growth of population is the only solution. "Japan is an outstanding example of a country which has brought down birth rate in the post-war period sharply; yet the Japanese have not lost the incentive to hard work."(14) The basic problem observed in primary and secondary education is 70% of the children in LDS attend school in rural areas and over 80% of these children are earning directly from the land or from unskilled agricultural work or paid employment in rural areas. No technical education is given to them such as farming practices, management hygiene, nutrition and community development. Primary schools attempt to prepare students for secondary school and secondary school in turn prepare students for College education. (No importance given to develop problem solving and thinking attitude) Problem of wastage and stagnation is very common. 'For a variety of economic and social reasons over 25% of the children who enter primary school dropout every first year, with an additional 10% dropping out the following year.

- (b) Approximately 50% of those who enter the first class of primary school are unlikely to complete four years.
- (c) Less than 10% of those who enter primary school are likely to succeed in reaching secondary school, even though 25-30% of the original entrants might complete the primary cycle.
- (d) Of those who do get to secondary school less than 60% are likely to complete the course (the ratio is much lower in Africa) and only 20% will proceed to a University.
- (e) For those who do make it through secondary school but do not continue on the probability of finding a job in the modern sector (toward which their secondary education has been oriented) gets lower with each passing year.'(15)

Secondary education should be regarded as terminal point for a large no. of students who enter into economic activities but the point is, the students are not thoroughly ready for any job where skill is required. Though agriculture is regarded as very important profession post elementary course on agriculture is not provided in any school except Maharashtra where 33 schools with 3600 pupils are found. However, at present in India some Industrial Training Institutions are catering to the need of the students. A large no. goes to University and another large section drops out. Our system of education is not preparing students for employment nor for higher education and thus bringing economic waste.(16)

University is regarded as the apex institution but Higher education in the LDCs is very much smaller world than primary and secondary education. Students in higher education make up less than 5% and teachers 8%. Many Colleges and professional schools cater to the needs of the students but many observers feel that Third world Universities are mal-adjusted and out of place with the real needs of development as the educational institutions in lower levels. In the West

through a very powerful traditions and professional disciplines Universities are structured since the Medieval period. This structure of departments or disciplines and their groupings or faculties was given importance and without modification introduced to all LDCs Universities without again thinking how the system suited the western world would solve the third world's problems.(17)

In our country University education needs to be modified it should give importance on economic demand. In the under-developed nations problem of unemployment in general and educated unemployment is a major problem. It has been observed in the developed nation University students employment is not a problem at all.

Employers goes after University students, whereas in India University students are running after suitable job opportunities. The reason is higher education does not provide opportunities for practical studies in practical field. Courses are limited scope of research is also limited. At the moment it has been observed there is great wastage of money and effort at the University level. In the underdeveloped countries emphasis given on international academic standard rather than contributing and developing the nation. President *Julius Nyerere of Tanzania* summed up the role of Universities in underdeveloped nations - "The University in a developing society must put the emphasis of its work on subjects of immediate moment to the nation in which it exists, and it must be committed to the people of that nation and their humanistic goals ..... We in poor societies can only justify expenditure on a University - of any type - if it promotes real development of our people ..... The role of a University in a developing nation is to contribute, to give ideas, manpower, and service for the furtherance of human equality, human dignity and human development." (18)

India did not pay any attention to adult education and that is why many developmental programme failed in our country. We want progressive farming,

progressive technology, progressive educational system and so in order to get all this the people must be in a position to read and write. If we want advanced knowledge and economic development we must ensure that every worker is in a position to read and write.(19)

It has been found that in India there is huge amount of wastage and stagnation in all the stages of education, it is more in the primary level though little less in the secondary and University level. This point needs proper analysis.

To bring improvement in all the fields of education a sound policy of education is needed which relates "education to economic development avoids wastage, applies some kind of functional criteria to educational investment, links up products with requirements and establishes the right relationship between demand and supply."(20)

However, it is to be remembered that although economic demand is an important determinant of educational policy and direction it could not be and should not be the only determinant. We may have to take note of the economic conditions prevailing at the moment, but other social, cultural and spiritually desirable objectives should not be lost sight of(21)

### ***SUMMARY***

Modern economists at present give importance on investment nature of education and contribution to the growth of national economy and distribution of income.

Economists have come to the conclusion that education is for the most part an investment and an important component of human capital.

Education is needed not only for economic development but for cultural and individual development. The poor nation invests money with the idea that literate

farmers, mechanics, craftsman will be more productive with at least little education. Parents feel that education is necessary for secured job. At present in all the countries of the world the national income and national budget is highest in education.

By the early 1980s educational budgets in many third world nations were absorbing anywhere from 20% to 35% of total Government recurrent expenditure. British had made some investment in education in India for their own interest but after independence emphasis was given on progressive role of education that is physical and human resource development such as bringing modernisation in agriculture and industrial concerns, developing skilled workers also developing new ways of life.

A very important question comes that is question of priorities such as on which field importance should be given eradication of illiteracy or universal primary education or investment in technical education which gives direct returns.

Cultural benefits also is very important so forming capital cannot be taken as a sole aim, labour, capital, infra-structure having productive facilities is very important but here balance should be maintained between growth of population and growth of income. To develop consciousness population education and family planning programme should be imparted to people throughout the country.

In our country due to slow growth of industrial sectors over- emphasis in Engineering, technological and mechanical education would not bring expected results and returns. Many students at present prefer courses on radio, electronic, mechanical and computer Engineering course etc. But these sectors are also becoming crowded. So proper investment in proper field should be emphasised to avoid disequilibrium.

Inequality is observed in many fields such as even after taking many measures such as scholarships, reservations in schools and Colleges, inequalities are observed in case of caste and sex-group. Inequality is observed in the quality of

schooling such as private and missionary schools for the privileged class and common and government school for the common class of students.

Both Government and private investment vary for different socio-economic groups of population. The regional inequality is also observed such as some states are advanced educationally and some states are less and little advanced.

However, proliferation of educational opportunity is needed because it gives employment opportunities to building construction group, text book, paper printers, carpenters, school uniform-makers etc. Development of education will bring leadership in all the field government and private which will help to develop economic growth in a country and this is needed to abolish poverty and raising the standard of living. In 1950 the foundations of plans laid in India. Through planning specially educational planning government tries to get the best result in the field of education. For different plan heads and heads of education such as primary, secondary and University education and adult education has been gradually increasing the budgetary allocation. Beside central grant U.G.C. finance University and College education but the state gives regular and ad-hoc grants to local bodies and private agencies. However, not only through grant but through proper supervision and academic-vocational guidance different fields of education should be improved.

A sound policy of education is needed which would apply some kind of functional criteria to educational investment, links up product with requirements and establishes the right relationship between demand and supply. But economic condition is not only the determinant of educational policy and direction other social, cultural and spiritually desirable objectives should not be neglected.

Table 0.1

*First, Second, Third and Fourth Five year plans, Government of India,  
Planning Commission.*

<u>Heads</u>	<u>First Plan</u>		<u>Second Plan</u>		<u>Third Plan</u>		<u>Fourth Plan</u>	
	1951-56	1956-61	1961-66	1966-71	Expen- diture	Percen- tage of total	Expen- diture	Percen- tage total
Elementary Education	82.80	55.5	92.39	33.6	180.00	36.0	322.00	26.6
Secondary Education	20.20	13.2	50.87	18.5	90.00	18.0	243.00	20.2
University Education	13.70	8.9	45.39	16.5	75.00	15.0	175.00	14.5
Technical Education	20.20	13.2	52.28	19.0	130.00	26.0	253.00	20.9
Other schemes of Education	14.00	9.2	34.07	12.4	25.00	5.0	217.00	17.8
<u>Total</u>	<u>152.90</u>	<u>100.0</u>	<u>275.00</u>	<u>100.0</u>	<u>500.00</u>	<u>100.0</u>	<u>210.00</u>	<u>100.0</u>

Source : 'Financing of Indian Education' by Atmanand Misra in Chapter VII, p.272,  
Table 8.

5th Plan (0.2)*(Rs. in crores)*

	Likely <u>expenditure</u>	Proposed <u>                    </u>	Proposed Fifth Plan <u>Outlays</u>
	1974-77	1977-79	
Elementary Education	180	230	410
Secondary Education	111	139	250
University Education	140	152	292
Special Education	9	9	18
Other programmes	57	65	122
Total (general education)	497	595	1,092
Technical Education	75	81	156
Art & Culture	16	21	37
Total Education	588	697	1,285

*Source : Fifth Five Year Plan Government of India Planning Commission, 1976, p.75-78. Incorporated in the Milestones in Modern Indian Education - Chapter XXXVIII, pp.434-435. by B. R. PURKAIT.*

Table 0.3

6th Plan Outlay for Education and Culture

<u>Sub-head</u>	<u>States &amp; Union</u>	<u>Centre</u>	<u>Total</u>
1. Early childhood & Elementary Education	851.07	54.30	905.37
2. Secondary Education	370.00	28.01	398.01
3. Teachewr Education	22.00	00	22.00
4. University & Higher edn.	197.00	288.75	485.75
5. Adult Education	68.00	60.00	128.00
6. Physical Edn. Sports Games & Youth Welfare	69.00	24.54	93.54
7. Other programmes Sub-Total General Edn.	1,646.48	515.75	2,162.23
8. Art & Culture	32.90	51.00	83.90
9. Technical Education	109.61	168.00	277.61
	<u>1,788.90</u>	<u>734.75</u>	<u>2,523.74</u>

Source : Sixth Five Year Plan (1980-85), Government of India Planning Commission, ~~====~~ Incorporated in the Milestones in Modern Indian Education - Chapter XXXVIII, pp.436. by B. R PURKAIT.

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19 Op.cit., Banerjee, J.P., Vol.II,pp.241-42.  
20 Op.cit., Banerjee, J.P., Vol.II,p.249.  
21 Op.cit., Banerjee,J.P.,Vol.II,p.248.

Table 0.1 First, Second, Third, Fourth Five Year Plans, Government of India  
Planning Commission, Incorporated in the Financing of Indian Education  
by Misra Atmanand in Chapter VII,p.272,Table 8.

Table 0.2 Fifth Five Year Plan (1974-79), Government of India Planning  
Commission 1976, pp.75-78, Incorporated in the Milestones in Modern  
Indian Education - Chapter XXXVIII, pp.436. *by B. R. PURKAIT.*

Table 0.3 Sixth Five Year Plan (198-85), Government of India Planning  
Commission,  Incorporated in the Milestones in Modern Indian  
Education - Chapter XXXVIII,pp.436. *by B. R. PURKAIT.*

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## Chapter II

### ***GROWTH, DEVELOPMENT AND DEMOGRAPHIC TREND OF DARJEELING HILLS : A HISTORICAL PERSPECTIVE***

Darjeeling is the northernmost district in the State of West Bengal. It lies between 26.31 and 27.13 north latitude and between 87.59 and 88.53 east longitude. The northern boundary commences on the west at the peak of Phalut (12,000 ft. high). Phalut is the tri-junction of the boundary of Nepal, Sikkim and India. This boundary goes east from Phalut through a ridge and descends on Rammam river. The boundary from these reaches in the Kumai forest of Jalpaiguri district following the course of the river Rammam and Teesta. The district is bounded by Nepal on the west. The western boundary from Phalut ran the southward ridge until it joins the Mechi river which continues as the boundary right upto plains - thence by the boundary of Nepal upto the south western corner of the district. On the south lies the district of Purnea and West Dinajpur intercepted by the Mahananda river and on the east the district is bounded by Bangladesh and Jalpaiguri district.(1) The total area of this district is 3106 sq.km. and the population according to 1981 census is 10,06,4334.

The name Darjeeling has come from 'Dorjeeling'. Ling means place and Dorje means Vajrah or thunderbolt in Tibet, it also stands for the ecclesiastical sceptre which during service a lama holds on his hand.(2) According to 1961 Census report Mahakal temple situated at the top of the observatory hill was known by the name. Mother Mary Colmcille, I.B.V.M. had beautifully described the place "Darjeeling stretched out 7,000 feet above the plains and dowered with matchless beauty, hold for many an added charm of mystery and awe. For its mighty forests and sunsteeped - valleys are dominated by eternal snows of Kanchanjunga whose

dazzling massif seems not so much to rest on earth as to float, suspended from the heaven, its base-being invisible among the clouds.(3)

Darjeeling is a creation of the nineteenth century and is a result of almost accidental involvement of the British Indian Government in the affairs of Sikkim. The hill district once was part of the kingdoms of Sikkim and Bhutan. “The present territory of Darjeeling came under British Occupation during the nineteenth century in three stages.”(4) Darjeeling was a part of the place of the Raja of Sikkim at the beginning of the 18th century. He was a small ruler and was engaged in continuous warfare with the Gurkhas. Gurkhas invaded Sikkim in 1780 and the king was driven out and later he sought British help. The war broke out between the East India Company and the Gurkhas. British won and the king of Sikkim was brought back and the area between the Mechi and the Teesta was restored to him and also his sovereignty was guaranteed through a treaty in 1817 at Titalya.(5) However, Sikkim was maintained as buffer state between Nepal and Bhutan.

After ten years of treaty again disputes arose on the Sikkim and Nepal frontiers and were referred to Governor-General. In 1828 General Lloyed (then Captain) who was to deal with disputes and bring a settlement was accompanied by J.W. Grant the commercial resident (agent) at Malda went into the hills north Rinchinpong in the Kulhait valley in Sikkim. From a report Darjeeling by H.V. Bayly, dated 18th June 1823, we learn that General Lloyed was attracted by “the old Gurkha station called Dorjeeling”.(6) The place was a large village and the residence of one of the principal Kazis. However, its position was of great strategical importance because its entrance into Nepal, Bhutan, its advantage as an important trade centre, also its position as a health resort. General Lloyed was also helpful of converting a small number of Lepcha population who were unhappy due to tyranny of the king of Sikkim. These informations were conveyed to Lord Bentinck.(7)

Lord Bentinck gave responsibility to Captain Herbert then Deputy Surveyor General, to do the survey of the country with Mr. Grant, General Lloyed was given instructions to start negotiations with the king of Sikkim for the cession of Darjeeling in return for an equivalent money or land. Ultimately the king of Sikkim had signed a deed of grant on the first of February 1835 in return for an allowance of Rupees Five thousand which raised to 6,000/-. The area covered all the land south of the great Rangeet river, east of Balason Kahel and little Rangeet rivers and west of the Rangnu and Mahananda rivers.

After the cession in 1836 General Lloyd was appointed as a local agent to deal with applications for land which began to come from the residents of Calcutta.(8) A difficult task was then undertaken through the dense forest to link the hill area with plains, "a road was being cut through the virgin forest --- a fiftysix miles of it through the tiger infested Terai area and forty miles more up the hills to link the new settlement with the plains."(9)

In 1839 Dr. Campbell, a British resident and a member of Indian Medical Service was transferred from Nepal to Darjeeling as Superintendent. He was given charge of maintaining political relations with Sikkim and civil, criminal and fiscal administration also the duty of marriage registrars and post master.

Dr. Campbell devoted himself to the task of developing the station attracting immigrants to cultivate the mountain slopes and stimulating trade and commerce. All the settlers were given grant of forest land for encouragement and the fact proved his success because population rose from 100 souls in 1839 to about 10,000 in 1849 - chiefly by immigration from the neighbouring states of Nepal, Bhutan and Sikkim where slavery was prevalent. During 1836 to 1859 Lepcha refugees of Nepal were also invited to return, labourers from the Indigo concern in Rangpur and Ramgarh were also imported.(10) The second stage of British occupation followed war with

Sikkim which resulted in the annexation of "Sikkim Morang" or "Terai" at the foot of the hills which was for a time (1788-1816) conquered and ruled by Nepal, but following the war with Nepal during 1814-16 this tract was ceded to the British Government which in turn returned it to the Raja of Sikkim."(11) The war with Sikkim broke out because of Prime Ministers who tried to spread false news against the British. Sikkim Government even kidnapped British subjects. He even kidnapped Sri Joseph Hookar and Dr. Campbell.

Again trouble started in the adjoining state of Bhutan because of Bhutanese aggression. "So the third stage was marked by a war between British India and Bhutan which led to the annexation of the hill tract to the east of Teesta, west of Nechu and Dechu rivers and south of Sikkim."(12) So in 1864 the tract lying on the eastern bank of Tista was added to the district of Darjeeling was known as Kalimpong.

After the settlement Lord Napier of Magdala, a young Lieutenant in Royal Engineers were given responsibility of laying out the station of Darjeeling and in preparing a road through the virgin forest of Terai between 1839-1842. This road later known as Hill Cart Road, is a beautiful piece of Engineering work. In 1861 construction of railway also started and at the sametime a broad metalled road from Ganges to Siliguri was started.(13)

Historically the present territory of Darjeeling belonged to Sikkim and Bhutan, later it included in India following wars and agreement with these two countries. "The year 1866 may be taken as marking an epoch in the history of Darjeeling. Peace was established within its borders and thence onward began march of progress and civilisation."(14)

Darjeeling District was formed with four sub-divisions - Darjeeling, Kurseong and Kalimpong and in the plains Siliguri. Darjeeling at first included in the Rajshahi Division until October, 1905. Because of the talk of partition of Bengal

it was transferred to the Bhagalpur Division again re-transferred to Rajshahi Division in March, 1912. The partition of Bengal in August 1947 left the boundaries of the district intact and it came under the state of West Bengal. The district was placed thereafter in the Presidency Division. (15)

### *Demographic Trend*

The hill region of Darjeeling was almost entirely under forest before the British annexation. A very small group of people was settled when the British first acquired the land in 1835. "It was in fact estimated that the whole of this tract, comprising 138 square miles, contained only 100 souls." (16) The first regular census of the district in 1871-72 showed a total population of 94,712 persons, the average density of the population, being 81 per square mile. When the next census was taken in 1881, the population had increased to 155,179, or by more than 63 per cent, but there can be no doubt that a large proportion of this increase was due solely to the incompleteness and inaccuracy of the first census. However, what may be the fact the expansion of the population was almost equally remarkable during the next 10 years, at the end of which i.e. in 1891, it amounted to 223,314 showing an increase of 434 per cent.

The Census of 1901 shows little increase in population, the number was 2,49,117. The reason for this increase was the development of the tea-industry and settlers-intention to exploit the district's waste land. (17)

The early settlers were mostly agriculturists so Campbell (the then Superintendent of Darjeeling) encouraged them to settle in reclaimed forest land. Slowly, the population increased because of the establishment of the sanatorium in

the newly established town, development in this sphere increased employment opportunities.(18)

The immigration of plantation labour was due to the opening of the tea-gardens. 'A rough census in 1869 of the district shows it contain ever 22,000 inhabitants. Within 1931, the garden labourers formed about 47.25 of the total working population of the district.'(19)

Beginning of the tea plantations in the 1850 shows it increased to "74 estates covering 14,000 acres in 1872, 153 estates and 30,000 acres in 1881, and 177 estates and 45,000 acres in 1891 while the labourers for the tea-estates in the Terai plains were mostly tribals from Bihar, in the hills the great majority of the workers were from Nepal."(20)

With the increase of tea-plantation economic activities began and created demand for more immigrants and gradually improved agriculture forestry, mining, quarrying, hunting, orchards etc. started in the district.

In the three hills-sub-divisions in 1971 population constituted in all these above sectors was 27 per cent out of the total working group.

Darjeeling or Sadar sub-division is the most overpopulated area of the three hill sub-division. It covers an area of 935.5 sq.km. (361.2 sq.miles) and had a total population of 2,45,207 persons, in 1971 of whom 1,25,441 were male and 1,19,766 female. The reason for the increase of population in this hill area is that it is the most attractive tourist resort of the state, had a good communication net-work and job opportunities.(21)

Kalimpong is the largest sub-division territory wise having 1,056.5 sq.km.(407.9 sq.miles) with a population of only 1,34,538 of whom 71,539 were male and 62,999 female in 1971. The reasons for low density were bad communications, less attention to forest clearance, humid climate and flood in the

lower area during monsoon period.

The Kurseong sub-division area is 425.3 sq.km.(164.2 sq.miles) and contains 1,00,233 persons. Out of this number 51,372 are male and 48,861 female. This area covers 13% of the district and its population accounts for 12.2%. This area is also deeply populated because its condition is the same as Darjeeling Sadar Sub-division.(22)

A visible point of immigration definitely indicated that the Nepalese people are always in the majority. It was found out in 1891 Census that out of district population of 2,23,314 persons 88,000 were born in Nepal. Though this figure did not include those Nepali speaking persons whose parents or grand-parents were born in Nepal.

About the European settlers it is noted that in 1872, the district contained more than 419 Europeans and 32 urasians, whereas the number of the former has risen to 1,309 and the number of the latter to 329. This is due to the development of the tea-industry, in which the supervising staff was almost entirely Europeans, and to the establishment of town of Darjeeling and Sanatorium. "In some ways, it is surprising that the number is not greater. At one time optimistic hopes were entertained that a large European colony would be established in the district."(23) The population increase was less in the Terai, because of the unhealthy climate. It was greater in Kalimpong because of the availability of cultivated land. Kurseong also gave many job opportunities beside tea-plantations. But Darjeeling attracts more population due to healthy climate, tea-plantation, tourism etc.

From 1931 gradually Siliguri Sub-division began to attract more and more immigrants. The important group of people were traders, white-collar - employees and transport workers from the plains of India, "who came in the wake of urbanization of Siliguri, an entre-pot market and the most important transport node

in north-eastern India.... The unprecedented growth of population in Siliguri town was mainly due to urbanization and expansion of the tertiary sector.”(24)

It is to be mentioned that the influx of refugees has helped Darjeeling as a whole and especially - Siliguri town to grow in many ways because the town got constant help from the refugee rehabilitation centre which made various donations. Most of the Bengali Hindu refugees have settled in the plains portion of the district.

In 1951 an exodus of Tibetans to India began because of annexation of Tibet by China. A Central Relief Committee under the direct supervision of the ministry of External Affairs took the responsibility of rehabilitating the Tibetan refugees. It undertook the work of running the colonies and the self-help centres and also giving opportunities to the Tibetan refugees.(25) “It will be seen that the urban populations of Kalimpong Sadar and Kurseong Sub-divisions (in that order) fall below the district average, while that of Siliguri is well above it .... Kalimpong and Siliguri growing as urban centres by virtue of their being the headquarters of the respective Sub-divisions as also important entre-pot markets served. In the case of Siliguri, by several railways and radiating roads, and in the case of Kalimpong, by a communication network with Tibet, Sikkim and Bhutan. The waning of trade between India and Tibet has affected Kalimpong adversely but Siliguri has not only retained its position but has actually enhanced its rate of growth. The development of this region shows the sign of population explosion.(26) Data based on 1971 Census presented in the table no.1.1 in the appendix.

So it is very clear that immigrants have come here from different parts of India and Nepal for a variety of reasons such as to seek employment, to engage in trade and commerce, for philanthropic service etc. The main reason for leaving their homeland was economic opportunity. In this regard we could mention America, known as the ‘melting pot’ because of large number of immigrants from different nations. “After 1680, a large number of immigrants came from Germany, Ireland,

Scotland, Switzerland and France, and England ceased to be the chief source of immigration. Again the new settlers came for various reasons. Thousands fled from Germany to escape the path of war. Many left Ireland to avoid the poverty induced by Government oppression and landlordism, and from Scotland and Switzerland too people came fleeing the specter of poverty.”(27)

According to *J.F.Kennedy* migration is difficult involving risk hardship and uncertainty. It means coming away from the safety and security of one's homeland learning new ways and new language and living or surviving in a totally different environment.(28) However, it is found that sometimes united ethnic feeling can work wonders. Immigrants help the nation where they have taken refuge inspite of ethnic conflict, identification with homeland, religion. In Darjeeling also persons of different races, nations religion sought refuge and contributed for development. In the District Gazetteer A.J.Dash, observes - the Marwaris dominate most of the exporting trades such as cardamom, oranges, potatoes, and practically all the import trade of consumer goods. About the services this was observed 60% of the gazetted services are manned by Bengalis and Biharis and 60% by hillmen; in the legal profession Bengalis represent 40% and hillmen 40% while Biharis account for 20%. The 40% of the medical profession is manned by Bengalis, 40% by Europeans and 20% by hillmen. In the Educational profession - Bengalis and Biharis represent 20% Europeans and Anglo-Indians 30%.....(29) However, after independence the occupation pattern has changed. The number of Nepalese has increased in different Government and Semi-Government sectors and also in the Educational field. A good number of Nepali people are engaged in commerce, business and transport and other service sectors. The Darjeeling hill area have the lowest density of population in West Bengal and the density of population in the hills has a peculiar pattern. On eastern side of the river Tista the density is low, whereas in the Western side it is

high. The density of population in Darjeeling hills depends to a great extent on the location of the tea-gardens and most of the tea-gardens in the hills are located on the western side of the Tista river.

A very widespread caste and clan system exists in India and Nepal. Nepalese settled in India also divided into different castes, sub-castes and clans or Thars. With demographic trend ethnic characteristics should be mentioned though in this field data is difficult to get.

According to Dr. Wilson the word caste is not of Indian origin but is derived from Portuguese 'casta' which means race, mould and quality.(30) Caste means "an endogamous group or collection of such groups bearing a common name, having the same traditional occupation, claiming descent from the same source and commonly regarded as forming a single homogenous community.(31)

There was also many exogamous group known as clan or Gotra. Clan literally means 'roots'. "All persons belonging to the same gotra are descended from the same male ancestor and so related."(32)

The system came to India with the Aryans when the conqueror race wanted to enslave the original inhabitants of India, "The Sudras or 'Ghor' which means dark."(33)

In Darjeeling many ethnic group are to be found among Nepali and tribal group such as Mangar, Gurungs, Sunwar, Rais, Limbus and in the lower hill area the Terai people. In spite of strong influence of Buddhism, many of the Nepali ethnic groups embraced social value caste system, social festivals, funeral, wedding procedures of Hindu Brahmin and Kshatryas. In this discussion it can be said Lepchas, the original inhabitants of this place is also profoundly influenced by Nepali and Tibetan language and culture. It is said "The Lepchas are one of the tribes that have been recipients of dominant culture contact living in the Himalayan

state of Sikkim and Darjeeling district in West Bengal. They have been dominated by Tibetan and Nepalese culture.”(34) Table no.1.2 on approximate Ethnic group-wise composition of the population 1951 presented in the appendix. As no recent data is available on different language group few table on total scheduled caste and scheduled tribe population included, data was taken from 1981 and 1991 Census report presented in the appendix in the table no.1.3, Table 1.4, Table 1.5 and the Table 1.6. Analysis of the growth and development of Darjeeling district shows British India’s accidental involvement in the affairs of Sikkim brought Darjeeling, once a small village, into the limelight. General Lloyd while visiting a small village realised the position of the village which had great strategical importance because of its entrance to Nepal and Bhutan, also the possibility of developing the place as health resort and as a trade centre. Gradually in Darjeeling rapid economic growth observed Rich flora and fauna of the area were discovered. Agricultural activities were already introduced possibility of developing the place as tourist centre and tea plantation area was realised by the British. The development of this place came as a result of various circumstances. “Production in all societies has certain common characteristics. It requires, first of all the existence of the basic productive agents or factors of production, as they are commonly called. There must be natural labour, natural resources, and certain tools, implements and other capital goods. It also requires that these factors of production be organized into some kind of producing units and that there be minimum of technological knowledge to direct the society’s productive efforts.”(35)

Step by step economic development took place in Darjeeling because of natural resources and development of tea industry, forestry, mining, quarrying, horticulture and animal husbandry, Cinchona plantation etc. Immigrants from different parts of the country and neighbouring Nepal flocked here due to these productive activities.

Later on partition of India in 1947 and Chinese aggression in Tibet in 1950 brought many Bengali refugees in Siliguri and many Tibetan refugees in Darjeeling hill area. Because of them the District received frequent financial help from the refugee rehabilitation centre.

Certain factors are necessary for development such as (1) Population growth (2) natural resources (3) accumulation of capital (4) increase in the scale or specialization of production (5) Technological progress.(36) Actually basic factor of production is labour, which is related to population growth. Though population growth is having both positive and negative factors. But for the newly discovered place a great number of people are required to take part in various developmental programme. So an isolated place like Darjeeling District required population and early immigrants really-helped to develop the area in different fields.

Another major factor helped in the development was capital or investment. "A country's capital is its stock of produced or man-made means of production, consisting of such items as buildings, factories, machinery, tools, equipment and inventories of goods in stock."(37) Growing wealthy population of Darjeeling did invest for the development of the area, Government investment was no less.

Gradually increased specialization brought division of labour and increased product. At present in Darjeeling hill area out of 2,41,725 hectares of geographical area about 54 per cent is covered by forest, another 14 per cent is devoted to agriculture, while tea and cinchona plantation account for 6.62 and 10.75 per cent of land respectively. Approximately one third of the total working population are engaged in agricultural activities. About one-third are engaged in activities connected with plantations, orchards, forestry and livestock, another 8 per cent are engaged as agricultural labourers, while the rest of the workers are involved with manufacturing construction, mining, trading and various service activities.

In 1984-85, tourism yielded an income of Rs.23 crores first products yielded Rs.7 crores. Cinchona Rs.2.43 crores while tea production 12 million kgs accounted for Rs.32 crores. The milk production of 82 million tons, while meat production of 10.5 million kilograms and egg production of 16 million is considerably higher on a per capita basis than the figures for the rest of the state. About workers if compared with the figures for the rest of West Bengal, the proportion of non-agriculturists is much higher. The proportion of workers in the total population, at 35.33 per cent is low, but higher than the state average of 30.22 per cent.”(38) Darjeeling is now marching towards progress and peace.

The reason of progress was living of so many people together as social units and aspiring for higher and better life. The people wanted to improve the economical social and cultural matters of the District and also contributed to this end.

In this discussion we can quote B.Mukherji “community development has been described as a process of change from the traditional way of living, as a method by which people can be assisted to develop themselves on their own capacity and resources; as a programme for accomplishing certain activities in fields concerning the welfare of the rural people; and as a movement for progress with a certain ideological content.”(39)

Moreover, if we look back to the old isolated Darjeeling then we observe beside economic development social and educational development also took place. Educational system was first developed by the Christian Missionaries for their own interest. Later on Government and private enterprises also came to the forefront. In the next Chapter, this issue would be discussed in the context of the historical perspective.

## **SUMMARY**

### ***Growth and Development of Darjeeling Hills. A Historical Perspective and Demographic Trend.***

Darjeeling is the northernmost district in the state of West Bengal. The total area is 3106 sq.kms. and the population according to 1981 Census is 10,06,433.

The name Darjeeling has come from Dorjeeling. Ling means place and Dorji means Vajrah or thunderbolt in Tibet. It also means the ecclesiastical sceptre which during service a lama holds in his hand. Historically the district was parts of the kingdom of Sikkim and Bhutan. This territory came under British Control following wars and treaties with those two countries. During the 19th century the present area of Darjeeling came under the rule of the British Government. In 1935, by a deed of grant which was signed on 1st February, the Sikkim King had given a portion of the hills to the British to help them to set up a sanatorium. The area given was all the land south of the great Rangit river, east of Balason, Kahel and Little Rangit rivers and west of the Rangnu and Mahananda rivers. Then was with Sikkim, which resulted in the annexation of Sikkim Morang or Terai at the foot of the hills, and portion of the Sikkim hills bounded by the Rammam rivers on the north, by the great Rangeet and the Tista on the east and by Nepal Frontier on the west. It is to be noted that Terai was conquered and ruled by Nepal in 1788-1816 but following the war with Nepal during 1814-16 the tract was ceded to the British Government which in turn returned it to the Raja of Sikkim. Again there was war between British India and Bhutan which led in 1864 to the annexation of the hill tract to the east of Teesta, West of Ne-Chu and De-Chu rivers and south of Sikkim known as Kalimpong. The present territory of Darjeeling historically belonged to Sikkim and Bhutan and were included in the then British India following wars and agreement with these two

countries. With the four sub-divisions Darjeeling, Kurseong and Kalimpong and in the plains Siliguri the Darjeeling at first included in the Rajshahi Division until October 1905. Because of the talk of partition of Bengal it was transferred to the Bhagalpur Division but re-transferred to Rajshahi Division in March, 1912, after the re-arrangement of the provinces. The partition of Bengal in August 1947 left the boundaries of the district in tact and the district was included under the state of West Bengal.

It was totally a forest land by 1869, with a population of not more than 22,000. According to the first Census of India 1872, the population had rapidly increased to 94,712 and in 1901 it was 2,49,117 following the development of tea-industry and the opportunities for wasteland cultivation.

It is also to be noted that agriculture also played an important role in population growth. Gradually because of the development of tea-industries further economic activities came up and created demand for more workers or immigrants and this way population increased in Darjeeling District. Gradually tourist industries also developed and helped developing the hill area of Darjeeling.

Since the inception of immigration it was found the people of Nepali origin constituting the vast majority of the population. In the plains also there was population explosion due to the growth of the towns in Jalpaiguri and Siliguri sub-division largely owe their origin to tea-industry, but whereas in Darjeeling the migrant labourers were mostly from Nepal. In the plains, they were from the tribal areas of Bihar. Many Bengalis were brought mainly for clerical and administrative work and for different types of professional activities. After the partition of the country, large number of refugees from East Pakistan came to the plains of Siliguri and Jalpaiguri.

In the middle of 1951 an exodus of Tibetans to India began because of annexation of Tibet by China. A great bulk of them came to Darjeeling Hill area.

However, the major communities in the hills and plains such as the Nepalis, the Tribals, the Bengalis and the original inhabitants such as Mech, Rajbansi, Lepcha, Bhutia etc. all living peacefully and perfect communal harmony is always maintained in Darjeeling District

In Darjeeling hill area among Nepalese many ethnic group are found such as Mangar, Gurung, Sunwar, Rais, Limbus, High caste Hindus such as Brahmans, Chettris and the Khasas, Newaris Sanayasis are another high caste group. Many Tibetan Barman group are found such as Tibetan, Sikkim Bhotia, Bhutanese, Bhutia, Sherpa Bhutia and the Sherpa community, Lepchas the original inhabitants. The remaining people are made up of people belonging to upper and lower Hindu caste from other communities such as Bengali Behari Kasmiri etc. Muslims and non-tribal Christians from the plains and a few Europeans.

The Darjeeling hill areas have the lowest density of population in West Bengal. further, the density of population in the hills has a peculiar pattern. On the eastern side of the river Tista the density is low, whereas in the Western side it is high. 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 Teesta river.

Progress in literacy is slower in Darjeeling hills in comparison to the other hill areas like Mizoram and Manipur. However, the literacy rates of hill people are higher than those of Nepalese of Nepal. In Nepal the literacy rate is only 13.9 per cent but in Darjeeling hills it is more than 42%.

The spread of education in Darjeeling was mainly due to attempt by the Christian Missionaries. In the next chapter this issue was discussed according to the context of historical perspective.

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Table 1.1 : *Data based on 1971 Census presented in the Table no.1.1 in the appendix.*

Table 1.2 : *An approximate Ethnic groupwise composition of the population, 1951 presented in the Table 1.2 in the appendix.*

Table 1.3 : *Page 146/ Census Report 1981.*  
*Total scheduled castes population.*

Table 1.4 : *Page 146/ Census report 1981*  
*Total Scheduled Tribes Population.*

Table 1.5 : *Total Scheduled Castes and Tribes Population Urban Blockwise.*

Table 1.6 : *Census of India 1991 Series Final Population Total - Paper 1, of 1992 - Vol.1.*

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## Chapter III

### ***GROWTH OF EDUCATION IN DARJEELING HILLS A HISTORICAL PERSPECTIVE***

#### *(Role of Missionary and Government Effort in the Spread of General and Collegiate Education in Darjeeling Hills)*

Throughout India there existed widespread indigenous education before the British Government took over the education system.

“In the enquiry made in the Madras Presidency in 1822-6 it was calculated that rather less than one-sixth of the boys of school going age received education of some sort. In the similar enquiry made in the Bombay Presidency in (1823-8) the number of boys under instruction was one in eight. In one of the districts in Bengal where Adam carried out this inquiry he found 13.2 per cent of the whole male population were receiving instruction. In another district found 9 per cent of all children of School going age under instruction. William Ward says that it was supposed that one-fifth of the male population of Bengal could read.”(1)

The early education system in Darjeeling was simple and practical. People had a wide knowledge of flora and fauna. All the tribes settled here such as Lepcha, Limbu, Bhutias followed their own religious faith, traditional culture and economic activities. They had a non-formal educational system. The elders reserved the social mores and traditions and the students learnt by participating in the activities of home and society. The agriculturalists and artisans learnt through actual participation. Religion dominated the life of the people. All these tribal societies have some

informal ways of imparting education through folk-drama, folk tales, folk songs and stories which are handed down from generation to generation. During this time the scripts of the Lepcha language was evolved following the Tibetan script "the total bulk of the contemporary literature written in the Lepcha script would not be more than a hundred volumes, being translations from the Tibetan, of Lamaist Buddhist scriptures which conveyed the knowledge, beliefs and practices of Lamaist Buddhism."(2)

Lamaism is based on Mahayana-Buddhism which came to Sikkim from Tibet. From Nalanda University through Guru Padma Samvaba, a mystic teacher, Buddhism spread to Tibet in the 8th century. Slowly Buddhism or Lamaism developed there and then came back to India again.

Throughout the 18th and 19th centuries Monasteries provided parochial education. Monasteries were established before the closing decades of the 18th century and this became the only form of education available. But this education was restricted to men who chose to become monks. Lamahood was held in such high esteem that "families having more than one son, released one, usually the second, from family ties and duties so that he could become monk."(2)

The oldest monastery of Darjeeling stood on observatory hill. Gradually many monasteries were established but not all of them carried monastic education. Some remained as place for worship. Monastic education includes the knowledge of the arts, literature and culture of Buddhism. The objectives of such as education was to help the students to learn the Tibetan language and the Buddhist religion. The Tibetan language was a must for an understanding of the Mahayana and Vajrayana (Tantric) texts. The curriculum included subjects such as paintings, sculpture, astrology, mathematics, medicine, philosophy, literature, tantra. Monasteries were the only indigenous system of formal education though the standard of education was definitely low if compared with secular education.

Nepali immigrants are a distinctive ethnic group, mostly Hindus, and they share the common faith in Hinduism with the people of the plains living in Darjeeling district. In order to keep alive the ideal of Hinduism they started establishing Pathshalas. But these type of schools developed much later in 20th century and mostly by a few private enterprises who tried to preserve their own culture. The name of the first such Pathshala established in 1917 was Sri Pasupati Sanskrit Vidyalaya in Echhay at Kalimpong. In Darjeeling Sanskrit Tol was introduced by the Himachal Hindi Bhawan aided by Darjeeling Municipality. Sarvodaya Gurukul Ashram, Kurseong and Sri Hareswar Sanskrit Pathshala at Lingsay were established in 1946 while Soladevi Sanskrit tol Kalimpong established in 1954.

The medium of instruction was Sanskrit and the teachers were Brahmins. Brahmins were given preference though admission was open to all. Primary and secondary courses were known as Adya and Madhya. The curriculum included Vedic hymns, Karmakandas, Saptasati, Chandi, Sanskrit Slokas, Hitopadesha, Panchatantra. All Madhya Grammar course such as Amarkosh, Battikalyem literature included Raghubhansa, Kumarsambhava etc. were taught. Bangiya-Sanskrit Parishad, Calcutta conducted the examinations. These tols did not have any traditional background and most of these were short-lived. The Muslims came to Darjeeling from the plains much later and in 1860 near the Mosques the Anjuman-E-Islamia was established in Darjeeling with the aim and objective to improve the social and moral conditions of the Muslims by the teachings of Islam. A Boys' Junior Madrasha was established in 1910 and in 1920 recognized by the Madrasha Board of West Bengal. A girls' Maktab was later established near Choti Masjid.

In Kalimpong the Anjuman Islamia-Moktab and in Kurseong the Azad Primary School were established. In all the Moktab's Hindi is the medium of

instruction. Urdu is used as the first language. English and Arabic are also taught as the latter is necessary in order to learn the Koran

Modern Moktabs have adopted a curriculum quite different from the old traditional school except for the purpose of teaching the pupils a few of the important religious rituals which would serve as background knowledge later on in their religious lives. It is the secular subjects mainly of the modern-day education, are taught there.(4).

However, most of the indigenous schools in India did not get recognition and financial help from the Government so they died slowly a natural death. When they failed to serve the purpose of educating people gradually the modern western education system ultimately brought all the people together and introduced the advanced curriculum of the west.

*Role of Missionary and Government effort in the spread of education  
in Darjeeling Hills*

It is to be mentioned that the Charter Act of 1813 opened India to Missionary societies and so the period from 1813 to 1833 could be regarded as one of great mission activity in all parts of the Company's rule. Alexander Duff, the greatest Missionary of this period, had faith in the potential power of English education to secure converts. Almost all the Missionaries and English schools maintained by Missionaries began to spread very rapidly after 1830. This mainly happened because the years 1833-53 were years of great reforms and because of this many officials of the company were inspired by Missionary zeal. Though there was fear among the officials and the Missionaries that any interference with education would be protested by the native people. However, it was found that Hindus and Muslims

were eager to get modern Western education. Another important point to be mentioned is that "this growth of Missionary enterprise, whether in the sphere of proselytization or of education, was greatly facilitated by the cordial relations that prevailed in this period between the officials of the company and the missionaries.(5)

It is to be mentioned that from 1835 to 1866 many modern activities were introduced by the Missionaries including educational activities in the region of Darjeeling district.

The amount of work they have undertaken for the development of education should deserve an appreciation. Darjeeling in those days became famous as a centre of European education. However, most of the Missionaries were interested in the education of the European children rather than the Indian children of this region.

The first European Roman Catholic School was the Loreto Convent for girls founded in 1846 and managed by Loreto Nuns who had their mother house in Rathfarnham, Dublin.

Judge Loughman of Patna, who unable to recoup his health came to Darjeeling Sanatorium and found his health was restored, wrote about the wonders of this place to Archbishop Carew and proposed that a girls' school be opened. The prospect of having a girls' school in Darjeeling appealed to Archbishop Carew. He planned for branch schools of Loreto House in Darjeeling: "His idea was that the nuns' chaplain could run classes for small boys, as well as keeping open House for convalescent priests."(6) Loreto nuns were in charge of both the schools. In July Judge Laughman bought land in three locations. The first location was on the site of the present Bishop's house, 'Sunny Bank' now St. Robert's High School. The second location was on the site of the present convent and Caroline villa, and third the convent garden. As there was no Cart Road it was a big property.

By May, 1847, the nuns moved to the new convent building. Till 1850 the separate boys' school continued. Later a building called 'Tara Hall' was opened by the Loreto nuns - on their own property. The convent was the only educational establishment in Darjeeling till St. Paul's School was established. Mother M-Teresa with her assistant, Sister Gabriel, an Irish pioneer nun, was the founder of the Loreto Convent.(7) The original building of the School was at Sun-Hill. Later the convent building shifted to present springfield area. Sisters of the institute were aided by resident secular teachers and Matrons in their teaching work. The courses of study were those laid down by the code of Education for European schools and include preparation for the cambridge junior school and high school certificate Examinations, for the Trinity College of Music and Royal Drawing Society art examinations and for elocution examinations. Non-Catholic students are given instruction in moral philosophy but Catholic students were given religious instruction in Catholic doctrine.(8)

Lessons were once given in a wide variety of co-curricular activities art,dancing, singing, cello-playing, violin, piano, neddlework, domestic science, shorthand and typing and physical education. At present lessons are given in art, piano, needle work and physical education only. The school have good playfields and a very good indoor play-ground with modern apparatus, a very good library and auditorium and a teachers and students hostel. However, it is to be mentioned at present students' hostels are no longer maintained by the authority for unavoidable reasons.

However, all the children, rich and poor, are recognised as an asset to the school. The policy of give and take very much prevails and a very good relationship exists between the teachers and the students coming from widely different backgrounds.

The school encourages the various culture of the students. They are helped to understand the richness of their own culture and at the sametime to respect and appreciate others' cultures.

The school is administered mainly by the Principal who have Vice-Principal and section mistress or co-ordinators to help her. Priorities for admission are catholics, in particular those of the Parish, children of staff members, sisters of children already in school, other children of the locality. 20% is reserved for the economically deprived.(9)

*St. Paul's School* for boys was established in Darjeeling in 1868 "part of the fund used to finance the opening was derived from the sale proceeds of a St. Paul's school which had been located in a building in Chowringhee, Calcutta from 1848."(10)

The Bishop of Calcutta was the President of the School Committee which used to manage the School administration. The staff were highly qualified, all of them were mainly graduates of Oxford or Cambridge. AT present, a highly qualified staff comes from Universities of India.

The school prepared at first for the Cambridge Junior and Senior course later it introduced I.C.S.E. and I.S.C. School Certificate Examination. AT first the course of study was that prescribed by the Cambridge University local Examination Syndicate and according to advice of Church of England religious training was also given. The school was attended by the sons of high government officials planters and the like and the good students after finishing their schooling easily entered into Government Service.

In 1980-81 the school got affiliation from the University of Calcutta to conduct classes for the first arts or Intermediate arts examinations, so this became the first college in the district.

The school was established on the line of the public school system and so a very high standard education is imparted.

As mentioned before the school prepares students for I.C.S.E. and I.S.C. examinations. The school encourages co-curricular activities such as Drama, debate, gymnastics, sports together with academic work. "Every attempt is made to give as wide an education as possible by encouraging out of school activities. There is a debating society, a carpenter's shop and excellent arrangements for organised games, the playing grounds and tennis courts being some of the best in Darjeeling."(11)

In the meantime Roman Catholic St. Joseph's school was established and imparted a very high standard education to the children of the European community. This Jesuit institution was opened in 1888, under the direction of the Fathers of the Society of Jesus. The institutions was first established in a building known as St. Joseph's Seminary at Sunny Bank and later transferred in 1892 to North Point to its present site. Father Henry Depelchin was given charge of the small school at Sunny Bank.(12)

Government gave an excellent plot of land for the new building on the crest of the spur running north from Birch Hill. Government also gave grant-in-aid for the new school building, laboratories for Physics and Chemistry, a Cinema Hall, playgrounds and library. Jesuit Fathers and lay-masters used to teach in the school. The Intermediate course in arts and science of Calcutta University was introduced at College level for the College students. In the schools, boys were prepared for Senior Cambridge examinations.

In the beginning the school was maintained only for Catholic students, but later students of other denominations were admitted.

At present I.C.S.E. and I.S.C. course has been introduced and at the College level the Degree course, 2 years for pass and three years for Honours has been introduced.

Opportunities are always given in the school and College for co-curricular activities such as regular programme of games and sports, dramas and debates.

In order to develop teaching skills teachers are given from time to time in service training and highly qualified teachers are selected for teaching jobs.(13)

In 1895 the Methodist Episcopal Church of America provided a school for English speaking children. The main school building is known as Queen's Hill.

The school was founded in order to provide Christian education in a favourable climate, where under proper influence and guidance the students' mental, moral and physical development takes place. The Mount Hermon Estate at North Point, got 100 acres of land and the school buildings and playground are situated there.

The school was approved by the Cambridge syndicate as co-educational institute. Govt. of Bengal provided maintenance and teachers' salary grants. Mount Hermon was introduced as a Secondary school and it followed the course prescribed by the European Department, Bengal with also courses in music, handwork and domestic science. The school prepared students for Trinity College music examinations. Organised games and physical training is compulsory for all the students.(14)

At present the school introduced I.C.S.E. and I.S.C. course of Delhi Board. The school was established at first as residential school. Now the school is open to day scholars also. Bishop Milmen of Calcutta founded the Darjeeling Girls' School in 1886. In 1895 the institution was handed over to the Mission of the Sisters of the Order of St. John, the Baptist and it was made a Diocesan School with the Metropolitan as President. There was a strong cyclone in the year 1899 and the site and buildings were destroyed. "The Lieutenant Governor placed the Darbar Hall at the disposal of the sisters for temporary use."(15)

In 1900 the school was housed in Rivers Hill and Richmond Hill. The school later shifted to its present site at North Point in 1929 was known as St. Michael's School. (16)

### KURSEONG

#### St. Helen's Girls' School and Convent

The Convent was founded by the Roman Catholic Daughters of the Cross of Leige in 1890. Mother Marie, who was then Provincial opened this school in a small rented house. In 1891 it was removed to larger premises because of the earthquake of 1897. In 1900 the school moved to a newly constructed building on an extensive grounds. (17) The school used to prepare students for the Cambridge local examinations. Particular attention is given to musical education and elocution. The curriculum included academic and commercial courses also physical culture and games, such as tennis, hockey, netball and badminton. It now prepared students for I.S.C. or I.C.S.E. (18)

#### St. Alphonsus School

This school was established for the native pupils by the Roman Catholic Church. Roman Catholic Church established it as a primary school in 1888 outside the municipal area. It remained a primary school for a long time. The reason behind this was protestant missionaries who did not want Roman Catholic Church to do work in the same field. District administration also did not want the Roman-Catholic mission to work in the same field as of the protestant mission.

However, the school was upgraded to the level of a High School in 1936. (19)

St. Alphonsus tried to give a good education to the poorer section of the Darjeeling hill area. The school authority believed that the students must be engaged

in useful work. Work centred education was given primary importance. Side by side with academic education maintaining vegetable farming, an animal laboratory for a poultry project are regarded as part of the students' regular education.(20)

### Kalimpong

In 1891 a girls' school was started by Mrs. Graham. The first Anglo-Indian teacher of this school, Miss Higginson, was appointed by the women's association. One of her brightest student Buddhimaya helped her in her work and so Buddhimaya was given the entire charge of the school. Another brilliant teacher, Miss Lily Waugh, joined in 1898. This school imparted general instruction to girls or women and which was also known as training institution. The training school for women attached to the Church of Scotland Mission Girls' institution were two of the earliest institutions for teachers training in the district. It may thus be said "that the schools meant - exclusively for girls education in the hill region of Darjeeling district during the last century had been only girls boarding schools of Darjeeling and that of Kalimpong." The curriculum included 1st, 2nd, 3rd, 4th Hindi readers with spelling and dictation, writing, arithmetic, geography, english language sewing and knitting and other disciplines.(21)

### Graham's Homes Kalimpong

Rev.J.A.Graham founded in 1900 an important educational Institution to provide for children of British and European descent education and training based upon Protestant principles. Originally the school was known as St. Andrews Colonial Homes but now as Dr.Graham's Homes. It had very huge campus of 611 acre adjacent to Kalimpong Bazar. It has a school buildings, staff houses, hostels,

hospitals and a chapel. There were some workshops and laboratories, vocational training centres. The students were prepared for Cambridge Junior and Senior School leaving certificate examinations and later Matriculation examinations of Bengal. Pupils were trained in the courses of the Board of Apprenticeship Training Examination. The schools administration ran by the Board of Management and the Superintendent of the Homes. At present the school follows Indian examination system and curriculum.

St. Joseph's Convent, Kalimpong

This convent was founded in 1922 at Kalimpong by the Missionaries of the Roman Catholic sisters of St. Joseph's of Clunny. At first it was established as sanatorium for the sisters teaching in the plains but gradually it turned into an important education institution with a boarding school for European and Anglo-Indian girls. Boys upto the age of eight were also admitted. At first Junior and Senior Cambridge examinations were introduced later it followed the examination system of Calcutta University.(22)

It is to be mentioned that there was tough fight between Catholic and Protestant missions. The Protestants stronghold was in Kalimpong and Roman Catholics Pedong Gorubathan, Gitdabling and Today. However, the people could sent their children to school because of the effort of these missionaries.

All these different missionaries effort provided secondary, higher secondary and vocational education to the European and Anglo-Indian children in the later part of the 18th, 19th and early 20th century. Later since 40's the Indian students, upto 15 to 25 per cent of the total number whose parents could afford the fees were also admitted.(23)

*OFFICIAL EFFORTS TO SPREAD EDUCATION IN THE HILLS*

Darjeeling came under British India in 1835. But Government effort to spread education in the hill areas started from 1856. It is to be mentioned that the despatch of 1854 suggested grants in aid for the non-official private Schools under salary, house-building, or development heads, as the practice till continues. Some conditions of course given importance before giving grants in aid such as good secular education, proper management realising tuition fees, official supervision and inspection.(24)

In 1856, the Inspector of Schools of North-East Bengal, urged the need of a Government School at Darjeeling district as there were no inhabitants who could take the responsibility to establish a school for their own benefit. He also pointed out that Government grants-in-aid rule would not work here as hardly any people were educated though they were interested to get education. The D.P.I. felt that without delay a Government School should be established as other prominent persons like Jackson, Dr. Campbell, Captain James and Robinson also felt the sameway. All of them also pointed out people here in Darjeeling preferred English and Hindi. So, Bengali could be introduced only as optional subject. However because of all these efforts Darjeeling School was sanctioned by the Government of Bengal with the concurrence of the Government of India. It was opened on September 20,1856 for the benefit of the Darjeeling people and for the children of Indian officials, and was placed under the immediate supervision of H.C.James. The Government sanctioned Rs.150/- a month, to be expended in the following manner. Headmaster Rs.100/-second master Rs.25/ contingencies Rs.25/-,total Rs.150/-”(25)

In 1856, Darjeeling school was established. According to W.W.Hunter (1872:192) this had been a middle class English school attended by the children of

the native government clerks and other Bengali residents. Actually Government wanted that the children of hill tribes also should attend. So the school was abolished and was split up into two, one a boarding school for Bhutias and Lepchas and the other aided school for Bengalis and Hindustanis with monthly grant of Rs.150/-.

So, established the Bhutia Boarding school for the pupil's of Bhutia and Lepcha race and the middle class English school or Darjeeling Zilla School. But it was found extremely difficult to run school for the Lepchas and Bhutias. "A contemporary author (Avery, 1878 : 121) remarks that there were few students on the register it being found extremely difficult to restrain the boys from their nomad habits; they being constantly in the habit of taking - French leave at every available opportunity, on the plea that they wanted to see their fathers, mothers, sisters, wives."(26)

The Deputy Commissioner became the local authority of the school and Director of Public instruction was to work in conjunction with the D.C.regarding the nomination of teachers, regulation of studies. The school was fortunate in getting - Babu Sarat Chandra Das as Headmaster, an excellent English scholar who showed his appreciation of the object of the school by mastering the Tibetan Language."(27)

The students were taught English and Tibetan and the school wanted to train up a group of surveyors, interpreters etc. Government wanted to train Bhutia, Lepcha and Tibetan boys so that they could be sent to explore the Trans Himalayan region - for the purpose mainly S.C. Das was brought from the Engineering College to impart education on survey.

In 1865-66 the Lieutenant Governor of Bengal has sanctioned the establishment of 5 model Anglo-vernacular schools in the district and it is in pursuance of this policy that the Darjeeling Zilla school was established. In 1881-82

Lepcha and Bhutia Boarding school and the Darjeeling Zilla school were listed as middle English schools.

Both of these schools were concurrently run till their amalgamation in 1891-92, when a Government High School was raised and which still exists by the old name of Government High School.(28) The school prepared students for matriculation examination of the University of Calcutta until the formation of the Board of Secondary Education, West Bengal, 1951-52.

The ladies mission was very impressed by seeing the success of boys school. It wanted to do some work in girls' educational field so it opened a primary school in 1890 for the Nepali, Bhutia and Lepcha girls' alike, it was found that the Nepalis were taking more interest in sending their girls to the school than the Bhutias and Lepchas. The school was raised to the status of a High school in 1941 and was named as the Nepali girls High school. Originally the school was called the Girls' Boarding school. On the 31st March, 1944 the number of pupils reading in this school was 444 of whom 27 were hill boys 331 were hill girls and the remainder were Indian Christians.(29)

#### 'KURSEONG'

The Victoria school at Dow Hill is one of the oldest school in the District for the Europeans of the Town. It was established at Constantia by Sir Ashley Eden in 1879 as a co-educational institution but was removed to Dow-Hill in 1880.(30)

This school was originally established for railway employees as a Government school. The school admitted children of officers and all Government

service holder of all classes. The children of non-official were also admitted on condition that they pay a higher rate of fees.(31)

In 1880 the boys' and girls' wings were separated. The girls' wing continued in the same premises while the boys school moved to a new building. Both the schools were situated on an extensive campus with hostels attached. Both the schools have very big buildings, libraries, laboratories, assembly hall etc. At the beginning Cambridge school certificate Examination were there later the school also prepared students for the Intermediate Arts Examination of Calcutta University.(32)

At present it follows the Secondary and Higher Secondary boards' decision regarding examinations.

Dow Hill Girls' School till 1898 functioned as a middle English school. It admitted boys eight and a half years old to primary school. The school compound occupied a place below Victoria School with a hospital for both the schools. It has a beautiful and extensive campus and playing grounds. "At the beginning in 1898, the school had 80 children and a staff consisting of a headmistress, 5 junior mistress and Matron.(33)

The school prepared students for junior and senior Cambridge examinations. Subjects taught included music, domestic science, games and art, later Bengali language was introduced as second language. The majority of students came from Anglo-Indian and domiciled European communities. In 1944, 14 Indian children of various communities got admission.(34)

#### EDUCATION DURING 1905-1947

The years from 1905-47 were a period of intense and ever increasing political unrest in India. The struggle for independence had started. From 1921 to

1937 the Diarchy system was introduced, a supreme of power sharing introduced under which many port-folios were transferred to the control of Indian ministers, among them "Education". In 1935 Provincial autonomy was introduced in eleven provinces of India and in this period provincial governments undertook many new schemes. In the field of education grants increased, many new schools were established and the no. of students increased, compulsion was introduced in the sphere of primary education as a result of which primary education expanded. The wardha or Basic education plan of Gandhiji was introduced. Unfortunately due to worldwide economic depression there were acute financial difficulties and the education department suffered a considerable setback. Later the second world war broke out and as India entered the war all Congress ministers resigned in protest against the British Government's policy. From 1940-45 the implementation of all educational schemes was stopped. In 1944 the Central advisory Board of Education appointed the Sargent plan or post-war development plan was set-up with new idea for the development of the educational system in India. Independence achieved in the 15th August, 1947. "On August 15th 1947, the nuns stood in the Concert Hall, under pictures of Gandhi and Nehru and their pupils stepped forward to put 'Tikka' of rejoicing on their mother's foreheads, in honour of the first independence day; they realised with deep gratitude that for Loreto, there would be no difficulties of readjustment no problem of adaptation in the new India.... They were ready with the new generation, to move confidently into free India". A very impressive picture of observation of independence day in Loreto convent by Mother Colmcille gives the idea of more or less same attitude by all the Missionaries towards independent India. However, the development of education in the hill area from 1905 shows that during this time private enterprises were encouraged and from 1905 to 1947 though Indian private enterprises started their work many missionary schools were also

founded.(35) The Turnbull school at Darjeeling opened in 1906 and was raised to the status of a high school in 1952. St. Robert's school (Nepali Medium) was founded in 1924.(36)

In 1903, a school for Nepali Girls was opened by the Church of Roman Catholic but could not survive the competition with the Scottish Mission. Again the effort was undertaken by the Loreto Nuns who always helped the poor and indigenous population. So a sister school of Loreto Convent, St. Teresa, was founded in 1923. "Before the end of mother Rosario's term of office the school was well on its way to developing into High School, a goal which it achieved in 1934.... The Catholic girls of St. Teresa are taking a lead in Parish activities and though still a majority among their classmates are already a powerful leaven in the mass of Darjeeling womanhood."(37)

In Kalimpong also during this period many Missionary Schools were established Dr.Grahams Home was also established as was mentioned before.

St. George's school, Pedong was founded by the Catholic Church and was raised to the status of a middle school in 1911 and upgraded in 1935 from Junior school standard to 8th standard and in 1951 it was recognized as a high school. In 1924 a girls' school also was established but later amalgamated with St. George's in 1950. St. Philomena was established in 1932 by the sisters of St. Joseph de-Cluny. St. Joseph Girls' school was established in 1938 and was upgraded into a high school in 1944. A female Teachers' training centre also started but could not continue.(38)

About vernacular medium school it can be said that this type of school was established from this period. Indian enterprises were encouraged by the British government.

In Kalimpong Miss Waugh's assistant, Buddhimaya Pradhan, wanted to have a little school near her home at the eleventh mile. So a girls' school was constructed

in a small bamboo building with cement plastering. Gradually, the number of students increased and the general body of the school was separated from the main body in 1924 and was named Kalimpong Girls' High school which prepared students for the school leaving examination of the University of Calcutta. The students preparing for Matriculation or any other examination - English was the medium but it introduced Nepali as the medium of instruction upto the middle English Examination. The girl-students were coming mostly from Nepali, Bhutia and Lepcha families.

Under the Scotts mission above there were 120 lower and upper primary middle schools and a Kalimpong Teachers Training Institution and a high school for boys with a primary section. For girls there was Teachers' Training Institute with a high school for general education and a primary section attached both for boys and girls.(39)

The Maharani Girls' School, Darjeeling is the first Indian managed and privately run school for Indian girls in the district. It provided a modern education through the Bengali medium.(40) This school was established when the late Hemlata Sarkar with her husband Mr. Bepin Behari Sarkar came to Darjeeling in the year 1908. There was then no school for Indian girls. In Bengal those days the importance given to the emancipation of women demanded education as pre-requisite.

Mrs. Hemlata Sarkar thought of introducing a girls' school in Darjeeling. She had very valuable and friendly contacts. Among them was late Suniti Devi, the Maharani of Cooch Behar and the daughter of late Kesab Chandra Sen, Suniti Devi's younger sister late Sucharu Devi, the Maharani of Mayurbhanj and the Maharamni of Burdwan. The school was established in 1908. It got all possible help and support from the Maharani of Cooch Behar, and the Hon'ble Sir Vijaychand

Mahatap, Maharajdhiraj of Burdwan. The school also got donations from very wealthy persons such as lord and lady Carmichael, the Maharanis of Mourbhanz and Vijanagar, the Rani of Kaknia, Sir S.P.Sinha, the Hon'ble Mr. B.C.Mitra and Mr. P.N.Mukherjee. It used to receive a Government Grant in aid of Rs.250/- per mensem. It was raised to high school status in 1911. The classes were held in a house on the Coochbehar estate near the capital theatre. Later it shifted to Oak lodge, known as German Sahib's House with spacious grounds. The school had English as its medium till 1945. It was named 'Maharani' because of so many Maharanis(Queens) helped in the development of the school. The school developed slowly and steadily and it can be said there are innumerable ex-students who have excelled in their respective spheres of life. The school was known as one of the twelve best schools in undivided Bengal. However at present it is no longer a school for Bengali girls only. A Nepali girl's section was opened in 1973 and it is now a government sponsored school. At present the school has more Nepali than Bengali students. The normal expenses are met by Government assistance and from the students' nominals" (41)

To popularise the Hindi language and literature the Himachal Hindi Bhawan with a library and reading room was founded in 1931. It also started in 1934 a Sanskrit and Hindi Middle school which was upgraded into high school in 1939. It received a municipal monthly grant and monthly assistance from the provincial government. It also established a night school for adult literacy but this failed to continue.(42)

Sri Ramakrishna Vedanta Ashrama was founded in 1924 by Swami Abhedananda, a renowned disciple to Shri Ramakrishna Paramhansa. The Ashrama had started a free primary school for boys and an orphanage in 1925 with training classes in Carpentry, basket making and tailoring. In 1931 the Ashrama opened

Sardeswari Girls' School ( Nepali Medium) and the Ramakrishna Bengali free primary school for boys. Later a pre-basic nursery school and junior basic school were started. Swami Prabhudhananda did valuable work for the spread of education among the hill people. Ashrama later on opened schools also in Kurseong and Siliguri.(43)

The young men's Buddhist Association in order to spread Buddhist culture among the Buddhist and Hindus established 4 primary schools. The Nepali Sahitya Sammelan was established in 1924 to promote and cultivate the Nepali language. The organiser published text books in Nepali for Primary, middle and high school. The Nepali Sahitya Parishad Darjeeling was also established with the same aims and functions.(44)

The Darjeeling Branch of all India Arya Samaj at Chowk-Bazar, Darjeeling was established in 1933. In order to spread Nepali language and culture it established a primary school in 1934.

Private enterprises slowly developed, a girls' school was established in Kalimpong at 1944 known as Pranami Vidya Mandir Girls' school, Saraswati School at Mungpoo, 1946, Pokhriabong school 1947 also Griffith Memorial School at Takdah came up in the same year.(46)

In Kurseong Pusparani Memorial Schools started in the twenties as a coaching school later it developed into a high school.(47)

If we look into official records during the period we see that the Government Zilla Boys' high school at Darjeeling Sadar-Sub-Division was the only institution existing for the hill pupils during this part. According to Dash the school prepared students for Matriculation examination of the Calcutta University. In 1944 there were 389 pupils among them 143 Bengali, Nepali 160, Behari & U.P. 39, Bhutia and Lepcha-47. Among them again 18 were Muslims, 68 were Buddhists, 12 were Christians and 2 Jains.(48)

“No Primary School or middle school was directly opened and managed by the Government even during 1905-47 in Darjeeling district. Only in the towns of Darjeeling and Kurseong there were primary schools managed by Municipalities. In 1944 Darjeeling Municipality had under its direct management two bissa scheme free Primary schools one for boys and the other for girls .... within the Kurseong Municipality there were two municipal managed boys primary school with a roll strength of 209 and one Maktab with 32 pupils.”(49)

The government policy during this time is to encourage the private enterprise by giving aids and controls through supervision and inspection.

There is a mention of Lebong Cantonment Primary schools in the eight quinquennial review on the progress of Education in Bengal for 1927-28.

Another Cantonment Primary school known as Jalapahar Cantonment Primary school. In Takdah also a Cantonment school was established in 1910 for the Gorkha troops but was abolished in 1926. Lebong and Jalapahar school continued and were raised into status of central schools.(50)

In 1947 the year of independence dawned for India. Independence brought progress and development in all areas of our national life. All Missionaries and English medium schools realised that there would be no difficulty in readjusting and adapting to the new India and so they were moving confidently into free India.

According to Darjeeling district Gazetteer 1980 on the eve of independence in 1946-47, there were only 322 Primary schools, 23 middle English school, 3 Intermediate Colleges and 1 Degree College, 3 Crafts schools and 3 Teachers' Training schools in existence in the district. In the same year, 24 per cent of boys and 8 per cent of girls of the school going age (5 to 15 years) were actually attending educational institutions.”(51)

During the post-independence period several new commissions were set up and accordingly many new plans, programmes and policies were implemented. The number of educational institution and also the enrolment increased side by side Government expenditure on education.

*Higher and Collegiate Education in Darjeeling Hill - Missionary and Government efforts before and after Independence*

In Darjeeling hill region, higher education or collegiate education or ~~collegiate education~~ properly began from 1892. Though it is also necessary to mention that St. Paul's school also got affiliation from the University of Calcutta to conduct classes for the first arts or Intermediate arts course in 1880-81. However, it did not continue for but this was the first attempt for I.A. course in the District. As it was mentioned before St. Joseph's College grew out of the special department of the St. Joseph Seminary which was opened in 1892 to prepare students for entrance examinations for public sectors of different types. "In 1897 the College department of St. Joseph Seminary was affiliated to the University of Calcutta upto the Final First Arts students."(52)

In 1901 the I.A. course stopped for a while due to financial difficulties and was revised again in 1927 and then affiliated to the University of Calcutta as intermediate college. It was again closed down due to earthquake in 1934 because the building was damaged.

The College again started working from 1936-37 onwards. From 1949 B.A. and B.Sc. degree for pass and Honours courses were included. For a very short period the institution also conducted pass and honours evening classes. The College

later was affiliated and came under the jurisdiction of North Bengal University in 1962(53) The College provide both Science and Arts course. It gives facilities for various co-curricular activities maintaining a good library, reading room, auditorium, laboratories, playgrounds.

### Government College

Darjeeling Government College was opened immediately after Independence in 1948. It was at first established as Intermediate College with arts and science courses and was affiliated to Calcutta University in the same year. The College started functioning in the former St. Michael's School on Hill Cart Road. It was raised to the status of Degree College in arts and science and also honours classes in some subjects were introduced.

The College having laboratories for all Science subjects, good Library and reading room. Facilities for indoor and outdoor games, N.C.C. training is given. Hostel accommodation provided for both boys and girls. Few teachers' quarters are also provided.

At present Post-graduate Classes for Botany and Zoology are being held in Government College. It was affiliated to North Bengal University from 1962.(54)

Loreto College is a third Degree College set at Southfield at the back of Observatory Hill. "On the Western slope of this hill (observatory) a Bengali magnet had built for himself a good stone House and named it "Southfield". Four square with corner turrets and balconies framed in sunset coloured rumbles,

southfield was acquired by the Government and offered to the Loreto Nuns to begin a women's College in 1961."(55)

In August 1961 a group of students from Darjeeling, Simla and Loreto convents and also few students from Loreto's Nepali school, St. Teresa came to enrol their names. A very small women's College with a very few students is now grown into a developed College. This College was a joint venture of the Government of West Bengal and the Loreto Convent, Darjeeling. It was a Women's Degree College in arts subjects with Honours Courses in some of them. Before this College, North Point and Government College had taken the responsibility of imparting education to girls students. For St. Joseph's College students (women) Loreto Convent used to give board and lodging.

The College at present having a very good library, an auditorium, Geography laboratory and a hostel for the students.

The College have arts subjects for Degree only and from 1992 the Higher Secondary courses were closed down as the College wants to establish its name only as a good College for Degree. However, Higher Secondary courses were supposed to be located in the School. The College gives scope to the students for various co-curricular activities everyday also time to time organize public concerts Debate, Discussion, Seminar, exhibitions etc. N.S.S. Department of the College works very efficiently for the development of the hill society.(56)

It is to be noted that two Professional Colleges come under the jurisdiction of the University. These are one very newly established B.Ed. College, Siliguri and Ramakrishna B.T.College, Darjeeling. A training College was established at Darjeeling in 1957 for the Graduate teachers of High and Higher Secondary School and Graduate students intending to go to teaching profession. This was established by the Ramakrishna Mission and it admits Graduate students who did graduation in arts, science and commerce. Soon after its establishment it became a Government

Sponsored College and was affiliated to Calcutta University till North Bengal University came into existence in 1962. The College provides course for one academic year for the Degree of B.Ed. or B.T. The medium of instruction is English but students can write their answer in Bengali or Nepali. The College faced numerous problem regarding accommodation and enrolment. To avoid the heavy rush for admission 50% seats were reserved for those candidates who opts for Nepali as one of the method subjects. More seats were reserved now for the local hill students as Siliguri B.Ed.College was established in 1995 for the students of the plains. The College is at present having short of teachers for all subjects, condition of building is also not better and unfortunately nothing so far done to solve the problem.(57)

Later during 50's a Senior Basic Training College was set up in Darjeeling to prepare students for Senior Basic School or Multipurpose School. Gradually all Senior Basic training college turned into Junior Basic training college with academic year extending to one year. The College at present open to Matriculates or candidate with equivalent qualifications and to deputed teachers of primary schools.(58)

### Kalimpong

In Kalimpong first Intermediate College of art was established and known as Scottish Universities Mission College (Co-education). The College developed from Mission High School of Kalimpong and affiliated to Calcutta University. In 1958 the College closed down for various reasons and was re-opened in 1960-61 into Pre-University classes only for two years. It was closed down inspite of the assurance of finance from the Government of West Bengal.

However, Darjeeling enquiry (November 1955 to August 1957) approved by Government of West Bengal requested Education Department to put it on a sound footing by giving adequate grant and upgrade it for teaching the Degree Course.”(59)

Later a Managing Committee came up and the College was shifted under their responsibility. The local people also had contributed for the College. The new Managing Committee undertaken the responsibility to make the College a Sponsored one. Because of their effort in 1957-58 the College was recognized and affiliated to Calcutta University.

In November 1962 the College came under the North Bengal University. From 1967, Honours courses in some subjects were started and commerce courses were also introduced in the morning shift.(60)

At present the College having a building of its own also have hostel accommodation for male and female candidates. It gives also opportunities for co-curricular activities.

### Junior Basic Training College, Kalimpong

In 1950-51 Basic Training College was opened at Kalimpong for the teachers of Junior Basic and Primary Schools. In 1954 Janata Basic Training College was opened at Kalimpong for the teachers of the Basic Training school and for the Officers of the Government Aided Education programme. The College was established under the Five Year Educational development plan. The non-matriculate and even untrained village teachers received training on academic and social welfare work. Janata College and a Basic Training School with an experimental school have been functioning.(61)

### Kurseong

“According to the quinquennial review on the progress of Education in West Bengal for the period 1942-43 to 1946-47, there was a degree college in arts in Kurseong town, called St. Helen’s College.”(62) The Roman-Catholic Daughters of the Cross Mission managed the College. The Mission was in charge of St. Helen’s convent. But the exact date of opening and closing of this College is not known. No record was kept so far.

Kurseong citizen’s association took very forceful initiative to establish Kurseong Degree College in arts. The College was established with 161 students and 14 teachers. At first the classes were held at the Darjeeling Polytechnic Institution at Kakina House. Later the College was shifted to its own newly constructed building. New Science building and extended class-rooms were added later.(63)

Sonada - The Salesian College was first established in 1926 in Sonada by the Salesian Society in Shillong, Assam. The College was first known as “Our Lady’s House” later on known as Salesian College. It got affiliation in 1935 from the Calcutta University for I.A .standard. The building was destroyed in 1935 by a devastating fire and so for two years all the classes were shifted to wood cot building at Kurseong and at Hoogli-Bandal Church. “A new building was built for the College in 1948 when its affiliation was extended to the B.A.(Pass) standard.

Subsequently, it was permitted to teach up to Honours standard in certain subjects. It is now affiliated to the North Bengal University as a Degree College.”(64)

In Sonada another Degree College for arts subject set up in 1985. The College is situated in little interior area of Sonada. It is having Higher Secondary and first Degree level.(65)

However, it is to be mentioned that all the hill Colleges provide general education upto first Degree level only and also have provisions for Higher Secondary courses except Loreto College.

All the Colleges having provision for Nepali language and literature as a Vernacular subject.

Darjeeling Government College and the Kalimpong College also offer Tibetan language and literature as a Vernacular subject. The Salesian, Loreto and St. Joseph's College have classes in Alternative English as a Vernacular subject, Bengali is taught in most of the Colleges. All the Colleges also have Hindi as a Vernacular subject. English is the medium of Instruction for all the hill Colleges.

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If we analyse the situation then it will be clear that British came to India with radically different cultural tradition the commercial aims which was at the same time scientific and effective. To attain the end English education was required and it was introduced by the East India Company. "From 1813 the Company set aside some money for education and after the charter act of 1833 English became the official language. In 1844 Lord Hardings announced that English Educated Indians would be given preference for Government appointments. Free-traders voiced their support for this policy believing it would help to develop an Indian population loyal to the British. The Missioneries joined the chorus of approval. Eager to convert Indians from influential families, Missioneries recognized how much easier it would be with English as the language of professional advancement. Liberals believed in the

civilizing influence of western philosophy and literature. It was only at the end of the century that these men saw the dangerous side of education, that is, its tendency to promote nationalism and political unrest. Then, the Government made attempts to control and even curtail education.”(65)

The spread of modern education in India as well as in Darjeeling could be divided into three places, Missionary enterprise, Official enterprise as well as private non-official and Indian enterprise. With the change of economic system traditional schools, such as Pathshala, tols and Madrashes etc. slowly died its natural death because of the disappearance of social patronage. In Darjeeling first tols and Madrasahs were introduced much later in 1917 and 1910 respectively but early settlers such as Lepchas, Bhutias, Limbus followed its own non-formal educational system through actual participation in different activities and through folk-drama, folk tales and songs etc. However, monastic education spreaded before the close of the decades of the 18th century and it was the only available educational media in Darjeeling. Most of the Indigeneous education system could not stand the direct competition with Missionary activities in Darjeeling. Slowly these schools disappeared but Monastic education remained because of the patronage of the Buddhist Communities of Darjeeling.

Gradually, Missionary activities have started in Darjeeling from 1895. Their main aim was to convert people to Christianity, and also to impart education to European and Anglo-Indian communities as the place was found suitable for them because of scenic beauty and cool climate of this place. Secondary, Higher Secondary and Vocational education imparted to them in the later part of the 18th, 19th and early 20th century. From 1940 upto 25 per cent of Indian students were admitted to these European schools. However, they came from a very cultured and wealthy families and they came to get the fruit of western education not to embrace

religion. In Darjeeling Buddhist and Hindu religion's influence was very strong so even common local people also could not be converted to Christianity except a very few members.

Whatever, the objectives the amount of work the Missionaries undertook to spread education deserves mention and appreciation.

Official effort to spread education in Darjeeling District started from 1856. Darjeeling Government School for boys and girls was opened on September 1856 and 1890 respectively. The Victoria school at 1870 at first introduced as a co-educational Institution and in 1880 the boys' and girls' wings were separated.

“Colonial domination set the change in motion, Indians reshaped and imported ideas and institutions to fit the social and cultural milieu.”(66) The parallel effort to spread education in India was started by non-official and private Indian enterprises side by side with Missionary and official effort but in Darjeeling this type of school was started from 1905. From 1905 to 1947 there was intense political unrest in India. During this period many missionary schools were also established side by side with Bengali, Nepali and Hindi medium vernacular schools. It has been observed that educated and cultured ladies from three Hill Sub-divisions also came forward to introduce Girls' Schools in the hill areas Hindi speaking businessmen, Bengali and Nepali organizations also took initiative to establish various educational Institutions.

Again to counter the Christian efforts various Hindu and Buddhist Missionaries started establishing schools.

In Darjeeling Higher and Collegiate education actually began from 1880-81 in St. Paul's School, but it did not continue, later St. Joseph's School introduced I.A. course in 1892.

“In India systematic Higher Education started after the advent of British in India. In 1857 the first Universities were established in Calcutta, Bombay and Madras with limited functions such as conducting examinations, determining the courses of study, issuing degrees and diplomas and granting affiliation to School and College. Later on in 1902, Lord Curzon appointed the first University Commission in British India. Its recommendations brought reform in the various fields of University functions. The most important recommendation was to change University’s function such as to make it a teaching body instead of examining body. In 1904 the University act was passed to pursue the recommendations of 1902.(67) Gradually Universities and Colleges increased throughout India. National Education movement’s influence was also active in many institutions. During second world war a comprehensive scheme was undertaken by the Government to reform the educational system. Report of John Sargent, the Educational Advisor to Government of India recommended on educational reconstruction after the war. For Higher education the committee suggested 3 year Degree course and for the development of the Universities establishing University Grants Commission. Though nothing was done for three years Degree course but University Grants Commission was appointed provisionally.(68)

After attaining independence in 1947 a new Commission under Dr. Radhakrishnan’s Chairmanship was established with important Indian members from the U.K. and U.S.A. However, the Commission made various recommendations to improve the standard of the Universities. It gave stress on establishing more improved functions of Universities and rural Universities.(69)

In West Bengal Calcutta University remained only University for quite a long time. Gradually six other Universities with jurisdiction Colleges were set up on a sponsored basis.(70) Except Viswabharati all other Universities were affiliating.

“North Bengal University started functioning in May 16, 1962.”(71) All the Colleges of the Districts of Jalpaiguri, Malda, Darjeeling, West Dinajpur, Coochbehar came under its jurisdiction. From 1963-64 Post-graduate classes in a number of arts and pure science subjects started and gradually Post-Graduate courses and faculties increased and given chance for Higher Education to students of this area.

Many Colleges of Darjeeling Hill area shifted their affiliation from Calcutta to North Bengal University. And it is to be mentioned that in Darjeeling Intermediate Colleges only established during British period. Higher Education in a proper sense started after independence and so we can say that Hill areas Collegiate or Higher education germinated in British period but slowly unfolded in Free India.

In Darjeeling Government College M.Sc. classes in Botany and Zoological Sciences were held. A Degree College in Engineering and a Medical College also opened under the jurisdiction of North Bengal University giving scope to the students for Medical and Engineering education. Founder Father of this University Late Dr. Bidhan Chandra Roy set a goal which was expressed by Smt. Padmaja Naidu at the Second Convocation of the University that Dr. Bidhan C. Roy wanted in this University a rich synthesis of all different cultures, customs and traditions and art and craft of this region and ultimately becoming a great centre of national integration.(72)

After Independence as a part of educational policy and recommendations of different commissions many schools and Colleges started. Higher Education or College education flourished after Independence in Darjeeling Hill area and because of the establishment of North Bengal University students from nearby Districts are getting scope for more Higher education. Such as Post-Graduate, M.Phil. and Doctoral Degrees. It is also to be noted that stipends, scholarships and free-studentships are given to Meritorious students of the Scheduled Castes and Tribes as

also to other deserving pupils in all the hill and the plains Colleges as well as by the University of North Bengal.

In 1964-65 Kothari Education Commission was appointed. On University the Commission made very valuable recommendations and about curriculum and duration it introduced 10+2+3 system. The Commission gave importance on preparing skilled and socially conscious youth for the nations agriculture, arts, sciences and technology, conducting adult part-time and corresponding courses, impressing the standard of teaching research and to raise few institutions of higher learning to international standards, improving University organisation and administration etc. Following the recommendations 10+2+3 pattern of curriculum has been accepted and introduced all over India. Higher education is important for country's economic and industrial development.(73) So we need new idea, new curriculum, new system so that development comes in the industrial and economic field. Our motto should be "more means different" we should have new courses, new curricula, new types of Colleges, new types of Universities and produce different types of Graduates to meet the increasing needs of a diversified society."(74)

Number of Institution and students should be increased according to the resources. Planning should be done accordingly. Throughout India as well as in Darjeeling District nothing is done so far. For work based education Vocational and Professional education is in theory not in practice, which increase poverty and unemployment problem.

We will be discussing this issue further in the next Chapter where educational development in Darjeeling Hill during post -independence period, the sphere of pre-primary, primary secondary and Higher Secondary education will be observed.

### **SUMMARY**

Throughout India as well as in Darjeeling there existed widespread Indigenous education before the British Government took over the education system. Each tribe such as Limbu, Lepcha and Bhutia had non-formal educational system. They learnt from actual participation in their work also from folk drama, folk tales, folk songs etc. Monasteries were established before the closing decades of the 18th century and this became the only form of education available. But this education was restricted to men who chose to become monks. Lamahood was held in very high esteem the families having more than one son, released one, usually the second, from family ties and duties so that he could become a monk. Indigenous educational institutions were established much later from 1907 in Darjeeling District by Nepali and other Hindu immigrants to keep alive the ideal of Hinduism. In Darjeeling and Kurseong also many tols and pathshalas were established without any traditional background and most of these were short lived. The Muslims came to Darjeeling in 1860 and established Madrasha and Maktab but also introduced modern educational system.

The spread of modern education in Darjeeling may be divided into three phases broadly speaking.

In the first phase various schools and other educational institutions were set up due to efforts of the missionaries. The purpose of the missionary was, however, two fold. First, Darjeeling being cool could give education to the children of the colonial masters, who were mostly European. Second, the purpose was to attempt to convert the hill people to Christianity. They were successful in Mizoram and Nagaland but were not very successful in Darjeeling hill areas because of strong Buddhist and Hindu religion's influence whatever the objectives the amount of work the missionaries undertook to spread education deserves mention and appreciation.

The infrastructure of the educational system was founded by them. The European children no doubt benefited from the structure but the local boys and girls took advantage of it.

The first European Roman Catholic School was the Loreto Convent for girls founded in 1846. Gradually St. Pauls (1868) and St. Joseph for boys (1886), Mount Hermon Co-Ed.(1895), St. Michael Girls(1895) schools in Darjeeling Sub-Division. In Kurseong, St. Helen's Girls school and convent was founded by the Roman Catholic, Daughters of the Cross in 1890, St. Alphonsus in 1888. In Kalimpong Rev. J-A. Graham founded in 1900 an important educational institutions. St. Joseph's Convent was founded in 1922. Many schools were at first introduced as Primary school later upgraded to Secondary School. Missionary effort provided Primary, Secondary, Higher Secondary and Vocational education to the European and Anglo-Indian children. Since 40's the 25% Indian students were admitted whose parents could afford the fees.

In the second phase we observe official effort. Government afford to spread education started from 1856 after the Despatch of 1854. First Government school was opened on September 20, 1856. Though it split up into two schools and ran concurrently till amalgamation in 1891-92. In Kurseong Victoria School at Dow Hill was established for Railway employees. In 1880 the boys and girls wing were the third phase which started as a parallel effort by the Indians. The Maharani Girls School was established in 1908 with the aid and advice of many wealthy ladies of India. Along with this school came many other schools started by the Nepalese gentlemen and Hindi-speaking businessmen. Again to counter the Christian efforts various Hindu Missionaries and Buddhist Associations started to found schools.

The 4th phase started after Independence. As a part of education policy and recommendations of different commissions many schools and Colleges started in

this period. In fact there were many Colleges and schools after Independence. Higher education or collegiate education in Darjeeling began from 1892. The systematic Higher Education started after the advent of British in India. In 1857 the first University were established in Calcutta, Bombay and Madras on the model of London University.

St. Joseph Seminary and Salesian College, Sonada introduced I.A. course in 1892 and in 1926 also got affiliation from Calcutta University. St. Pauls School in Darjeeling and St. Helen School in Kurseong also introduced I.A. course for a short while. Later on St. Joseph and Salesian College developed into Degree College and affiliated to North Bengal University which was established in 1962. All other Degree Colleges developed after independence. Gradually came Government College, Loreto College, Darjeeling, Kurseong College, Kalimpong and Sonada College.

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## Chapter IV

### ***A GENERAL SURVEY OF PRE-PRIMARY, PRIMARY, JUNIOR SECONDARY, SECONDARY AND HIGHER SECONDARY EDUCATION IN DARJEELING HILL AREA DURING POST-INDEPENDENCE PERIOD - SOME GENERAL PROBLEMS.***

In the previous chapter it has been observed that education is a very powerful measure or instrument and this measure brought social cultural and economic transformation in Darjeeling Hill. In fact the spread of education helped in creating a proper social order and social goal which is relevant to the changing time of Darjeeling District.

The isolated dark region came to light at first with the effort of the Europeans during British period and later after independence with the effort of the national Government. In the post-independence period we observe there was unprecedented growth and development in the quality and quantity of education in this region inspite of many other problems and poverty.

There is trend of progress observed in the field of education which in turn brings progress also in social and economic era.

The administration of primary education is decentralised in many levels such as District, Tehsill, Town and Panchayat. Education from primary to Higher Secondary level made free. In Darjeeling town from the April, 1997 all the primary schools were transferred from under the Municipalities to District School Board. Throughout India some major and minor problems observed in the field of primary education such as wastage and stagnation, dilapidated building condition, quality deterioration of teaching etc. Darjeeling is no exception to that, inspite of all these problem increased number of students, teachers and schools shows development also taken place side by side.

Many Junior Schools are still existing in India as well as in Darjeeling District though attempt is taken to convert Junior School into High or Higher Secondary School. However, the progress is slow.

In Darjeeling Secondary school existed before 1854. However, the structure of secondary education underwent many changes because of Mudaliar and Kothari education commission's recommendation after independence. Now the 10+2+3 structure is followed. In spite of many problem such as upgradation of Junior High School to High or Higher Secondary School, Sterio-typed curriculum and less importance to vocational technical courses, the Secondary education is progressing undoubtedly in this region.

From the First Five Year Plan to Eighth Five Year Plan emphasis is mainly being given on qualitative as well as quantitative expansion.

At present, D.G.H.C. having executive powers related to primary Secondary and Higher Secondary education and trying to render adequate service to improve all these sectors of education.

### ***Education in Pre-Primary and Primary School Level***

A new life came in the field of education when India attained Independence in 1947. The country became a sovereign Democratic Republic by the constituent assembly on 26th November, 1949 and came into force on 26th January, 1950. The new nation recognized the importance of education and so some constitutional provisions were taken for education. These were (a) "the responsibilities for the promotion of education is shared between the union and the states, it rests with certain exceptions, mainly with the latter.

(b) The State shall endeavour to provide within a period of ten years from this constitution free and compulsory education for all children, until they complete the age of fourteen years (article 45 under Directive principles of state policy).

(c) Any section of the citizen residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same.

No citizen shall be denied admission into any educational institution maintained by the state or receiving aid out of the state funds on grounds only of religion, race, cast, language or any of them (article 29 under fundamental rights).

(d) All minorities whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.

ii. The state shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under management of a minority, whether based on religion or language (article 30 under fundamental right).

(e) The state shall promote with special care the educational and economic interests of the weaker sections of the people, and in particular of the scheduled castes and scheduled tribes, and shall protect them from social injustice and all forms of exploitation (Article 45 under Directive principles of state policy)".(1)

Freedom gained but in all levels of education it was found attainment was low.

On the eve of independence there were 17 Universities, 636 Colleges with 2,38,000 students. 5,297 Secondary schools with 8,70,000 pupils which meant not even one student out of 20 in the age group 14-17 was in School.

It was found 12,843 middle schools with two million pupils meant only one child out of every 11 was enrolled in the 11 and 14 age group, 1,72,661 Primary

schools with 14 million pupils implied that only one child out of every 3 in the age group 6-11 was in school. No stress given on vocational and technical education. Supply of high level trained experts in technical vocational line is also limited. Too much emphasis was given on arts subjects but not on science subjects. Expenditure on education was Rs. 570 million, half a per cent of the national income.

There was educational inequalities between one region and another, between urban and rural areas, between male and female, between advanced and lower middle class and Scheduled Castes and Tribes.(2)

Before independence the departments of education at the Centre with the main subsidiary the central advisory Board of Education used to control and promote education. After independence education department was re-organized into the ministry of Education and ministry of scientific research and cultural affairs. The State ministry is in charge of the educational affairs of the state, and in the centre the ministry of education and C.A.B.E. takes the charge of making policies and programmes for the whole nation.

There are central and state schemes. The state gets the financial help of the centre to implement any plan. Sometime centrally sponsored schemes are implemented with co-operation of the state.(3)

However, after the attainment of Independence, one of the difficult task was the reconstruction and expansion of the system of education. It can be said that "the first years of freedom were also a period of great difficulty"(4) because with freedom Bengal and Punjab were partitioned which disrupted the life of million of people. And soon after these there was devaluation of the Indian currency which gave rise to inflation. India's first duty was rehabilitating the displaced people and by the process large amount of investment were required. For all these reasons

educational work was hampered.(5) However, during post-independence period free-India gave all its importance on educational development and implemented many plans and programmes regarding this. The planning commission during each Five-year Plan appoints a number of educated and scholarly people to suggest and recommend for better system of education.

The State and Central Government also time to time appoints Committees and Commissions for the development of different aspects of education. There were many unfinished work to be finished such as introduction of free and compulsory primary education, reconstruction of secondary education, development of technical and scientific education, development of women and adult education etc. Elementary or primary education is a very important part of education because children's formal education starts from this structure. This is also important from the point of spreading mass literacy. So according to Humayun Kabir, India tried hard to develop primary education and it increased its expenditure on Primary schools in Part - 'A states' was Rs.187/-million a year. On the corresponding date in 1953, it was Rs.349/-million. For the whole of India on that date, the expenditure on primary schools was Rs.437/- million. It was also remarkable to observe that people were conscious to secure proper education for their children. All over the country, they have given land, money and physical labour to the building of village schools.(6)

In Darjeeling hill area formal education system began from 1870. As was discussed before the Missionaries and private enterprises made their contribution for the cultural and educational development of the hill people. The people of the hill regions also have started realizing the value of education. According to D.B.Dewan "The illiterate minds of the parents could hardly realise the meaning of institutional learning in the beginning. Besides, most of them were engaged as labourers in the

fast-spreading tea gardens and the cultivable lands which abounded in the region which needed family labour, and also posed an obstacle to the spread of education.”(7) Slowly obstacles were overcome and the people became conscious of education which led to spread of education at much faster pace after independence. In West Bengal Primary education underwent several legislative acts such as ‘the urban act of 1919’, ‘the Rural act of 1930’, ‘The Bengal Municipal act of 1932’, ‘The Calcutta Municipal Act of 1951’, ‘the urban primary education act of 1963’.(8) It is to be mentioned that primary education is a state subject constitutionally. The state government with the help of D.P.I. and the Inspectorate enforce legislation and rules. Finance is given and administration takes place through D.P.I.

Financial assistance given under plan and general Budget and generally expenses are borne from revenue receipts supplemented by education cess. The administration of primary education is decentralised in differential degrees such as District, Tehsil, Town, Panchayet. These administrative units’ powers, functions, resources differ from state to state. It is to be mentioned in all the states primary education is free and compulsory but compulsion is never enforced by penal measures. There are many other problems which make compulsion difficult.(9) This aspect could be discussed later.

Till 1963 no primary education Board was there at the state level which could fill in the gap between rural and urban area. In 1973 West Bengal primary education act was passed which led to the formation of West Bengal Board of Primary Education. The Board as a whole was supposed to look after conduct, discipline, transference and appeals of teaching and non-teaching staff, and to guide control and supervise education.(10)

After the formation of Board the primary education in the rural areas is controlled by the District School Boards.

The District and Municipal School Board made useful contributions for the spread of primary education in the hill region. During 1946-47 it has been seen out of 322 primary schools in the district, 6 were managed by different municipalities, 305 were government aided but the schools were managed by private enterprises, 11 were totally privately managed. It is to be noted that one-third of these schools ran by the Christian Missionaries.

In 1951-52 10 Primary schools under Government management, 5 under Municipalities, 317 under private management but got government aid and there were totally 12 private, non-aided schools.

In 1957, 55 schools in tea gardens were observed, out of them 48 were aided by government and the rest were run by the Darjeeling Branch of the Indian Tea association. There were also cantonment primary school managed by cantonment authorities. In 1933-34 there were two such schools one in Lebong and another in Jalapahar. In 1955-56 there were 5 such schools. Government directly managed only two schools or two sections of primary schools one attached to Victoria Boys' Secondary school and another to Dowhill Girls' Secondary school in 1906-07.

In 1949-50 Basic education system of Gandhiji was introduced by the state government. In this Basic school great emphasis is given on Practical work, otherwise curriculum and functions were more or less same with the old primary school. The first Junior Basic school was established in 1952-53.(11)

In 1954 the Darjeeling District School Board was set up following Bengal rural primary education act of 1930. The act also wanted to introduce free and compulsory education for all children and expanding Junior Basic education. Because of the School Board's work gradually primary school have started increasing rapidly.(12) However, it has been observed in 1954 that less than 200 schools - with teachers - 350 existing in rural hill areas.

*In April, 1957 - 241 Primary Schools functioning with teachers - 600  
(after first five year plan) and 19 Junior Basic Schools.*

*In April, 1962 - 311 rural Primary school with teachers - 900 and 58  
Junior Basic Schools functioning.*

*April, 1966 - 436 Primary Schools with teachers - 1500 and 67  
Junior Basic Schools functioning in Darjeeling hill area.*

Municipal authorities took the responsibility of spreading Primary education in municipality school.(13)

Gradually primary education progressed and distributed under the jurisdiction of different Thanā and under different management. So the Tables 1.7 and 1.8 is presented in the Appendix to clarify the Thanawise distribution of primary and junior Basic school and the progress of education under different management in the hill-region. We get some ideas on no. of students receiving primary education from the District Census Handbooks 1951 and 1961 and from the reports of the State Directorate of education accordingly the table 1.9 is presented in the Appendix.

However, the table no.1.9 did not include the Pimary, Junior and Basic schools attached to Higher Secondary High, Middle English and Senior Basic schools also nothing mentioned about some Primary school converted into Secondary school, the plantation sectors schools are not also included.

In the rural areas of Siliguri, Phansidewa, Kurseong, Kalimpong of Darjeeling District compulsory free and Primary education was introduced in 1961-62. Darjeeling Municipality introduced free and compulsory primary education in 1968.(14) In the meantime in the hill region of Darjeeling Hill Development Council has been installed in 1973-74 and was made active from the start of the 5th Five Year Plan. In 1980-85, during the Sixth Five Year Plan, a Hill Affairs Branch

Secretariat of the Development and Planning Department of the Government of West Bengal was also created at Darjeeling.(15)

Some developments in the field of primary education in general is indeed impressive. According to Asok Mitra Commission the number of primary schools has increased, student enrolment has increased by more than 80 per cent. The distance between a primary school and an inhabited area is not exceeding one kilometre in any part of the state. The pre-primary stage of education is also brought under primary education. English has been excluded from the Primary school curriculum and introduced in the secondary stage. Government wanted to do away with the practice of detention and instead the introduction of a system of continuous evaluation of students, supplying free text books mid-day meal to students.(16)

But it is to be mentioned that Government's language policy (dropping English) is bringing a lot of controversies. In the Hill areas specially almost all the schools introduced English as a second language. And nowhere mid-day meal is given by the Government. The system is not working from 1990 as mentioned in the Chapter V 'education in the plantation sectors'.

According to Mitra Commission while establishing new primary schools attention has been concentrated on areas where scheduled caste and scheduled tribe population dominates.

A state level Primary school education Board has been established. The Board is supposed to exercise jurisdictional authority over the District Primary Education councils to democratise primary education. By 1991 the number of teachers per Primary school so far has risen to three.

Another important feature is to increase in the pay and allowances of primary school teachers - also their retirement benefits. Again another new idea in primary education was the introduction of a democratic structure of rural administration through the Panchayat system and disbursing development fund through it. (17)

The 3 tier Panchayat system comprised of Zilla Parishad, Panchayet Samiti and Gram Panchayet came into force on June 4, 1978. They are given responsibilities of constructing B and C types of primary schools, distribution of text book and spread of adult literacy. The Zilla Parishad had given charge of some schemes such as free-distribution of text books, stationary, uniforms, mid-day meals, to look after attendance, scholarships etc.

However, it is noteworthy to mention that the district School Board in a planned manner set up primary schools in school less villages. So in Darjeeling hill area it has been observed that there is almost no more school less rural areas. The state Government is also continuously giving importance to construction of school building and the repair work.(18)

“In a Review of Development-programme (from 1973-74 to 1975-76) Hill affair Branch Secretariat Development and Planning Department reports that the number of primary school had risen from 585 in 1972 to 732 in 1976. A sum of Rs.60,000/- was sanctioned from the state Budget in 1973-74 and 1974-75 for purchase of schools dresses for the girl students. Money was made available for granting attendance scholarships to girl students also. A total of 127 schools were repaid in the eight hill blocks of the district through state budget funds from 1973-74 to 1975-76. Additional funds were also granted for school repairs from Central assistance.”(19)

West Bengal Government also gave due attention to the spread of primary education in the hill areas of Darjeeling. In 1982 West Bengal Government sanctioned Rs.2 lakhs for construction of five primary schools and purchase of furniture for 31 primary schools.

Every year a required number of Nepali text books were sent to the D.I. for distribution. At present Nepali language text books are being printed from local printing press.(20)

Basic scheme was accepted in Darjeeling Hill area in 1939 and in 1949 it was decided all primary schools will be converted to basic pattern having Class from I to V and so during a first five year plan a Basic Teachers Training Institute was established at Kalimpong. In Darjeeling and Kurseong Sub-divisions most of the schools remained traditional, very few schools reoriented to Basic pattern.(21)

In 1984 and 1985 there were 50 Municipality schools with 9114 students and 255 teachers (85 males and 170 females), no.of schools having I-V were only two. There were two Bengali medium primary schools having Bengali as the Medium of instruction. In all other Municipality Primary and Junior Basic Schools 'Nepali language' is the medium of instructions. Girls' Maktab is a Government aided primary school.

However, there were quantitative as well as qualitative improvement in the field of Primary education observed very recently. Darjeeling Municipality requested the Hill Council to take over the management and maintenance of the primary schools. The Hill Council agreed but few conditions are imposed such as at first (a) The department of School Education gives financial assistance to D.G.H.C. to meet the cost of pay and allowances of all eligible teaching and non-teaching staff.

- (b) That D.G.H.C. be allowed to fill up the vacancies of primary school teachers post as per the guidelines.
- (c) Adequate funds are provided for reconstruction and renovation of these schools.
- (d) This will require creation of additional post of one assistant Inspector of schools, one U.D.C., one L.D.C. and one group D staff. Only if these conditions are fulfilled primary schools will come under the overall and direct charge of D.I. of schools (Primary Education) in the Department of Education, D.G.H.C. However, very recently with effect from April,1997 except Kurseong-Kalimpong all the

primary schools of Darjeeling sub-division were shifted to the control of D.I. in the Department of Education, D.G.H.C.(22)

### *Pre-primary School*

'Nursery', 'Infant', 'Kindergarden', 'Balwadis', 'Bal Bhawan', 'Pre-basic', all are preprimary education - When Dr. Maria Montessori came to India in 1940 stayed for 8 years. She trained no. of teachers and started montessori school.

Before most of these types of schools were attached to missionary school and for a long time it was only for privileged classes who could afford to send their children to these schools. However, the Committee on Basic education appointed by the C.A.B.E. recommended that primary education should be supplemented by nursery education.

In 1994, the Sargent Report recommended for pre-primary education. The secondary education commission in 1952-53 also recommended for nursery schools. The Indian Education commission in 1964-65 observed that Pre-Primary education is of great significance to the Physical, emotional and intellectual development of children especially those with unsatisfactory home background.(23)

However, pre-primary schools even after independence could not be developed properly. European and Anglo Indian schools did introduce pre-primary school all over Bengal and darjeeling is no exception. Gradually many private pre-primary schools with English as medium developed in most of the cities and towns. These types of schools were also established in the town areas of the hill - Pre-Basic school also form an important part of the scheme of primary education for the children falling between 3 to 6 years of age. According to 1980, Darjeeling District Gazetteer, there were Five Pre-Basic schools in the District. One at Darjeeling, two at Kurseong, one at Kalimpong and one at Siliguri. Ramakrishna Vedanta Ashram

ran one Pre-Basic school and as we have discussed before, majority of the missionary and Anglo Indian schools run Pre-Primary education centres in the District. All the pre-Basic schools in three hill towns were Government aided during 1985. (24) Though Government encouraged private enterprises but at the sametime, in all the primary schools, infant sections were attached by rule. So it has been observed in Municipal schools as well as in schools under District Board, all the schools now having Pre-primary section, sometimes different level of infant sections - Such as Infant A.B.C. were included. In the plantation and agricultural sectors it has been found infant sections are of a great help to the working mothers.

*Some Problems in the Field of Primary Education in the hill region*

There is huge wastage and stagnation in the field of primary education which leads to unprofitable expenditure. The principle of 'no detention' upto class V was adopted in the belief that this would discourage dropouts but this practice developed ineffectiveness on the part of the teachers also on the part of the students. Parents soon realised this system is not leading to substantial improvement in their children's study.

The number of teachers increased and emoluments also increased but the quality of teaching deteriorated. The teachers having now-a-days lot of activities. He may be a full-fledged political functionary or an elected member of a Panchayat body. He may even devote the time he should spend on teaching in the school for actual cultivation. The Commission's attention has been drawn to instances where teachers drawing full time salary from the primary schools are actively engaged in money lending or in dealerships cases are not altogether rare either where a teacher has sub-contracted his teaching function to a number of cronies whose qualifications

and flair for teaching are altogether suspected.”(25) In Darjeeling hill areas it has been found many teachers have their side business as Grocery shop, hotels, stationary shop, car-business etc. Few cases of sub-contraction teaching function is also located.

At present regular school inspection and supervision are in real practice nowhere observed. Another important issue is that the no. of schools has increased but the strength of the school inspectorate has not been increased. “A point mentioned in this connection cannot be altogether brushed aside. Primary school teachers in the rural milieu are often locally influential persons, sub-inspectors of schools who go for inspection are therefore inhibited to report objectively on the standard of maintaining the school, teaching etc.”(26) Another point has been observed in Darjeeling is that as many female teachers husbands are very influential and moneyed people, quite a no. of them are not devoted or motivated to teach.

It is to be mentioned that quality is not keeping pace with quantity. Though ‘no detention’ policy has not been introduced in many places but time to time internal evaluation in each class on a monthly or even a weekly basis is not given any importance at all. In Darjeeling old system of half-yearly or yearly examination system is still continuing.

The State government intend to extend primary education upto class V but “not more than 5 per cent of the total number of primary schools are currently in position to conduct teaching at the class V level.”(27) Concerning school buildings, mid-day meal, supply of books and science kits, it can be said that host of the schools have their own building but in a most dilapidated state. Recently D.G.H.C. has taken the responsibility of repair or if necessary reconstruct the building. Giving Mid-day meal is now stopped in most of the schools as government, central as well as states, has stopped the system from 1990.

For the first time in the year 1995 science kits has been sent by the District School Board to all the Primary Schools but without any instruction so far how to use the apparatus. "All the apparatuses are not always meant for the primary school children but for the high school students and also not according to the need of the syllabus.

At the beginning of each academic year the supply of free books has to be sent to schools but unfortunately the supply of textbook is also very irregular.

Continuous and intensive training is very much needed for the teachers. The teachers who get such training course will be able to contribute towards improving the quality of teaching by organising seminars or discussion in their respective schools. The present study reveals that teachers and parents have different opinions on the causes of wastage.

In the opinion of the teachers poverty of the parents side by side with the disinterested attitude of the parents is responsible for students dropping out from school in the lower strata of the society.

In the opinion of parents poverty is definitely the cause. They have also doubts regarding the utility and productivity of school education especially some poor parents from tea gardens, agricultural sectors and slum dwellers feel that education would not be of much help to their children. They can help them in their household work and also can take up small jobs and by earning some money can help the family. Even in the urban area also parents such as coolies, small hawkers, vegetable sellers feel the same way. However, many parents are also having ambition to make their children educated and secured in life but they cannot pursue their dreams of making their children educated and government job holder mainly because of poverty. They start with the dream but shut their dream mid-day.

In Darjeeling early marriage by eloping is a problem but primary schools are not much affected by this problem as the children are very young at this stage.

However, it has been observed that teachers in the hill areas are having sympathetic attitude towards their students but admit that school environments and conditions and other infrastructure etc. are not upto the standard. They try their best to teach even sometimes under very difficult circumstances, such as inadequate finances still provided by the centre and the states. In the Fourth Plan, expenditure on elementary education was 117.87 crores which was only 30% of the total expenditure on education. Total expenditure was 809 crores. In the Fifth plan, out of total outlay of Rs.1726 crores, Rs.743 crores, 312.9% was spent on elementary education.(28) Till now only Rs.25 as contingency grant is given to all the Municipal and District Board schools in West Bengal every month.

As there is no adequate equipments teachers themselves make charts and models in order to teach the students. Due to heavy monsoon rain in Darjeeling hill area, sometimes roads are found damaged because of landslides. In the town area absenteeism are not much but in the rural area many teachers work according to their private arrangement.

In any case, it may be said that the hill region has made considerable progress in the sphere of primary education.

*Education in Junior Secondary. Secondary and  
Higher Secondary Level.*

After independence in 1947, Government realised the need for reorientation of Secondary education because "Secondary education has a vital role to play in any programme of education for the community. It provided teachers for both elementary and adult education. It also prepares pupils for the Universities and other institutions of higher learning. Besides, it is the stage which in all countries marks

the completion of education for the vast majority”(1) Secondary education should be regarded as terminal education so that after completion of studies the students could go for higher education or for employment.

It is to be noted that our modern system of education was introduced by British rulers. The secondary education system was at first totally a colonial type, it was academic and examination dominated, leading to University education. Hunter Commission wanted to bring some change and later Sadler Commissions recommendations showed further change in outlook by introducing diversified nature of education. This trend reflected in Hartog Committee, the Abbot Wood Committee and the Sargent Committee.(2)

In free India the Central Advisory Board of Education appointed Tarachand Committee in 1948-49. The Committee suggested 5 years primary education, 3 year pre-secondary education (or senior basic) and 4 year secondary education for example - 12 years education before admission to University courses. It suggested diversified courses and terminal education. The University Commission or Radhakrishnan Commission 1948-49 also recommended more or less same idea as suggested by Tara-Chand Committee and side by side it suggested establishing a committee on Secondary education.(3)

In 1952-53 Mudaliar Commission was appointed and made recommendations on all aspects of secondary education. About structure of education it recommended that there should be 5 years of Junior Basic education, or primary education, 3 year lower secondary or Senior Basic followed by 4 years higher secondary stage i.e. a total of 12 years school education. Terminal point for most of the students at lower secondary education, i.e. Class VIII at the age of 14+, so that they could enter to any vocational or trade school. Again at the end of higher secondary education, technical and professional courses could be provided. Eleven year higher secondary

education would be followed by 3 years under graduate degree courses in arts, sciences and commerce.(4)

Many states of India switched over to new patterns of Secondary education proposed by Mudaliar Commission. Originally the Commission intended 12 years schooling but because of public pressure Higher Secondary stage was reduced to 3 years.(5)

The Commission wanted to introduce multi-purpose school which would provide terminal courses in technology, commerce, agriculture, fine arts and home science. The objective was to divert students into different walks of life to reduce the pressure upon University admission. It also realised that "In order to equip the youth adequately for the needs of the existing socio-economic situation, it is necessary to give secondary education a vocational bias."(6)

Gradually the former middle schools were transferred to 4 class Junior high school level but it is to be noted that middle schools are always linked with high school. Before and after independence the existence of middle schools are always observed in all the provinces of India. In the hill region of Darjeeling District some of the early European and Anglo-Indian middle schools ran by Chriatish missions and were first to impart secondary education. St. Paul's School and St. Joseph's school turned into secondary school before 1880-81.

"By 1881-82 the Lepcha and Bhutia Boarding and Artizan School, Darjeeling, the Darjeeling Zilla School (formerly Anglo-Hindi School) Darjeeling and the Dow Hill School for European Kurseong - all managed by Government had become middle English schools."(7)

Gradually many junior schools were established by 1897 which were known as St. Joseph's school and Diacesan Girls' school established in 1895, St., Helen Girls' School, Kurseong founded in 1890, Mount Hermon school, Darjeeling

established in 1895 and Dow Hill Girls' school, Kurseong once ran with Victoria Boys' school, established separately in 1897; all these schools imparted education upto junior secondary level education. However, in 1892 Darjeeling Hill schools and Lepcha Bhutia Boarding school was amalgamated and formed a high school in 1892.(8)

There were 12 middle English schools for boys in the Darjeeling District in 1943-44. Such as (1) one for exclusively Hindi speaking pupils, (2) Sukhiapokhri School (Scots Mission), (3) Mirik School (Scot Mission), (4) Pedong (Roman Catholic mission) (5) Ghoom School, Kurseong school, Phansidewa, Khoribari, Naxalbari, Kalimpong, 4 Middle English school for girls at Darjeeling, Kurseong and in Kalimpong. In Darjeeling one school was made only for girls.

In April, 1944, 1629 boys and 570 girls were attending these schools. Out of them 1,215 boys and 317 girls were of Nepalese, Bhutia, Tibetan and Lepcha origin. "The total expenditure on the boys schools came to Rs.41,282 in 1943-44 of which 17,018 was contributed by Government while the girls schools incurred an expenditure of Rs.17,925 of which Rs.8,934 came from public exchequer."(9)

During 1947 we get the evidence of 19 middle English schools with a total of 3,622 students. European and Anglo-Indian schools imparting lessons upto Cambridge Junior school certificate examination. There were 52 middle English schools, one school out of these 32 was managed by the Municipality, 28 private institutions received grants in aid from Government and 3 were run privately without any aid. A total of 4,234 boys and 1,577 girls attended them.(10)

In 1955-56 there were 33 junior high schools in the district and Government spent a total amount of Rs.1,57,670. In 1960-61 and 1965-66 it has been observed that the number of junior high school gradually started decreasing due to upgradation into High School.(11) It will be seen from the Table No.2 presented in the appendix.

However, decrease in the number of Junior High School show that many Junior High Schools were converted to High school or Higher secondary schools.(12) There are at present 52 junior high schools in Darjeeling, Kurseong and Kalimpong sub-divisions. Table 2.1 presents the no. of schools in the 3 hill sub-divisions and the table 2.2, 2.3,2.4 in the appendix presents the name of Junior schools.(13)

#### High and Higher Secondary School Level

Secondary education in West Bengal like in several other states in the country, has been grappling with the problem of reconciling the three goals of equality, quality and quantity.(14) Though Secondary and Higher Secondary education expanded and no. of students also increase considerably but a comparative study shows that the general condition of school education in West Bengal is not markedly superior to other states. Though quantitative expansion taken place but quality of school education has not improved.

History enlightens us about the development of Secondary education in Bengal. In Bengal various socio-economic factors had given a proper place of modern western education in the early 19th century. The modern secondary education system was established upon before the despatch of 1854 and all English medium schools were supported by the middle classes of Bengal. Though people in Bengal were conscious politically which gave rise to freedom struggle both terrorist and Congress, and one of the effects of growth of the national consciousness was rapid expansion of secondary education, Bengal had 50% of all the Secondary school student population in India.

Independence also brought partition of Bengal and refugee population from East Bengal. However, many teachers also came and spread throughout West Bengal which led to rapid development of education.(15)

Till 1947 Secondary education remained under the jurisdiction of the University. The School Education Committee under Harendranath Chaudhury, appointed in 1948 by the Government of West Bengal. The Committee recommended to make secondary education self-sufficient. The Committee also recommended the creation of a separate Board completely entrusted with the responsibility of secondary education. "In compliance with the recommendation, West Bengal Secondary Education Act was passed in 1950 and, according to this act, West Bengal Board of Secondary education came into existence."(16)

In 1952 Mudaliar Commission was appointed by Government of India and its report brought a total change in the system of Secondary Education in India. In order to evaluate the Commissions report another Committee was formed by the West Bengal Government, known as Dey Committee under the Chairmanship of Dr. Biman Behari Dey.

The Committee broadly supported Mudaliar Commission and amended the Mudaliar scheme and this scheme (amended) was introduced by the State Government. Higher Secondary Schools with 11 classes were introduced but equal treatment could not be given to all the streams due to mainly financial difficulties. Humanities, Science and Commerce could be introduced but hardly any school could introduce Agriculture, Technical and Fine Arts streams, in some girls school Domestic science was introduced.(17)

"Real multi-purpose education as had been conceived of by the Commission was implemented only in name.(18)

Moreover secondary education was remodelled on the pattern of one or other of the following four types; (1) a fully integrated secondary school with class 1 to XI, (2) a high school of six classes including VI to XI, (3) Junior high or senior Basic School from I to VIII.(4). A High School of three classes - IX to XI with

diversified courses.(15) There were two external examinations such as the end of Class X School Final examination and Higher Secondary examination at the end of Class XI followed by 3 year Degree Courses. For the students giving School Final examination, one year Pre-University courses followed by 3 years degree courses.

Before going into the list of higher secondary educational institutions it is necessary to see on the eve of independence in 1934-44 how many high schools were existing in the hill regions and the name of these schools. Regarding this Table 2.5 and 2.6 presented in the Appendix - Table 2.5 having name-lists of Indian High School in the hill region of Darjeeling in the year 1934-44. It has been observed Indian type 4 schools in Darjeeling Sub-divisions, 2 and 3 schools in Kurseong and Kalimpong respectively imparting Education till class X and 4 Anglo-Indian schools from Darjeeling and 4 from Kurseong and 1 from Kalimpong imparting education till Class X.

There were 2,122 boys and 1,266 girls on the rolls of whom 1,325 boys and 733 girls were of Nepalese, Bhutia and Lepcha origin. The total expenditure incurred for the year 1943-44 amounted to Rs.1,52,118 of which Rs.59,076 was given by the State exchequer.(20)

There were 16 Indian Type High English Schools in the district with 6,815 boys and girls students in 1950-51. Out of 16 schools 2 were Government schools 11 were privately Government aided schools and 3 were private unaided institutions. There were 9 Anglo-Christian Missions School. There was increase in number when we observe in 1955-56 there were 28 Indian Type High School with 8,072 boys and girls students along with 9 Anglo-Indian schools. In 1950-51, a total Government expenditure for Indian type High school was 3,56,780.(21) In 1967 in the Hill region of Darjeeling there were 10 class pattern Indian type of High schools and 13 Higher Secondary schools and regarding this Table no.2.7 and 2.8 presented in the appendix.(22).

Most of the Anglo-Indian Higher Secondary schools functioning in Darjeeling Hill Sub-division also introduced science and Humanities with exception of few such as St. Helen's Convent, Kurseong introduced Humanities and Domestic science, Dow Hill Girls' High School, Kurseong also included Humanities, Science and Domestic Science and Mount Hermon had introduced Humanities Science and Commerce. Among these Anglo-Indian schools Victoria Boys' High schools and Dow Hill Girls' High Schools are Government schools; other schools are managed by different Christian Missionaries such as Church of India, Burma and Ceylon managed St. Pauls, Roman Catholic Loreto order managed Loreto Convent, Roman Catholic, daughters of the Cross ran St. Helen's Convent and Non-Conformist managed Goethal's Memorial High schools. Roman Catholic Society of Jesuits ran St. Joseph's School, Darjeeling.(23)

These schools had I.S.C. that is Indian School certificate of the University of Cambridge local examinations syndicate taken at the end of Class XI and H.S.C. that is high school certificate examination taken two years after I.S.C.(24)

From 1976 a new structural pattern was introduced in Bengal according to the proposal of Kothari Commission. The new Commission was appointed under the provision of a resolution of the Government of India setting up the Education Commission, dated 14th, 1964. The Commission gave its report in 1966 and it is also to be mentioned that the Commission was appointed with the object of evolving a national pattern of education. The Commission recommended in all aspects of Secondary Education such as qualitative improvement in education in all levels - Primary, Secondary, H.S. and University education, teachers' status and service condition, Scholarship and students' welfare, language policy, backward and mentally and physically handicapped children's problem, technical and agricultural education, curriculum and work education etc. The Commission introduced new

structural pattern of 10+2+3. (25) Emphasis was given on developing quality of education and preparing the students for entry into either a professional or vocational programme.

The new structure of secondary education has been successfully introduced and the Kothari Commission recommended a twelve year schooling divided into few sub-stages such as (1) one to three years of pre-school or pre-primary education (3-5 years of age), (2) lower primary stage of 4 to 5 years and Higher primary stage of 3 to 2 years. (3) a lower secondary stage of 3 years of general education or one to three years of vocational education (enrolment in vocational courses being raised to 20% of the total). This could be provided on full time or part-time basis, (4) a higher secondary stage of two years of general education or one to three years of vocational education - enrolment in this sources raised to 50% of the total. There should be two types of courses general and vocational. No attempt at specialisation should be made until beyond Class X. Boards of Secondary Education should be reconstituted for Higher Secondary course. The Government policy sought to bring a uniform educational structure for the whole of India. In West Bengal education upto Class X had been made free in 1980 and later by 1985 it was made free of tuition fees till Class XII.

The main factor of this change over was the people in general were not satisfied with the recommendations of Mudaliar Commission. Only five states accepted the structural pattern 25% of the High Schools where converted into Higher Secondary pattern. Higher Secondary course with a terminal examination conducted by the newly started West Bengal Council of Higher Education from July 1986.(26)

The budgetary allocation to education has also been increased in West Bengal. "In 1976-77, budget for education in West Bengal was Rs.122 crores, which was much increased over three years Rs.468 crores (1984-85). When education has been allowed even 1% in the Central Government budget of the current year it is

more than 26% of the state budget, even though finally constrained as in West Bengal, the per capita educational expenditure in West Bengal is Rs.85 which is much higher than Central Government's negligible amount of Rs.5." (27)

Another point is to be mentioned that West Bengal has variety of Schools according to control and ownership such as there are government schools and Government Sponsored schools, and private schools such as aided, unaided and proprietary.

Many medium of instruction observed in these various schools such as Bengali, English, Tamil, Telegu, Oriya, Hindi, Nepali, Punjabi etc. In all these languages Board conducts examinations.

The English medium schools are regarded as very costly; through these schools of the "Neo Aristocrats of post-independence also claim a socio-economic 'Prestige' co-related with a commercial economy.(28)

All the high schools in this region are run by non-Government organisations and the Department of Education of the state of West Bengal controlled them through their inspecting officers. All the high schools received an annual grant forming a fixed amount of their expenditure. The terms and conditions of service and qualifications of teachers, the scale of fees to be charged, the subjects to be taught in each standard, the text books to be used etc. are regulated by the department of Education. The syllabus are revised time to time.

The medium of instruction in the English medium schools, is English, whereas in Vernacular medium schools Nepali, Hindi, Bengali is a recognised medium.

Several categories of secondary schools are found generally there are (a) Government aided schools, where instruction given through national language, (b) Government school though number is very small, (c) Schools run by religious and

quasi religious trusts and medium of instruction is through different national language (d) English medium missionary and private schools.

However, effort is going on to convert all existing high schools into higher secondary schools in near future. "The commission for planning of Higher Education in West Bengal, chaired by Professor Bhabatosh Dutta, explained at some length why - it is inadvisable to hold higher secondary classes in the College."(29) It however, disapproved of having higher secondary courses in the intermediate College system of the pre-independence day.

But many educationists of today do not agree with his idea because the prospect is not at all bright because separate higher Secondary institution would be very costly. It will need building, equipment, teachers and also totally new arrangement is required.

"According to Fifth All India Educational Survey, the number of students in Classes XI and XII in West Bengal schools was around 300,000 in 1986."(30)

The number of students in the higher secondary school is increasing day by day and it is not practicable for the College to play a significant role in higher secondary education. So higher secondary education should be concentrated in the school alone.

In the hill regions of Darjeeling it is observed that very few higher secondary schools and colleges of urban and rural areas are imparting higher secondary education.

The list of school received from the D.I. Office showed that very few schools are really catering H.S. Course.(31) Only 9 schools from Darjeeling Sub-division, 6 schools from Kalimpong and 2 schools from Kurseong Sub-divisions provides Higher Secondary Course. Table 2.9 presented in the appendix regarding this. Also Table 3 shows the name lists of schools still catering Class X course. 22, 11 and 12

schools provides X Class, Secondary school in Darjeeling, Kalimpong and Kurseong Sub-Divisions respectively. Name lists of schools given by the District Inspector of schools shows the no. of Ten class secondary schools.

It has been observed that Darjeeling had a rich tradition of culture and education and it has attracted the attention of the scholars since its establishment in 1820's.

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 are given to Darjeeling Gorkha Hill Council except Government Schools.(32) "Under the then Department of labour (now transferred to the Department of Technical) all matters relating to Industrial Training Institution at Tung near Kurseong have also been transferred to Darjeeling Gorkha Hill Council."(33)

But all Government Institutions are managed directly by the State Government such as Darjeeling Government High School, Sardeswari Government High School, Dow Hill Girls' High School and Victoria High School, Kurseong, Central Tibetan School and Central School in Lebong and Jalapahar is under Central Government. At present all the matters related to education are co-ordinated by the Department of Education with Darjeeling Gorkha Hill Council. An Executive Councillor is given charge of all matters relating to Education. The department is headed administratively by one of the senior officers of the Hill Council designated as Secretary. As part of the transfer of executive power, the management of the department and concerned officers of the Directorate of Education viz. Office of the District Inspector of schools, primary and secondary, have also been transferred to the Hill Council. The Officers and staff are on deputation to Darjeeling Gorkha Hill Council.(34)

Every aspects relating to primary schools except Municipality Schools are being managed by the "Ad-hoc primary school Board" under a Councillor and the committee are being constituted by the State Government.

Darjeeling Gorkha Hill Council also empowered responsibility relating to Mass and non-formal education and management of all the concerned officers have been transferred to Darjeeling Gorkha Hill Council and this includes District Social Education Officer, Management of the Rural Functional Literacy Project in Kalimpong and Darjeeling sub-divisions, management of the local officers relating to sports and Youth services have also been transferred to the Hill Council.(35)

"Darjeeling Gorkha Hill Council is also responsible for disbursement of pay and allowances to the eligible teaching and non-teaching staff of the educational institutions. In the past, upto 31st March, 1995 all matters relating to education in the hill areas under Darjeeling Gorkha Hill Council under State Plan used to be coordinated by the Hill Affairs Department and the allocations under Education sector was part of the overall budget of the Hill Affairs Department (Hill Affairs wing under Development and Planning Department earlier) relating to Darjeeling Gorkha Hill Council. Since April 1, 1995, the concerned department (Department of Schools Education, in this case) have been asked to make necessary provision in their budget relating to education under Darjeeling Gorkha Hill Council. Incidentally, it may be noted from the data furnished that the outlay on education (State plan) has been uneven and inadequate in absolute terms."(36)

Statement of allocation and utilisation of funds through Darjeeling Gorkha Hill Council shows total 295,93,130.00 and S.C.A. 61,70,000 allotted under State Plan and utilised 2,01,44,389.00 and S.C.A.utilised 61,99,105. The Table 3.1 presented regarding this (37)

Table 3.1

*Statement of allocation and utilisation of funds through D.G.H.C.*

Year	Council relating to education allotment under State Plan			Utilization of Funds		
	State Plan	S.C.A.	Non-Plan	State Plan	S.C.A.	Non-Plan
1988-89	-	-	-	-	-	-
1989-90	14,64,000/-	61,70,000/-	-	18,00,000/-	20,80,000/-	-
1990-91	84,29,130/-	-	-	33,25,501/-	32,79,150/-	-
1991-92	1,00,00,000/-	-	-	47,58,006/-	1,71,923/-	-
1992-93	-	-	-	42,62,394/-	5,68,032/-	-
1993-94	77,00,000/-	-	-	19,10,100/-	-	-
1994-95	20,00,000/-	-	-	58,70,388/-	1,00,000/-	-

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Total 295,93,130,00/- 61,70,000/- 201,44,389,00/-61,99,105/-

GRAND TOTAL: 263,43,494.00/-

1995-96 348,55,000.00 upto Primary  
31.8.95 - 552,60,000,00

**Source :** *A document on the management of education in the hill area, D.G.H.,C.,P.2.*

1. "Allotments under non-plan Head during 1995-96 relate to the payment of salary and other allowances to the teachers in different primary and secondary schools through Darjeeling Gorkha Hill Council area.
2. Funds under special central assistance are received on a lumpsum basis without any sectoral allocation. However, utilisation is for different sectors/departments which has been indicated in the Table.

3. The cumulative utilisation of funds(plan) between 1989-90 and 1994-95 indicates a per capita expenditure of Rs.38.00 as a whole or about Rs.6.33 per year on an average. Taking the total number of school going children covering primary and secondary education. This works out to Rs.31.55 per student per annum. On the whole, the developmental expenditure on education vis-a-vis the total expenditure on development schemes works out to about 1.5% of the total. Most of the expenditure was on renovation of schools, expansion and provisioning of physical facilities. The shortfall between the actual and the desirable level of expenditure due to inadequacy of resources is obvious".(38)

A very difficult issue in the field of secondary education is upgradation of schools such as upgradation of junior high schools to High Schools and High school to Higher Secondary.

Another problem is filling up and sanction of posts for assistant teachers in primary and junior high schools.

So far this some necessary steps should be taken by D.G.H.C.. D.G.H.C.'s report on secondary education shows in Darjeeling at present Junior High School and Higher Secondary school total number is 53 Kurseong's number is 24 and Kalimpong's 33. (39) Table No.3.2 is presented in this regard.

Table 3.2

*Number and different types of schools in three Hill Sub-Divisions*

	<b>Junior High School</b>	<b>High School</b>	<b>Higher Secondary</b>	<b>Total</b>
	<b>School</b>		<b>School</b>	
Darjeeling	28	15	10	53
Kurseong	05	15	04	24
Kalimpong	15	12	06	33
<b>Total</b>	<b>48</b>	<b>42</b>	<b>20</b>	<b>110</b>

**Source :** D.G.H.C.

The survey of the present educational situation in Darjeeling Hills gives us some ideas of progress achieved. Education Department of Darjeeling Gorkha Hill council with the help of the State Government trying to expand their educational facilities to every corner of the hill area. However, micro-studies in various fields gives us some idea of constraints or problems of education such as primary, secondary, adult, technical and vocational. It is expected that with proper policy and measure these problem would be solved gradually. The local leadership should think about it seriously and give all their efforts to make the community conscious so that they give their full support to spread and improve educational system.

### ***SUMMARY***

In this chapter emphasis given on educational development in 1947 during post-independence period. Political freedom after 1947, brought a new era of transformation in the socio-economic field of India as well as in Darjeeling hills - After Freedom, India marched ahead with new educational plans policies and schemes. Hence, in case of Darjeeling it is also observed that the progress in the general field of education was made at far greater pace. The planning commission during each Five Year Plan appoints a number of educated and scholarly people to recommend for better system of education. Financial assistance given under plan and general budget and expenses are borne from revenue receipts supplemented by education cess. At present the administration of primary education is decentralised in differential degrees such as District Tehsill, Town, Panchayat. However, the administrative units functions, powers and resources differ from State to State. At present in all the states primary education is free and compulsory but compulsion is never enforced by penal resources.

In Darjeeling hills area formal education began from 1870 and the missionaries and private enterprises made their contribution for the cultural and educational development of the hill people which have realised the value of education. Till 1963 no primary education Board was there in West Bengal which would bring rural and urban areas together. In 1973 West Bengal Primary Education Act was passed and so West Bengal Board of primary education started working. Actually primary education in the rural area was controlled by the District School Boards. The District and Municipal School Board made useful contributions for the spread of primary education in the hill region. During 1946-47 it has been seen out of 322 primary schools in the district, 6 were managed by different Municipalities, 305 were Government aided but the schools were managed by private enterprises, 11 were totally managed privately and one-third of those schools ran by Christian Missionaries. Slowly the condition improved and continuous development observed in the field of primary education. In the rural areas of Siliguri, Phansidewa, Kurseong, Kalimpong of Darjeeling District compulsory free primary education was introduced in 1961-63. In the meantime Darjeeling Hill Development Council has been installed in 1973-74 and was made active from the start of the 5th Five Year Plan. In 1980-85, during the 6th Five Year Plan, A Hill Affairs Branch Secretariat of the development and planning department of the Government of West Bengal was also created in Darjeeling.

The Government gave particular attention to the spread of primary education such as in 1982, 2 lakhs for construction of five primary school and purchase of furniture for 31 primary schools. Every year a required number of Nepali text books were sent to the D.I. for distribution. At present Nepali language text-books printed from local printing press.

In 1984 and '85 there were 50 Municipality schools with 9114 students and 255 teachers (85 male and 170 female) number of schools having I-V were only two.

There were two Bengali Medium primary schools. In all the municipal and Junior Basic school Nepali language in the medium.

Now-a-days pre-primary education such as Nursery, Kindergarten Balwadis, Bal-Bhawan pre-Basic are very common. Before most of the pre-schools were attached to missionary school and for privileged classes who could afford to send their children to these schools. Sargent committee in 1944, the Secondary Education Commission in 1952-53 and the Indian Education Commission in 1964-65 observed that pre-primary education is of great significance to the physical emotional and intellectual development of children. According to 1980 W.B. District Gazetteer there were Five Pre-Basic schools, one at Darjeeling two at Kurseong, one at Kalimpong and one at Siliguri. Four pre-Basic schools in three hills towns were Government aided during 1985. Though Government encourages private enterprises but at the sametime in all the primary schools at present infant sections are attached by rule. So it has been observed in municipal school as well as schools under District Board all the schools having pre-primary section.

It is to be noted that there are some problems in the field of primary education such as huge wastage and stagnation in the field of primary education which leads to unprofitable expenditure. The number of teachers increased, emoluments increased but the quality of teaching deteriorated. Regular school inspection and supervision are nowhere observed. No importance given on weekly monthly evaluation. Horrible condition of building, scheme of mid-day meal stopped, supply of books and science kits of some schools are not regular. There was inequalities in every field between one region and another, between urban and rural areas between male and female between advanced and lower middle class and scheduled caste and tribe.

In the field of Secondary education it has been observed that after independence in 1947, Government wanted to introduce reorientation of Secondary education because this stage should be regarded as terminal so that after completion of education the students could go for higher education or for employment.

It is to be noted that our modern system of Secondary education which was totally colonial type was introduced by British rulers. The system was academic and examination dominated. Though many commissions came up in British India and brought some changes in the system but all the recommendations implemented half-heartedly. In free India also many commissions were appointed such as Tarachand committede 1948-49 Mudaliar Commission 1952-53. This Commissioner wanted to change the structure of secondary education and mainly pointed towards diversified courses of education which would enable the students for vocational professional courses or to pursue for Higher education. In Darjeeling side by side with middle school High Schools also existed. In fact most of the middle schools ran by the missionaries and private and official enterprises developed into High School during British India such as St. Joseph school Diocesan Girls' School in 1895 St Helen's Girls' School, Kalimpong 1890, Mount Normon school 1895, Dow Hill Girls' School 1897 all these schools were Junior Secondary School.

During 1947 we get evidence of 19 Middle English Schools, in 1955-56 there were 33 Junior High School but from 1960-61 and 1965-66 gradually the number of Junior High School decreased. However, decrease in the number of Junior High School show that many schools were converted to High School or Higher Secondary School. The data from D.I. office in 24.6.1991 show that there are at present 52 Junior High School in Darjeeling, Kurseong and Kalimpong sub-division. In the field of Secondary education also Darjeeling is having some common problems. History enlightened us about the development of Secondary education. The modern secondary education system were established much before the Despatch of 1854 and

all English medium schools were supported by the middle classes of Bengal. Indian people become conscious politically which gave rise to freedom struggle and one of the growth of the national consciousness was a rapid expansion of secondary education and it is to be noted that Bengal had 50% of all the Secondary school student population in India.

Till 1947 secondary education remained under the jurisdiction of the University. Many commissions from the time of the British period and after opened that good University education must be based upon good secondary education. In 1953 Mudaliar Commission was appointed by Government of India and according to the Commission's recommendation Higher Secondary schools with 11 classes were introduced but equal treatment could not be given to all the streams due to mainly financial difficulties. Secondary education was remodelled on the pattern of one or other of the following four types (a) a fully integrated secondary school with I to XI (b) a high school of six classes include VI to XI (c) Junior High or Secondary Basic school from I to VIII (d) A High School of three classes including I X to XI.

On the eve of Independence we observed that there were 16 Indian type High Schools. Out of 16 schools 2 Non-government schools, 11 were privately government-aided schools and 3 were private unaided institutions and there were 9 Anglo-Christian mission school. However, there was increase in number in 1955-56, there were 28 Indian type High school and 9 Anglo-Indian schools. In 1967 there were 10 Indian type of High Schools and 13 Indian type 11 class Higher Secondary schools. Most of the schools introduced Science and Humanities.

From 1976 a new structural pattern was introduced in Bengal according to the proposal of Kothari Commission. The new structure of secondary education has been successfully introduced and the Kothari Commission recommended a twelve year school divided into few sub-stage such as pre-primary, primary to cover Class I

to IV, the higher primary or lower secondary class from V to VII. The secondary course is to include IX-X and then higher secondary class 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 by 1985 it was made free of tuition fees till class XII - D.G.H.C.'s report on secondary education shows in Darjeeling at present having Junior High School, High school and Higher Secondary School + total number of these schools are 53,24,33 respectively in Darjeeling, Kurseong and Kalimpong.

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, Industrial training Institutions are given to D.G.H.C. But the Government Institutions are managed directly by the State Government. Very recently from the March 1997 D.G.H.C. had taken over the charge of all the Municipal maintained primary schools.

There are few problems found in Secondary and Higher Secondary Schools such as upgradation of Junior High Schools to High Schools and High School to Higher Secondary and filling up the posts for assistant teachers in Primary and Junior High schools, curriculum is stereotyped vocational and technical courses are hardly used. Examination procedures are still defective. More fund is required from the Government for smooth running of the school and a proper decision should be taken to locate it in the school not in the Colleges.

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## Chapter V

### *EDUCATION IN THE PLANTATION SECTOR FEW CASE STUDIES OF PRIMARY SCHOOLS*

The East India Company shipped tea from China to England from 1689 and in 1721 obtained monopoly rights in the trade but lost its monopoly in 1833. This defeat led to the then British Government to think seriously of introducing tea cultivation into India. Dr. Campbell, the Superintendent of Darjeeling backed by the Government started experimenting with tea plantation in the hill regions of Darjeeling. His examples was followed by other wealthy British people, Government encouraged them and supplied the seed and gradually by 1856 the tea industry was established as a commercial enterprise in Darjeeling District.(1) In 1856 "the Alubari tea garden was opened by the Kurseong and Darjeeling tea company, and another tea garden on the Lebong Spur by the Darjeeling land mortgage Bank; in 1859 the Dhutura garden was started by Brougham; and between 1860 and 1864 four gardens at Ging, Ambutia, Takdah and Phubsering were established by the Darjeeling Tea Company, and the gardens at Takvar and Badamtam by the Lebong Tea Company. Other gardens which were established this early period were those now known as the Makaibari, Pandam and Steinthal tea estates."(2) Gradually Planters started opening tea-gardens in the Terai area. Mr. James who opened Singel tea-estates in Kurseong also opened tea estate in Champta in the Terai region and gradually from 1866 many gardens were established in different parts of Terai, Darjeeling, Kurseong and Jalpaiguri.(3)

Plantation work progressed, Government earned money but poverty was common among the plantation labourers. Unemployment, child labour, violence,

alcoholism were common among the plantation labourers. Their socio-economic condition was poor.

A large number of Nepalese living outside the towns were mainly coolies or agriculturists who did not get any opportunity to attend schools.(4)

The primary education system was established from 1870. There were 25 primary schools with 650 boys and girls in 1873 whereas in the town there were only 2 high schools for European and Anglo Indian students and one middle school in 1873.(5) And credit for this goes to the dedicated work of the mission of the Church of Scotland. In 1872 three schools were established at Soom, Takver and Lebong for the children of the coolies in tea-plantation. During this time the Director of Public Instruction also thought of directly taking up the responsibility of educating the children on tea and other plantations in the Darjeeling district. The co-operation of the managers and owners was sought, also an enquiry was made in May, 1905 by the British Parliament into the state of the education of children in different tea-estate. The British Parliament also wanted to see whether primary schools could be established in different tea estates in India. The government of Bengal made an enquiry at the request of the Secretary of State on the number of school going children and the children already received education.(6)

Divi- sion	Sl. No	Name of the tea Garden	No. of children of of school going age	No. of children receiving education	Received Education
	1	Bannokburn Tea Estate	77	3	-
B	2	Pandam Tea Estate	90/131/139/128	6/29/-	2/2/12
H	3	The British Darj. Co.	450	56	5
A	4	Bloomfield Friedrick	72	0	30
G		Shang & Orange Valley			
A	5.	Lingta T.E.	79	0	9
L	6.	Pegu T.E.	145	15	30
	7.	Nagri T.E.	108	6	-
P	8.	Badamtam Div.	293	56	17
	9.	Ranglu-Rangliot T.E.	56	12	7
P	10.	Govt. Cinchona Plantation Mongpoo	1041	49	42
U	11.	Singtam T.E.	250	7	135
R	12.	Oak T.E.	62	-	-
	13.	Phoobshering T.E.	141	6	11
	14.	Peenoke T.E.	89	39	-
	15.	Koel T.E.	112	1	6
	16.	Chamong T.E.	60	-	4
	17.	Lower Fagoo T.E.	26	-	-
	18.	Gopaldhara T.E.	53	-	-
	19.	Liza Hill T.E.	85	-	1

Divi- <u>Bhagalpur</u>	Sl. No. Garden	Name of the tea	No. of children of school going age	No. of children receiving education	No. of children who have already received education but do not attend school now.
	20.	Mian T.E.	70	-	-
	21.	Tarazam T.E.	108	13	2
	22.	Moonda Koti T.E.	250	8	42
	23.	Lower Ging T.E.	156	44	8
	24.	Darjeeling Tea & Cinchona	65	11	30
	25.	Association Limited, Pedong,			
	26.	Singtom, Namsing			
	27.	Lopchu T.E.	41	-	41
	28.	Runagmook T.E.	229	19	-
	29.	Pusambeing T.E.	91	-	7
	30.	Govt. Cinchona Plantation	230	-	2
	31.	Mansingh			
	32.	Gielle T.E.	230	5	37
	33.	Arongrave	45	-	-
	34.	Ceder	40	-	-
	35.	Takdah	150	-	33
	36.	Chongtong	200	20	100
	37.	Slopetown T.E.	30	-	-
	38.	Rangant T.E.	29	6	2
	39.	Glenburn	104	2	3
	40.	Searpani	120	-	-

Divi- Sl. Name of the Tea sion No..Garden	No.of children of schoolgoing age	No.of children receiving education	No.of children who have already received education and do not school now
<u>Bhagalpur</u>			
41 Pesak T.E.	361	51	16
42 Tung Song	54	7	-
43 Ging Tea Estate	40	18	-
44 Takvar Tea Estate	350	24	19
45 Passangbong	76	26	1
46 Thealand	13	2	1
47 North Point	20	4	-
48 Stenthal T.E.	13	-	4
49 Reshihat	20	20	-
50 Happy Valley	21	-	7
51 Soom T.E.	85	30	-
52 Dooteriah	200	-	-
53 Lebong Mineral Spring	181	-	-
54 Belgachi T.E.	41	-	-
55 Springside T.E.	52	9	41
56 British Darjeeling T Co.	273	56	-
57 Nagali			
58 Sadhearan T.E.	26	-	-
59 Castleton T.E.	50	1	1
60 Darjeeling Consolidated T.Co.200		-	-
61 " " "	130	-	19
62 D.H.Tea Company	131	1	9

Divi- sion	Sl. No. Garden	Name of the Tea	No. of children of school going age	No. of children receiving education	No. of children who have already recd. education and do not attend school now
<b>Bhagalpur</b>					
	63	Deoroni T.E.	5	-	-
	64	Damdarijhar T.E.	18	-	-
	65	Eden Vale T.E.	4	2	-
	66	Mubelar Fagular T.E.	67	0	0
	67	Ghyabarre T.E.	23	1	0
	68	Ghamti	55	5	5
	69	Gangaram	96	0	0
	70	Gairi Gang T.E.	7	2	0
	71	Hasqua T.E.	15	0	0
	72	Hindu T.Estate	25	12	13
	73	Jangpara T.Estate	34	0	0
	74	Kamalpur T.E.	29	0	0
	75	Kristopur T.E.	25	0	0
	76	Lizzipur T.E.	82	0	0
	77	Lochnagar T.E.	112	0	0
	78	Majhna T.E.	32	0	0
	79	Mahalderam T.E.	49	0	13
	80	Matigara T.E.	3	3	0
	81	Mohurgaj T.E.	27	0	0
	82	Manjiha T.E.	8	0	0
	83	New Chemta T.E.	67	0	0
	84	Naxalbari	20	0	0
	85	Penehani T.E.	16	0	0
	86	Puttinbari T.E.	15	0	0

Divi-Sl. No.	Name of the Tea Garden	No. of children of school going age.	No. of children receiving education	No. of children who have already recd. education and do not attend school now.
Bhagalpur				
87	Rohmi T.E.	623	3	0
88	Sirdhari T.E.	40	0	3
89	Tindharia T.E.	94	0	1
90	Taipoo T.E.	15	0	1
91	Bagdogra T.E.	39	0	4
92	Sahpore T.E.	19	-	4
93	Main Tea Estate	34	0	0
Grand total		9821	796	733

**Source :** *Development of Education in selected district of West Bengal with special reference to the 19th Century - 1907-1910. Part I, pp.88-91 by Chakraborti Chhanda - An unpublished thesis - The table is incorporated from Proceedings of the Lt. Governor of Bengal, August, 1906, General Department, File 155 No.15-16 from D.P.I. to Secretary*  
1  
*to Govt. of Bengal General Department No.3850 March 29, 1906.*

But the statistics were found to be unreliable as a number of primary schools on or near the plantations were not mentioned or some tea estates having primary schools are missing on the list.

In order to introduce education into the tea estates "The Conference was held at Darjeeling on 20th June 1906 - with D.I. Macpherson Div. C.I.E., I.C.S. Commissioner of Bhagalpur Div. as president and representative of Terai planters association.(7)

Government wanted rapid development of primary education but as it was short of funds it sought co-operation from the owners and managers of the tea estates to establish and maintain schools.

However, the Conference accepted the views of the Director of Public Instruction that the Government would contribute towards the expenditure of primary schools Rs.12 although under the grants in aid rule, except in special cases. Government grants should be limited to half the expenditure and Government could withdraw grants in case of poor attendance or mismanagement. All the tea-estate members confirmed that the initial expenditure such as building equipments and the maintenance would be borne by them. No fee was to be taken from the children but a demand was made that Government would give direct grants to the tea-gardens and not through the Scotch-Missions. However options were given that manager and owners of the T.E. could directly run the school and deal with the Government or they could approach the mission to run the schools.(8)

Though Government encouraged day schools, night schools were preferred by the students then they would be able to work in the garden.

Another general meeting for the planters was held on August 11, 1906 to discuss the employer's duty towards employees' physical and moral development. Enlightening the poor and ignorant coolies about the value of education, making them conscious about bad habits such as drinking borrowing money from the money-lenders was their duty. It was ultimately realised by the planters that education would provide efficiency of the labourers. Irwin of the Teesta Valley Tea Estate and one of the leading planters of the District spoke of his experience of opening a school on his estate. The school was conducted by Graham from Kalimpong. Under his able leadership the labourers developed their intelligence and skill. According to Graham Gordon "whatever little education so far given tended to make the men

more intelligent and useful class of labourer which is distinctive gain into the estate.”(9)

It is pointed out that Christian Missionaries of the different denomination did tremendous work to provide elementary education so as to remove illiteracy from the hill region among them. Scottish Mission's contributions is definitely noteworthy.

The Missionaries in order to disseminate knowledge and proselytize went to remote corners of Darjeeling among them - Scotch missions contribution is definitely worth mentioning. “Barring a few limited efforts of the Government the whole story of schools and education during the period 1870-1905 in the hill region of Darjeeling district would be, as a matter of fact, the story of missionary activities.”(10)

In this task the service of Rev. William Macfarlane of the Scot-mission deserved very high praise. In 1865 Rev. William Macfarlane joined in Gaya Scottish Church. During this time six Nepali boys were sent to Gaya by Captain Jerdin, a renowned planter from his garden to learn reading, writing and simple arithmetics. Rev. Macfarlane was very much impressed by these three boys' good conduct and simplicity and came to Darjeeling with them to teach and preach among the simple folk. He made Lachnagar his residence and started both a school and printing press. Soon he realised that the first thing required in the hills was a group of trained teachers and with this idea he collected a number of hill students and on them he devoted the first years of his missionary life in the hills. This class was the first of the training school at Kalimpong which trained teachers for the whole district. Observing that the Nepali language had an affinity with Hindi, he at first introduced Hindi text books for all the students. He also observed that Bhutia and Lepchas could learn Hindi very quickly. Somehow it is because of his earnest effort that Government realised that it was their duty to help the scotch mission with liberal grants-in-aid to open primary schools throughout the district.(11)

Rev. Macfarlane developed consciousness among the tea-planters of the value of education, at least they were made conscious of their responsibilities for the employees' children with the result - some resolutions were taken in different conferences of the tea-planters and their contributions continue upto the present time in many gardens.

According to Hunter, 1876, "All the primary schools in the district are at present under the Rev. Mr. Macfarlane of the Presbyterian mission, who receives a monthly allowance of Rs.175 (£ 17.10 sod) and in addition to this a sum of Rs.1200 (£120) has lately been made over to him from the pathshala grant for the district. The balance of the grant is to be spent on schools in the Terai. Mr. Macfarlane had, before the close of the year under Government orders of the 30th September. On the 31st March, he had altogether 20 schools with 613 pupils on the rolls, one of which is a school for girls, and another a normal school. Of the 615 pupils, 557 were boys and 56 girls. Thirty two girls were taught in the boys schools, the remaining 24 were on the rolls of the separate girls' school. The languages taught in these schools are Bengali, Hindi, Urdu in the Roman Characters and Lepcha.(12)

However, it has been found that the administration of primary education gradually shifted from the centre to the provinces and many primary education acts were passed between 1918 and 1930 by different provinces. All these acts gave large powers to local authorities. They were asked to provide primary education and buy an education cess with the help of Government assessment. Under provincial autonomy also no basic changes were made, the same system continued.

The Bengal (Rural) Primary Education Act, 1930, envisaged compulsory primary education for children from 6 to 11. In order to fulfil this objective, the act provided for the establishment of District School Boards. The personnel involved in

the working of the District School Boards, were (1) The District Magistrate (2) The Sub-Divisional Officer (3) The District Inspector of Schools (4) Chairman and Vice-Chairman of the District Board, (5) Chairman of local Boards, (6) Elected non-official members - such as two elected by members of District Board, 2 members selected by members of union boards, one elected primary school teacher and two nominated non-official members.(13)

Darjeeling District school Board was set up in 1954 to implement the scheme of free and compulsory primary education in the rural hill areas. In the urban areas the responsibility to spread primary education falls on the Municipal authorities. The Municipal authorities introduced compulsory free primary education in the hill areas in 1968.(14)

It is to be mentioned that all the schools under the plantation sector automatically transferred to the District school board. At present some tea estates voluntarily help the schools though no schools are coming under their jurisdiction. Some case studies of present plantation sectors primary schools are given.

A directive principle of the constitution is to provide free and compulsory education to all children until they complete the age of 14 years. "Determined efforts have been made since independence towards the achievement of this goal. Between 1950-51 and 1984-85, the number of primary schools increased from approximately 2,10,000 to approximately 5,20,000 and the number of upper primary schools from 30,600 to 1,30,000. Even so, an acceptably large number of habitations are still without primary schools and nearly one third of the schools in rural areas have only one or two teachers."(15) This is the picture of India as a whole.

There is no denying that achievement in the field of primary education is not gratifying anywhere in India and so Darjeeling is no exception.

There are many problems in the field of primary education. These are (1) financial problem (2) problem of wastage and stagnation, (3) the indifference on the part of the teachers, (4) low salary scales (5) parents lack of responsibility towards their children's education (6) poverty and unemployment (7) problem of admission from primary to secondary school, (8) irregular attendance and absenteeism from the part of the students and teachers (9) lack of educational equipment and facilities like school tiffin or mid-day meals, uniform, books, slates etc. (10) Early marriage (11) unsuitable curricular (12) wrong examination policy.

All these are common problem of primary education everywhere in India leading to high dropout among boys and girls.(16) Analysis of the past and the present situations of the tea gardens reveal that the entire capital for the tea-industry came from Europe because the industry needed large capital and technique of manufacturing which was out of the hand of the Indian people at that time. Darjeeling district flourished because of great economic activities started with the expansion of tea industry. Garden ran by individual lease which brought crisis for the time being between 1865 and 1868 due to inefficient management. However, planters later recognised the result of inefficient management by the private owners and gradually crisis was overcome and the industry flourished again.(17)

The picture of post independence period is different, no. of new gardens added to the tea-industry. Gradually, Indian ownership came in the industry. "Under the new ownership gardens were neglected and it brought about a deterioration in the age composition leading to the downward trend in the productivity of the Darjeeling Tea-industry.(18)

It is a fact that the new owners of the teagardens systematically neglecting the garden by taking the surplus and passing it to other industries - situated in

Bombay, Delhi and Rajasthan and because of this gardens had been sick during seventies. "The size of the sick gardens, in terms of planted area varies from 29 hectares to 30 hectares at that time. It means a total loss to the industry of 1669 hectares, constituting about 10 per cent of the total hectarages under tea. Again the sickness means a loss in terms of production of at least 0.48 million kgs. of tea in a year is about 5 per cent of the total population of tea."(19)

Once 46 per cent income came from plantation and forestry. During British period the economic condition of the hill people was much better than the plains. Both the industries served for the economic development of the area, gave scope for employment opportunity in both the sectors. But at present it is difficult to bring more land for plantation cultivation so people in a large number going for agricultural work because there is no other medium sized industry which can give employment opportunities to the people of the hill areas of Darjeeling.(20) "In the hill areas unemployment problem is increasing day by day which is bringing poverty in the rural area and in the schools the same picture reflected.

The financial problem is the main problem in the field of primary education. The state government gives a contingency grant of Rs.25 per month to all the schools under Municipalities and District School Boards. No development and maintenance grant is given to a particular school but financial help is given on appeal, sometimes for repair work and furniture but this type of case is rare. In the Darjeeling hill area however State Government with the help of the Hill Council at present helps the primary schools by giving financial aid for repairs of school building or in one or two cases by constructing a new building. An enquiry has been made and it has been found that Happy Valley Amiyanath Primary School, Pandam Primary School, Stenthal Primary School, Bloomfield Primary School all got help in the form of building and equipments from the D.G.H.C.

Information gathered by the scholar through field investigation from different schools are presented in the following. Emphasis given to find out the dropout rate of the students : both boys and girls and also to see different problems faced by the different schools.

### 1. Pandham Tea-garden Primary School - (A Case Study)

Pandham Primary School was established in the year 1947. At first the school used to get help from the garden in the form of finance and equipments but the garden stopped giving aids when all the schools went under D.S.B.

In 1981 Pandham tea garden schools received Rs.15,000/- for school equipments etc. from the District School Board. Again in 1988 the District school board gave Rs.40,000/- for building and repairs which according to teachers and Headmaster was totally misused. The Headmaster wanted to set up a beneficiary committee under which the contractors would work. The contractors were against the proposal but ultimately they agreed and accordingly a beneficiary committee was formed. But the repair work was done in the winter vacation and the work was done badly in the absence of Headmaster.

The environment of the locality is not good. Many a time theft cases were recorded with the police by the Headmaster because school furnitures and equipments are frequently stolen by some people of the area. According to the headmaster after the repair work in 1988 children's small desks and old furniture including Headmasters' table were disappeared and till 1988-91 teachers and students had almost nothing to sit on and do their work.

In 1992 on appeal to D.G.H.C. by the Headmaster the School received 7 chairs, 5 tables, 15 small desks and benches and 8 desks and one rack or shelf.

The school is having 8 teachers and only 31 students in Class I & II, no students for Class III and IV in 1995. The dropout rate is presented in Tables 1 to 11 and from this table it will be seen as to the number of students keeps decreasing. They keep dropping out each year after being admitted initially in the infant section. Here the dropout rate for boys 88.88 and girls 88.88 are same.

**Table 1 :** *The dropout rates of the students both boys and girls - Pandham Tea Garden Primary School.*

Year	Class	Boys	Girls	Total
1996	Class	-	-	-
1995	Class II	2	1	3
1994	Class I	2 (86.66)	1 (88.88)	3
1993	Infant	15	9	24
		19	11	30

(21)

*Source : Headmaster and the teachers*

2. Happy Valley Tea Garden School was established in the year 1935. The school is known as Amiyanath Primary School after the name of the owner of the Garden and also founder of the school. He had given land and helped the school financially. One important point is to be remembered is that the garden is at present a private garden.

However when the responsibility to run the school shifted to District school Board the garden stopped giving aid regularly. At present the hill council had given help in different matters such as repairing the building, by providing infra-structure such as almirah, benches, chairs etc. D.G.H.C. sanctioned Rs.80,000/- for building repair grant.

The school is having 14 teachers and approximately 166 students including

boys and girls in 1996. However dropout rate is very high also in this school.

**Table 2**

***Happy Valley Tea Garden School - dropout rate of the students, boys and girls***

				<i>Total</i>
1996	Class IV	3 girls	5 boys	8
1995	Class III	5 girls	6 boys	11
1994	Class II	13 girls(92.68)	7 boys(28.19)	20
1993	Class I	8 girls	10 boys	18
1992	Infant Section	26 girls	16 boys	42
1991	Infant section	41 girls	21 boys	62
		96	75	171 (22)

*Source : The Headmaster and-the teachers.*

For less enrolment of boys in the school dropout rate of girls is 92.68 and boys 28.57.

Children of the well of parents at present do not go for work but goes mainly to good school as the garden is near the town, nearly 40% goes to St. Teresa, 30% to St. Michael, 20% to R.K.S.P. school, 10% to St. Roberts and 15% to Nepali Boarding School, 5% to Maharani Girls school. Generally able parents take their children from the infant level. While coming back from the school the scholar herself found that many students with their school uniform coming from different town schools.

3. **Steinthal T.E. Primary School** is known as Saipatri primary school. It was established in the year 1935. As usual the school got the help from the garden but after D.S.B.'s take over it did not get regular help from the garden. The school was recognised by the Board in 1965 and in 1985 Rs.48000/- given by the Board for the

school building. Again in 89 Rs.48 thousand given by D.G.H.C. for repair work of the school.

From a philanthropic organisation the school got time to time help such as mid-day meal, books, furnitures and medical checkup for the children. The Headmaster also did contact with the Government Health Department as the area is T.B.prone. So time to time medical check up is also done often by the department of health. He is collecting for this Rs.2/- from the students who could afford that money.

However the school is having eleven teachers at present and the no. of students are approximately 151 in 1995.

But from this school also able parents shift their children to nearby good school and generally to secondary and Higher Secondary school. In this school children from nearby areas other than plantation sector also comes.

**Table 3 : Dropout rate of the Students Boys & Girls - Steinthal T.E.Primary**

<i>School</i>				<i>Total</i>
1995	Class IV	Boys - 7	Girls - 5	12
1994	Class III	Boys - 9	Girls - 7	16
1993	Class II	Boys - 11(90%)	Girls - 9(87.5%)	20
1992	Class I	Boys - 58	Girls - 36	94
1991	Infant	Boys - 70	Grils - 40	110
Total-155		97	252	(23)

*Source : The Headmaster and the teachers.*

As the less no. of girls are enrolled in the schools the drop out rate is less than boys, 87.5% for girls and 90% for boys.

**4. Rangleet T.E. Saraswati Primary School :** The area of this garden also known as Chota-Patabung. This is a private garden now. Few years ago

Phubshiring Ging and Bannéburn and Rangneet - were remained attached garden. The garden is now owned by a businessman from Rajasthan.

The school was established in 1947. The small wooden building was constructed in 1950. Before the school used to get help from the garden but after D.S.B.'s take over the garden stopped giving any help. However, recently the garden had given land for the school near the Lebong roadside.

The school is at present having six teachers and the number of students are all total 80. Dropout rate also high in this school the reason is parents who could afford to take their children to good school takes them, whenever they get opportunity for good school nearby. The children do not go for garden work at their tender age. Few join garden when they grow up that is at the age of 13th or 14th.

**Table 4 :** *Rangneet T.E. Saraswati Primary School, Dropout rate of both boys & girls*

<i>Infant section</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	
1992	10	7	17	
1993 Class I	8	5	13	
1994 Class II	5(70%)	4(57.14%)	9	
1995 Class III	4	4	8	
1996 Class IV	3	3	6	
Total -	30	23	53	(24)

*Source : The Headmaster.*

5. **Takdah T.E. Primary School** was established in 1935. It went under District Board in 1965. Before 1965 it was under the care of garden. However, unlike other

garden Takdah Tea garden take care of the school till now. It takes the responsibility of white-washing, the building repairing etc. If necessary, supplies benches tables etc.

However at present only three teachers are working with a large group of students. In 1995 the total students' strength was 152.

Dropout rate is high as many students go to nearby good school or high schools' primary section. Few children coming from the labourer class at the age of 14 or 15 goes for garden work. Though normally this age groups are rarely found in the town primary school but this age group is considered in the primary school of the rural areas or in the plantation sectors.

**Table 5 :** *Dropout rate of students Takdah Primary School*

<i>Year</i>	<i>Section</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	
1991	Infant(b)	18	27	45	
1992	“ (a)	15	22	37	
1993	Class I	17(44.44%)	19(88.88%)	36	
1994	Class II	12	17	29	
1995	Class III	11	4	15	
1996	Class IV	10	3	13	
Total -		83	92	175	(25)

*Source : The Headmaster and the teachers.*

Because of more enrolment of girls in primary schools dropout rate is quite high 88.88% while boys' dropout rate is 44.44%.

**5. ChongTong T.E. Primary School** : It is an old school. Tea garden authority used to help the school before the District Board's take up. Wastage and stagnation is also a usual problem. Those students who come from broken home and poor home drop-out from the school. Drop-out occurs also from failure. Parents who could afford to send their children to good schools take their children out from the school at early stage. However, child labour also is found. Children at the age of 13/14 from the poor family join the garden. At present the school is having students with five teachers.

**Table 6** : Drop-out rate of both boys and girls of Chongtong T.E. Primary school.

<i>No. of students</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	
1991 in Infant Section A	28	35	63	
1992 in Infant Section B	24	30	54	
1993 in Class I	20	28	48	
1994 in Class II	15(82.14)	25(77.14)	40	
1995 in Class III	15	10	25	
1996 in Class IV	15	8	23	
Total -	117	136	253	(26)

*Source* : The Headmaster and the teachers

Dropout rate of both boys and girls are quite high.

**7. Source - Head Master, Gopal Primary School, Namring T.E., P.O.Rangli-Rangliot at Darjeeling.**

<i>Year</i>	<i>Section/Class</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
1990	Infant 1st year	27	33	60
1991	Infant 2nd year	14	20	34
1992	Class I	14	20	34
1993	Class II	12(62.96%)	18(63.63)	30
1994	Class III	10	14	24
1995	Class IV	10	12	22
Total -		87	117	204

*Source* : The Headmaster.

Dropout rate of girls is as usual higher than boys such as girls is 63.73% and dropout rate for boys is 62.96%.

This school is comparatively new. It was established on the 18th August, 1976 and recognised by District School Board on 1979. It is clear from the table that dropout rate is quite high. (27)

**8. Table 8 :** *Marybong Kyel Primary School - Dropout rate of students both boys and girls.*

Year	Section class	Boys	Girls	Total
1992	Infant 1st year	61	117	178
1993	Class I	37	34	71
1994	Class II	20(63.93%)	56(72.65%)	76
1995	Class III	23	28	51
1996	Class IV	22	32	54
Total -		163	267	430

Source : *The Headmaster*

Drop-out rate of boys less than girls that is and for girls

In 1996, from the Infant class to Class I the school is having a very good no. of students, 360 is students strength. As the area is not far from Ghoom main town area, the area is crowded and so the school is having quite a good no. of students. However, Dropout rate is also observed quite high. The school is at present having five teachers. Condition of the building is not bad compared to other school.

Most of the teachers are from the same area; so teachers take classes regularly. However, dropout occurs high, beside poverty and broken home in the rural area change of school, is also found. Another good English medium private

school has been established nearby which is a place of attraction for the well to do parents. (28).

**9. Lopchu T.E. Primary School :** The school is a very old school. Later recognised by the District Board in 1971. Children from nearby area attend the school. At present in 1996 students' roll strength we observed 160. Boys' total no. 95 and girls total no.65. However dropout rate is also very high. Condition of building is satisfactory.

**Table 9 :** *Dropout rate of students both boys and girls.*

*Lopchu T.E.Primary School.*

<i>Year</i>	<i>Class</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
1991	Infant B	41	46	87
1992	Infant A	34	36	70
1993	Class I	28	26	54
1994	Class II	22(75.6%)	20(84.78%)	42
1995	Class III	15	12	27
1996	Class IV	10	7	17
Total-		150	147	297

*Source : The Headmaster*

Boys drop-out rate is 75.6% while girls is 84.78%.

No. of teachers are four. They are mostly coming from nearby area.

**10. Margaret Hope T.E. Primary School - Dropout rate of the students both boys and girls :** The school is comparatively a new school. The year of establishment is 15th February,1976 recognised by the District School Board in

1979. The condition of the building and the locality is good. Teachers mainly come from the nearby area. At present, that is in 1996 the total students strength is 307, Boys total no. 142 and girls no. 165.

The school did not have any separate drop-out record for boys and girls. However the dropout rate is quite high(66.6%). Altogether five teachers at present are teaching and most of them are having S.F. or PUC with Junior Basic Training Diploma.

**Table No.10 :**

<i>Year</i>	<i>Section/Class</i>	<i>Boys &amp; girls total</i>
1991	Infant - C	12
1992	Infant - B	10
1993	Class I	6 (83.33)
1994	Class II	6
1995	Class III	4
Total -		41

*Source : Headmaster.*

(30)

As the separate record is not available for boys and girls it can be seen from the table that in the infant section the no. of students are more but in Class IV the no. is only 3 for both boys and girls. The percentage for dropout is 66.6%.

#### **11. Lower Bloom Field Primary School - Dropout rate of the students both**

**boys and girls :** This school is not properly maintained. The building is not good also having inadequate furniture. The teachers and students do not have toilet

facility. Teachers come from far-away area, so teachers absenteeism is a common feature. However the school record do not give separate data for boys and girls dropout rate. In 1996 the no. of students total roll strength is 52 only. 3 teachers with S.F. J.B.T. Degree teaching in the school.

**Table 11 :**

<i>Year</i>	<i>Section</i>	<i>Boys &amp; Girls</i>	<i>Total</i>
1991	Class I	15	
1992	Class II	12	
1993	Class III	11(33.3%)	
1994	Class IV	10	
		-----	
		48	

*Source : -Headmaster & the teachers. (31)*

It is clear from the table that in class I in 1991 15 students were admitted but in course of time the no. has decreased to 10 students dropout rate is 33.33%

However, there is also upper bloomfield primary school, which is situated near town area having more students and teachers strength.

*Informations acquired from the field investigation*

In Darjeeling at present the state government is helping the primary schools through Darjeeling Gorkha Hill Council by giving financial aid for repairs to school building or in a few cases by constructing a new building.

Government policy is to have a nursery section attached to a school, so that children learn to adjust with the school atmosphere. It has been said that all the

schools should have a nursery section so many school introduced nursery section but hardly any playway techniques are followed. In these schools, children play on their own under the supervision of teachers. These schools hardly have any play materials also.

In the rural areas 50% of the population are poor. Though education is free and sometimes books are also supplied by the District school board, parents cannot give guidance to their children as they themselves are not educated and the whole day both the parents spent on earning their livelihood.

In the lower strata of society - another evil practice is drinking. Parents spend money on drinking but cannot buy one or two exercise books or pencils for their wards - Mostly in the tea-garden area this problem is common. Parents are not much bothered whether their wards are going to school or not, passing the examination or failing. Some teachers and Headmaster said that they repeatedly approached the parents but with no result.

Admission to good school is a problem now in Darjeeling. Those parents having a little good financial condition take their wards out from the primary section so that they can continue their education in Secondary school. In many cases the Headmaster's appeal to parents not to withdraw their students goes unheard.

The Headmaster from Pandham school also assured many guardians that he would make special arrangement with junior high school or high school so that students could go straight from Pandham primary school to Harsing Junior High School or Tukvar High School. Unfortunately parents did not give importance to his saying.

It is also to be pointed out that craving for missionary schools is very high among the educated, and even illiterate guardians who are aware of their responsibilities in their children's education, craves for English Medium school.

Government policy regarding study of English is not followed. English as a subject remains in almost all the primary school. The information gathered from the teachers and headmaster reveals the fact that the guardians even illiterate guardians request the teachers and Headmaster to teach English language to their wards so that they can at least read and write properly.

About politicisation of education nothing much known because all school teachers and Headmasters denied that any party-politics is encouraged in school. However, teachers may have support for different political parties.

Overcrowding is not much a problem in Darjeeling hill areas. Some schools have more number of students in class one but gradually they dropout from the end of Class I and from Classes II, III and IV the no. of students gradually lessens but there is problem of accommodation. Problem of accommodation centre around the size of the classrooms which are gradually very small.

The child's health is rarely cared for. The scheme of mid-day meals have been stopped from 1990. Though one slice of bread was never sufficient for children even that also often did not reach the school children. Sometimes even stale bread was supplied and this was complained of by many school authorities. However, whatever given to children did act as an incentive to the children. The dropout rate and absenteeism were reduced to some extent due to mid-day meal but the system has not yet been introduced.

In our country child labour is a curse. In the plantation sector children at the age of 10 or 12 used to join the garden as casual labourers known as Chokras or Lokras. But that system has been stopped now outwardly because primary school children are too young. However, children dropout at the age of 13, 14 or 15 joins garden as casual labourer. But according to garden rule only in Sunday or in holiday for two hours they could work. Generally children from labourers class goes for garden work, not all the children prefers garden work.

As usual teachers salaries are meagre. So most of the teachers try to earn from side income or side business. Female teachers however have their husbands or fathers to help them or support financially. The service condition and distance of this plantation sectors schools affect the job worthiness of teachers.

Transport problem is very acute specially during monsoon. Very few teachers come from the garden area, mainly teachers goes from the town area. So absenteeism from school is a common problem from the part of the teachers and students.

Students' dropout from school are often a common phenomenon. One reason behind this is poverty and disinterested attitude of the parents. Another reason is parents eagerness to take out their children from these poor primary school to better school in the town area. Those who are engaged in different service in garden office can afford for good schools for their children. Some parents from labourer class feels that education would not be of much help to their children. Children can help in their household work and also can join garden and by earning some money can help the family.

In Darjeeling marriage by elopement is a problem however primary schools are not affected by this problem as the children's age is below 12 years generally.

It has been found out that some teachers have sympathetic attitude towards their students. They try their best to teach them even under very difficult circumstance. They often give sweets pencils, exercise books etc. as incentive to their students.

Some of the schools near urban areas get contribution in the form of food teaching aids, books, exercise books, pencils, ruler, slates and necessary articles like shoes, umbrellas from the humanitarian organisations like Hayden Hall Alumni Associations' 'Chhandagitika', 'foreign aids', 'aids from various missionary enterprises', etc. but these meagre contribution do not improve the condition of the schools.

### **SUMMARY**

As Industrialisation is not yet developed in the hill areas agriculture and plantation are becoming two important sources of employment in the rural areas of Darjeeling.

In the agricultural and plantation sectors also gradually schools were opened mainly by the European Missionaries. Gradually the work was taken over by the tea planters and the private enterprises.

The East India Company shipped tea from China to England from 1689 obtained monopoly rights in the trade but lost its monopoly in 1833 and so the British Government thought of introducing tea cultivation into India. Dr. Campbell, the Superintendent of Darjeeling backed by the Government started experimentation with tea-plantation in the hills regions of Darjeeling and his footsteps were followed by many wealthy British people and gradually by 1856 the tea-industry was established as a commercial enterprise in Darjeeling District. Many tea-gardens opened such as the Alubari tea garden, another tea-garden in Lebong spur, in 1859 Dhuturia garden and between 1860 and 1864 Ging, Ambotia, Takdah and Phubsiring, Tukvar, Badamtam were established. Then came Makaibari, Pandam, Steinthel tea estates. Slowly in the Terai region also many tea gardens were established.

It has been observed that Plantation work progressed no doubt but poverty leading to child labours, violence, alcoholism, violence were common among the Plantation labourers. However, credit goes to the Mission of the Church of Scotland who really worked hard to change the condition and establish schools. The primary education system was established from 1870. There were 25 primary schools with 650 boys and girls. During this time the Director of Public Instruction also thought

of directly taking up the responsibility of educating the children on tea and other plantations in the Darjeeling District.

In May 1905 the British Parliament also enquired the State of the education of the children in different tea estates. The Parliament also wanted to see whether more schools could be established in different tea estates of India. The Bengal Government made an enquiry on the number of school-going children and the children already received education. But the statistics was not totally reliable. However, Government wanted rapid development but as the fund was short it sought co-operation from the owners and managers of the tea estates to establish and maintain schools.

A Conference was held at Darjeeling on 20th June, 1906 with D.I., Commissioner of Bhagalpur Division and in the Conference it was decided Government would contribute towards the expenditure of Primary School Rs.12/- and the tea estate members confirmed that expenditure for building equipment and the maintenance would be borne by them. They could directly run the school or could run the school through Scot Mission. Another meeting also held later to discuss employee's problems and physical and moral development and ultimately it was realised by the planters that solution for all problems lies in education.

For educational development in the plantation sector the service of Rev. William Macferlane was praise-worthy. He through his work developed consciousness among the tea-planters of the value of education and their responsibility in this field.

Gradually administration of primary education shifted from the centre to the provinces and then to local authorities. The rural primary education act, 1930 envisaged compulsory primary education for children from 6-11 and established District School Board. In Darjeeling in 1954 District School Board was set up and all the schools under the plantation sector automatically transferred to the District

School Board. So schools are not coming under the jurisdiction of the Tea Estate though some tea-estates voluntarily help the school till now. However, these schools known as rural schools also having many problems and those problems are common problem of primary education everywhere in India. The financial problem is the main problem, contingency grant of Rs.25 per month to all the schools is very inadequate. Development and maintenance grant is given on appeal. In Darjeeling hill areas from 1995 D.G.H.C. is in charge of primary, secondary and adult education. According to a few case studies undertaken and it was found the problems are all the same everywhere. Child labour is not existing but some drop out children at the age of 13, 14 and 15 join garden as casual labourer.

Teachers salaries are meagre compared to the inflation and complexities of life. Transport problem is acute during monsoon for the teaching communities who generally come from the town area. Students retention and drop-out rate are very high for many reasons. However, it has been found out that many teachers and authorities have very sympathetic attitude towards their students and try to do their best for the students.

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**Field Investigation and Case Study of the Primary Schools**

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- 22 Happy Valley Tea Estate, **Source** : Headmaster and Teachers.
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- 25 Takdah T.E.Primary School, **Source** : Headmaster and Teachers.
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## 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.<sup>27</sup>(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 Chakrabharti 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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- 49 7th Mile Junior Basic School **Source** : The Headmaster and the Teachers  
(Rural)
- 50 Rongbull Junior Basic School - **Source** : The Headmaster and the Teachers  
(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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## 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 immense. 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 Egypt's 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 Roorkee 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 education 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-dyeing 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 licentiate 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 Apprentice 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 mulberry 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 mulberry 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 included 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 carpentry, 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 out 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 latter 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 jewellery, 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 seams 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 Entrepreneurs.

#### Changes in market

- a. Internationalization
- b. Increasing competition
- c. New Success factors
- d. Technical competence awareness
- e. Custom demands
- f. Shorter product cycle

#### Changes among Employees

- New volume
- Increasing mobility
- Higher education
- Multiple careers customer demand
- Customer demands
- 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 Roorkee 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 'Atype. 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 apprentice 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 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 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 work, 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 carpentry 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) Paramedical (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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## Chapter VIII

### ***GROWTH OF WOMEN'S EDUCATION IN DARJEELING HILLS : PROBLEMS AND PROSPECT***

The Constitutional Provision of India give both men and women equal opportunity in all areas. Educated modern women from urban and rural areas of India slowly developed their inner strength to stand on their own feet, to respond to new challenges in life. In Darjeeling hill areas also we observe that women are now trying to fight against suffocating factors such as poverty, ignorance and a sense of inequality. The experience of life of the modern hill women is different from that of previous generations. However, though there are constitutional provision in favour of women, the wide gap is still visible between men and women in every field. So now modern women "... have had to use their brains as well as their hands, they have discovered experience, new emotions they have developed new ambitions. Few want to be merely but happy wives and mothers, but the recipe for happiness is changing. Ingredients of educated happiness include self-realization through the development of the individual potential.”(1)

#### *Womens Education from the Historical Perspective :*

Ancient India gave a very important place to women. In the ancient period that is in Vedic and Buddhist India we come to know many names of scholarly women who made significant contributions to the field of education.

During the early Vedic period women were allowed to the study of the Vedas and the performance of sacrifices. Girls were initiated through the Upanayana ceremony, wore the sacred thread and lived a life of celibacy. Marriage according to choice was preferred. There were women scholars devoting themselves to higher studies who remained unmarried through their whole life. Many Vedic hymns were written by women scholars. Learned women even challenged men of learning in open discussion. Many women took teaching as a career even they received military

training and took part in war. During Buddhist period also it has been observed that many girls took vow as Bhiksuni or nuns in monastery. Though Buddhism and Jainism were at first showed indifference to admit women into their faith but in the course of time women were admitted to both Buddhism and Jainism and nunneries were established. The reason behind the attractions of becoming a nun was that a woman had the opportunity to study, teach and preach.

Female education got a great setback during the period 200 B.C. to 1200 A.D. due to Manusmriti or laws of Manu. Women in the later Vedic period were deprived of all privileges and at the end of the Buddhist period women's education got a greater setback mostly because of Muslim invasion and internal strife and corruption in the monastery and among different Buddhist sects.

During Muslim rule that is the period 1200 A.D. to 1800 A.D., the percentage of literacy went down very rapidly. Though in the Muslim Royal household we get the name of many Muslim educated ladies but on the whole the education of girls presented a very gloomy picture throughout medieval India. Male supremacy became strong and men both Muslim and Hindi were very prejudiced against female education. The Pardah system was first introduced by the Muslims and later on Hindus also accepted the system.(3)

The early British period that is from 1800-1854, shows that missionaries and philanthropists from different European countries and from England did some important works to improve the condition of women's education in India. They tried to break the popular resistance to women's education by opening schools for girls - Raja Rammohan Roy with the help of the British Government ultimately banned the widow burning system and gave all his support to the education of women folk.

Then later came Dayanand Saraswati from the Arya Samaj, who did his best to improve and liberalise the condition of women. Iswar Chandra Vidyasagar in

Bengal worked hard to remove the Pardah system, to provide widow remarriage and women's education. The Indian women's plight was then miserable : ignorance and superstitions were suffocating them. Very few received education and enjoyed freedom. --"Raja Rammohon Roy and other reformers recognised the plight, and particularly in the early part of the 20th century there was a conscious move back to the spirit of Veda."(4)

The British Government realising the enlightened Indians' support for womens education emphasised the introduction of women's education. The despatch of 1854 for the first time prescribed for India an educational policy. The despatch of 1854 reminded the British Government of its responsibility of educating the common masses of India also encouraging girls' education. The Indian education commission of 1882 recommended liberal grants in aid, freeships and scholarship for girls' education. Somehow the Government sector did not do much work in this field, though private agencies really worked hard to spread the education of girls.(5)

#### Female education in the hill region of Darjeeling

The then Government also realised that hill people should come within the perview of development so in the hill region of Darjeeling one state school of official enterprise was established. This school was meant for the children of the native inhabitants, mainly, boys.

In Darjeeling also missionary enterprise worked more for girls education than official effort, Loreto convent was the first European girls' school established by the Loreto Nuns of Irish Roman Catholic in 1846. At first boys were allowed till primary stage.

Around 1850, Rev. W. Start, a Missionary, opened a school for Lepcha boys and girls. Mention should be made of Niebel, another missionary who prepared some Lepcha primers and did propaganda for the school and this ultimately brought many children both boys and girls to the school. In 1886 Darjeeling Girls' School was established by Bishop Milman which was again handed over to the order of "St. John the Baptist and from then it was known as St. Michael's school.

Mount Harmon school was established by the Missionaries of the Methodist Episcopal Church of America in 1895. It was a co-educational institution.

In 1890 the Government opened in the town of Darjeeling a primary school for the Nepali Bhutia and Lepcha girls. The school was originally called the Girls' Boarding school later it was renamed as the Nepali Girls' High School as the Nepali Girls had taken more interest in Education. The school was later upgraded to secondary level.

In Kurseong St. Helen's convent for European children was founded in 1890 by the Roman Catholic daughters of the cross of leige.

A Government school for girls known as Dow Hill school, started functioning from 1898, like Loreto convent it allowed boys till primary stage at the beginning.

In Kalimpong Rev. William Mac-farlane founded a training school for both boys and girls and observing that the local language is akin to Hindi, he introduced Hindi as the medium of instruction. He also produced a text-book in that language. "In a few years Mr. Macfarlane's system had so taken hold of the district that in 1873 there were 25 primary schools with 615 boys and girls receiving instruction."(6) It is needless to mention that Church of Scotland Missions hard work was the most important factor in the spread of education among the local people.

From 1902 there was considerable progress in the education of women. The period 1919-1921 is known as the period of Diarchy or a period of Transition.

During this period there was greater progress in the education of women. Throughout India there was one hindrance in the field of female education, was child marriage. Though in Bengal Raja Rammohon Roy and Iswarchandra Bidyasagar, in U.P., Dayanand Saraswati and other social reformers of different states did much work to stop prevailing Sati and child marriage system. Many Hindu girls were married before the age of 12 years and in this regard the condition of Muslim girls was no better. However, the awareness of the need for education resulted in the gradual rise in the age of marriage. By 1921-22 there were 19 colleges for women, 675 secondary schools for girls' and 21,956 primary schools for girls.(7)

Another very important development was the establishment of S.N.D.T. Indian women's University by Maharshi D.K. Karve in Bombay. "It was founded in 1917 at time when Indian nationality had burst forth under the leadership of Tilak, in order to correct the erroneous tendencies in modern education, and put female education on a new footing in keeping with the ancient traditions of India."(8)

The S.N.D.T. women's University got recognition after independence in 1949. During the British period it did not get recognition as the medium of instruction was the vernacular. "In 1921-22 there were 197 women in medical colleges and 334 in medical schools, 67 in colleges for teaching and 3,903 in schools for teaching. A large number of women took up a commercial and technical career."(9)

#### Development of Women's education in hill areas of Darjeeling

During the period 1902 to 1921, one important coeducational institutions, Dr. Grahams Homes, was founded in 1900 by the late Rev. J.A. Graham, originally this institution was known as St. Andrews colonial Home.

St. Joseph's convent was founded in 1922 by the missionaries of the Roman Catholic - sisters of St. Joseph De Cluny.

By the Church of Scotland mission, a school for girls was founded by Mrs. Grahams the wife of Rev. J.A. Graham, who since 1897 was also running a teaching cum vocational training centre for girls. The Scottish Mission girls' school also provided vocational education side by side with academic education. At first only one vocational course given to girls so the school was known as Kalimpong lace school. Later on from 1907 other vocational courses were also implemented such as wool-dying, wool weaving, tailoring, embroidery, carpet-making, leather-work, fabric printing etc.

In 1924, the general department of the school was separated from the original body and converted into the Kalimpong Girls school. "It was perhaps one of the earliest institutions in the district to introduce Nepali as the medium of instruction upto middle English school.(10)

In 1908 Bengali Medium Maharani Girls' School was established by some well-known Bengali Ladies having connection with the Brahma Samaj. St. Teresa a sister school for Loreto convent for Nepali Girls established in 1923 to impart education through vernacular language to the local girls of this area.

The period 1922-47 shows development in the field of women's education. There was further rise in the age of marriage. In 1929 the prohibition of child marriage act was passed, which raised the minimum age for marriage of girls to fourteen. "In fact girls grew into young ladies of seventeen and eighteen before marriage proposals started coming in and all that the parents could do, in the meantime, was to let their daughters continue their studies till marriage."(11)

This attitude, however, helped the girls to use all the educational opportunities given to them. It also helped them to get respectable jobs as teachers, clerks, nurses, doctors typist etc. So the lower and middle classes realised the

economic incentive connected with education. Liberal-minded women's career began to take part in public life.

Gradually the Pardah system fell into disuse thereby making female education possible and it came to be appreciated by the middle classes. More and more girls school and Colleges have begun to come up. In this period also struggle for Indian independence had its affect on the emancipation of women. Indian women joined in terrorist movement, non-violent movement and also in Indian national army introduced by Subhas Chandra Bose in Burma.

It should be mentioned of course that under Gandhiji's able leadership the political struggle turned into national mass-movement. People, both Hindu and Muslim were awakened from their drowsyness. Though before non-violent movement there were many isolated movement occurred in different parts of the country, the political struggle remained a movement for the upper middle class. Another important thing is to be mentioned that Gandhiji's non-violent movement did not confine to men only "Gandhiji passionately pleaded for the participation of women in active politics. And it is tribute to the extra-ordinary power of the man that not only those who had the benefit of English education, but even the most orthodox of the Hindus sent their women from their age long seclusion in the home, out into the open to wrest political power from the British."(12)

There was strong enthusiasms and the women came out from the village, towns and cities to fight for the country. They joined in the processions, did picketing, broke laws and courted arrest. Some women spun yarn on the charkha to paralyse the textile industry of Great Britain. When male leaders were imprisoned, women led the agitation, "and the ability, energy and skill of many of these women leaders were an eye-opener not only to the British but to their own countrymen too."(13)

Another point to be mentioned that there was fear throughout the world that if enfranchisement of women were granted it would have lessened the importance of men, and women would take over positions of power. However in England adult franchise for women was granted in 1928. In India even after many appeals the Montague chemsford scheme and later the south borough Franchise committee did not grant permission for female suffrage.

Travancore where matriarchal traditions existed first granted the vote to women; Madras enfranchised its women soon after in 1921. This step of women's suffrage was followed by Bombay, Bengal in 1925, Punjab in 1926; the central provinces in 1927 and Bihar in 1929 introduced women's suffrage. Later on all Indian states had enfranchised their women.(14)

"In 1946-47 there were 59 arts and science colleges for women, 2,370 secondary schools for girls 21,479 Primary schools - for girls and 4,288 institutions for professional technical and special education for women, owing to the greater initiative shown by the state government and local bodies, the burden on private effort was considerably reduced as it accounted for 16,979 women institutions out of a total of 28,196 women institution. The period also showed an increase in the trend towards co-education."(15)

In Darjeeling hill areas during this time many schools were established. In Kalimpong St. Philomena Girls's school was established in 1932 by the sisters of Saint Joseph De-cluny.

St. Joseph's Girls' school was established in 1938 and was upgraded into high school in 1944. A female teachers training course also being run in St. Joseph's but it did not continue.

In Kurseong Pusparani Roy memorial school was founded by private ladies. Later it developed into a high school.

The Saraswati Girls' school at Mungpo was established in 1946.

In Dajeeling the Himachal Hindi Bhavan founded in 1931 had started a Hindi middle co-educational institution in 1934 which was up-graded into Hindi High School in 1939.

Ramkrishna Vedanta Ashram which was founded in 1924 opened in 1981 the Nepali Medium Sardeswari Girls' school for local girls. After 1947 all the commissions such as the University Education Commission (1948-49) the Mudaliar Commission (1952-59) and the Kothari Education commission 1964-66 made important recommendations regarding women's education and co-education.

In 1957 a national committee was established by the Government of India in the Ministry of education for women's education under the chairmanship of Smt. Durgabhai Deshmukh. This committee examined the problem of women's education and on its advice a national council for the education of women was set up under the chairmanship of Durgabhai Deshmukh. A state council for women was also set up in different states and union territories.

The national council for women's education appointed two committees such as Smt. Hanna Mahta Committee in 1961 and Shri M.Bhaktavatsalam Committee in 1963. (Sri M.Bhaktavatsalam was the then Chief Minister of Madras). These two committees such as Hans Mehta committee in 1961 were given the responsibility of examining the problem of curriculum for girls and to examine the causes of lack of public support for girls education specially in the rural area - and also the removal of obstacles inhibiting their progress.(16)

It is to be mentioned here that the united nations designated 1975 as international women's year in order to pay more attention on the advancement of women all over the world. The special themes for the year were equality, development and peace.

The resolution taken by the General assembly of the united nations on the 18th December, 1972 proclaiming 1975 as International women's year envisaged the following action :

- (1) to promote equality between men and women
- (2) to ensure the full integration of women in the total development effort especially by emphasising women's responsibility and important role in economic, social and cultural development of all level
- (3) to recognise the importance of women's increasing contribution to the development of friendly relations and cooperation among nations and to the strengthening of world peace."(17)

About higher education it has been observed that the five colleges were established in the hill subdivisions. Darjeeling Government College for both boys and girls was established in 1948 only to run intermediate classes in Arts and science. In 1950 it was raised to the status of a degree college.

Loreto College was the only girls College, founded by the Government of West Bengal in the year 1961. This is a degree College for Arts with a girls' hostel.

Kalimpong Degree College was established in 1962. It was a co-educational institution.

Kurseong College is also a co-educational College established in the year 1967.

The North Bengal University under the North Bengal University Act (West Bengal) of 1961 was established in 1962 at RajaRammohonpur, Siliguri.

In the hills, girls' education upto Class VIII and upto the age of 14 was made free long before.

As an incentive to girls' education book grants were also given to them. In so far as hills of Darjeeling are concerned separate girls schools were not opened in the rural areas; the schools were mostly co-educational. Only in the urban areas,

there are separate school for the gentler sex, but College education had been co-educational. The only exception being Loreto College. All other Medical, Engineering, Politechnical schools and colleges are co-educational.(18)

In the Table 3.7 percentage of female literates in the rural and urban areas of the Hill sub-divisions of Darjeeling District presented.

Table 3.7

*Percentage of Female Literates*

1961-81

		<i>Percentage</i>	
		<i>1961</i>	<i>1981</i>
1. Sadar Sub-division	Total	14.5	33.9
	Rural	8.6	28.0
	Urban	41.0	59.9
2. Kalimpong Sub-division	Total	13.0	33.8
	Rural	8.6	27.9
	Urban	30.7	56.7
3. Kurseong Sub-division	Total	17.0	33.8
	Rural	12.2	24.8
	Urban	42.2	59.7
Three Hill Sub-divisions	Total	14.8	33.9
	Rural	9.8	27.4
	Urban	38.0	58.6

*Source : Roy B. - 1961, Literacy and Education, pp.52-53 - Statement 113. Education in the Darjeeling Hills, - an historical survey - 1935-1985 by Dewan, D.B., p.299. Incorporated from 1981. Census Provincial figures*

The female literacy percentage in the three hill sub-divisions is higher than that of the state as a whole as it is clear from the table 1981. "State records only 30.33(Total), 22.01(Rural) and 55.26(Urban) for female."(19)

It is to be pointed out that in Darjeeling the European and American missionaries opened schools only for the European and Anglo-Indian children. The British Government also opened schools for similar students. Very few missionaries really gave their effort for local students. "Growth of national consciousness from the third decade of the present century compelled on increasing no. of these white schools to admit Indian children. At first only Indian Christians were admitted in small numbers, but since the forties, the wards of rich Indians irrespective of their religion, were accorded ready admittance."(20) Till mid fifties these schools kept 40% of their seats for the Indian children. Till 1961 Cambridge Junior School Certificate and the Cambridge Senior School Certificate examination of the Cambridge Local Examination Syndicate was existed but from 1940 some schools started in preparing their students for matriculation examinations also. Gradually from 1961 a newly constituted body from New Delhi took over the functions of the Cambridge Local Examinations and introduced a standardized curriculum for all English medium schools and Anglo-Indian schools also school-leaving certificate examinations conducted corresponding in standard to the Higher Secondary Examination. Many of them teach up to the School Final or Higher Secondary standard of the West Bengal Board of Secondary Education through English as the medium of instruction.(21)

From 1850 Rdv. W. Start, a private missionary made an attempt to teach through secular education. So from 1850 secular education had started in Darjeeling hill areas and side by side girls' education also progressed. Hill girls are now trying to adopt a career of her own. A large per cent of women shares equally with men the responsibility of social and cultural development.

The people of Darjeeling especially the womenfolk are now conscious of the fact that for full development and improvements of homes and for developing and

moulding the character of children, the education of women is of even greater importance than that of men.

### Problems and Prospects

Today both men and women are supposed to have equal opportunities in all areas. But unfortunately there is wide gap in between the status and condition of men and those of women. The condition of girls' education is still far from satisfactory. There are many problems in the field of women's education such as problems of poor enrolment and poor retention at the primary stage. And there are various reasons behind that such as poverty and illiteracy of the parents. In rural and economically backward areas the number of girls' school is also inadequate in relation to the total number of girls in the specific age groups.(22)

In the school the dropout rates of girls are higher than those of the boys. The main reason behind this, is that if education has to be given to the children, the preference is given to the boys. The young girls in the lower strata of the society are supposed to do the household duties. Sometimes they finish the school stage but hardly continue their higher education. Again, girls generally cannot go for scientific and technical education the reason is parents think Arts and Humanities are best education for girls. These are common problems in women's education throughout India and Darjeeling is also no exception.

However, condition in Darjeeling are little different inspite of the problems in different field. It is observed that in Darjeeling women get priority in every field though the society is patriarchal the majority of men and women believe that women are equal to men. Women's right to education and work is not objected to, on the contrary, it is believed that the wishes of women are often the decisive factor.

Women are more practical at present, they feel they must be educated and must work.

According to Dick B Dewan, "Today, in the hill regions, no girl or women can be said to have been denied the opportunity of general education of any level. They compete with boys in any field except in Technical education, in which field, they have not come forward. In teaching profession they seem to go side by side with male counterparts.(23)

In Darjeeling hill area Nepali tribal people such as kiratis, Tamang, Gurungs, Magars, Newar etc. constitute more than 90% of the population. These people including Lepcha do not impose any restriction on women folk and high caste Hindus such as Brahmins and Chettris are less in number. Hence the transition of the upper caste Hindus are not found in the Darjeeling hill area. Many traditional restrictions are also imposed on girls in the high class Hindu family in Nepal of course westernised families in urban areas do not suffer from the impositions.(24)

In Darjeeling the young boys and girls are given full opportunity to make their own choice. Love marriage followed by elopment is one form of marriage. But this marriage is supposed to be recognised and formalised later on by both the parents. Among some tribes of Darjeeling and Nepal cross-cousin marriage is preferred. If we take for example marriage system among Gurung, then it is observed that "all cross cousins, that is both father's sister's daughters and mother's brother's daughters are possible marriage partners for a boy, but the father's sister's daughter is much preferred"...."Marriages of parallel-cousins are however strictly prohibited. This means that a boy cannot marry his father's brother's daughter nor(25) can be marry his mother's sister's daughter."

At present inter ethnic marriage is also quite frequently practised. The reason may be that in the rural and urban areas many ethnic groups live together. So in the natural course of things intermixing and inter caste marriages take place.

In Darjeeling very few arranged marriages take place, many Nepalis take marriages lightly that means marriages not always regarded as a sacred and unbreakable relation "So Divorce is not subject to much criticism."(26)

Here widows and Divorcees are not regarded as inauspicious. So, widow marriage or marrying a divorcee is not much of a problem. The reason is that men do not think about whether they are marrying virgin or non-virgin. In this regard we can mention here that orthodox people in India believed that widows and divorcees are inauspicious. Once they were considered as outcasts but slowly, because of the change in social outlook and the spread of literacy, this idea has changed. But in spite of the change in outlook widow marriage or the marriage of a divorcee is not frequently takes place.

One very good point found is that the dowry system does not exist in the hill areas. But dowry is very common in almost all parts of India. There the dowry is regarded as a status symbol by many families. The dowry in the form of money, jewel, clothes, cattle etc. is given to a girl as a share of the family's wealth and for this reason they are not given land. It is a safeguard for the land based position of the family". In theory a girl's dowry is her share of her parental family's wealth (today it is often used for her higher - education or for travel) security, for it sometime treated as an insurance policy to be returned to her if the marriage does not work, to be made available to her if her husband dies but in practice the dowry tends to commercialize marriage, material wealth is put above other considerations. It places a market value on a girl, a price her father has to pay to get rid of her, a value for which the husband's family can bargain. The agreed prices relate not only to the girl's desirability but also to the groom's status increasingly determined by his education."(27)

This dowry evil is not found in hill society of Darjeeling because the family remains outside the arranged marriage system; so marriage is not influenced by money.

Suicide among the girls as a means to get rid of their problems is also not a common phenomenon as the hill girls enjoy much more freedom than that of the plains.

However the hill areas suffering from some other social problems such as early marriage, illegal divorce etc. Because of early marriage divorce is always a common phenomena in the hill society. Divorce is now legal in India though in rural or isolated tribal areas legal divorce is not a common phenomenon. The Hill society has been very permissive in this field. For divorce, legal permission is not taken. Usually girls do not lodge a complaint in court against their husband even if the husband leaves her or does not take the responsibility of the family maintenance.

In urban and specially in rural areas another problem is common. Girls often run away from their husband and marry another person. There may be many reasons behind this, such as poverty, the drunkenness of the husband etc. Though society does not approve of such conduct, it does nothing to prevent it. In tribal areas all marital or social problems are settled by their tribal leaders or the Gram Panchayat or their own association. Legislation and social reform has its effect only on educated people the lower strata of society are not much affected by it, because it hardly touches them. In Darjeeling different ethnic groups such as Tibetans, Tamangs, Lepchas and Sherpas, all have their own association for any social and marital problem these associations take a decision for them.

Polygamy is often practiced i.e. a person often has two or three wives. There are also rare cases of polyandry. Though with the spread of education this tendency is gradually decreasing.

Another problem is the age factor. There are many cases where a girl is marrying a boy much younger than herself which may be the cause of divorce in later years.

Co-education may be regarded as another problem. Co-education is not objected to at the primary stage but is not much preferred at the secondary stage.

Early marriage of boys and girls also creates problem for many families and this brings natural obstruction to education. The Mitra Commission realised that the vocational and professional education for womenfolk is more necessary than traditional education. The interests and abilities of the girl students are also to be given importance.

It is also important that local material and local crafts should be introduced in the adult education centre and scope should be given for self-employment and co-operative system of work. "In order to make girls education both formal and non-formal, more effective, the Government should try to attach Balwadis or creches to such centres of education and formal schools so that working mothers can avail of their facilities."(28)

The Commission emphasised the importance of opening training institutions and polytechnics mainly for women. In the non-formal teaching centres more emphasis should be placed on Home Science, nutrition, health education, nursing, cooking, midwifery, sewing, needlework and other handicrafts such as leather work, metal work, cane-work, mat-making. The role of women is important both in urban and rural areas, certain other things also should be considered such as hostels for women at all levels. Toilet facilities also should be given in all academic institutions.

The universal literacy campaign has revealed the need for intensifying efforts among Muslims and Tribals and the Panchayat body should take a Major role in raising the level of women's education. There should be overall social and economic

development which will ultimately develop women's consciousness.(29) It is to be mentioned that the Government also time to time taken many measures to improve the condition of women through many acts and bills. These are the Hindu marriage act of 1955; the Hindu succession act of 1956; the Hindu adoption and maintenance Bill of 1956; special marriage act of 1954; the Dowry Prohibition act of 1961 and family planning scheme. Undoubtedly these measures have profoundly influenced and brought changes in the life of Indian women.(30)

In spite of many problems in the hill society - it is observed that a hard and struggling life prevented many social crimes and vices such as the dowry system, bride-killing, forced early marriage, despising widows and divorcees etc. At present, girls from urban areas specially play the role of mother, wife, teacher, housekeeper, at the sametime pursuing a career.

Margaret Cormack made a very apt statement about women's role, which is also applicable to this hilly part of the country. The modern Indian women are doing their role with grace no doubt.

"The modern Indian women is joining her western sisters in an exhausting and and frustrating quest even as she knows fully well the dangers and possible damage. The hunger for new knowledge, formed experiences for new self-hood is too great...." "They command but do not offend, they accept but do not feel defeated, they work very hard but do not feel injured, and among their friends they laugh but do not mock. They give more of themselves than their older sisters, for they have developed selves with richer gifts."(31)

### **SUMMARY**

The Indian Constitution recognised equality between men and women in society and before law also women's education in all the field is given recognition by the constitution of free India.

Ancient India gave a very important place to women. In Vedic and Buddhist India many scholarly women made significant contributions to the field of education. But female education got a great set-back during the period 200 B.C. to 1200 A.D. because in this period women's education, got a much greater setback because in this later Vedic period women were deprived of all privileges and at the end of the Buddhist period got much greater setback mostly because of Muslim invasion and internal strife and corruption in the Monastery and other Buddhist sects.

During Muslim rule, from 1200 A.D. to 1800 A.D. the percentage of literacy went down very rapidly though in the royal household many Muslim ladies got education but the number was small. During Medieval period male supremacy became strong and both Hindu and Muslim were very prejudiced against female education. The Pardah system was first introduced by the Muslims and later on Hindu also accepted the system.

The early British period that is from 1800-1854 shows that missioneries and philanthropists from different European countries and from England did some important work to improve the condition of women's education in India. Raja Rammohan Roy with the help of British Government ultimately banned widow-burning. Dayanand Saraswati from the Arya Samaj did his best to improve and liberalise the condition of women. Iswar Chandra Vidyasagar in Bengal worked hard to remove the Purdah system, to provide widow-re-marriage and women's education.

The British Government realising the enlightened Indians support for women's education emphasised the introduction of women's education. The despatch of 1854 for the first time prescribed for India an educational policy. The Indian Education Commission of 1882 recommended liberal grants in aid, freeships and scholarship for girls education. However, private enterprise really worked sincerely to spread the education of girls.

The then Government also realised that hill people should come within the perview of development. But before any official effort European missionary enterprise worked for girls' education but it was mainly for European and Anglo-Indian girls. Loreto Convent (1846) Mount Hermon School (co-ed) in 1895. St. Michael School in 1886. In 1890, the Government opened in the town of Darjeeling a primary school for Nepali, Bhutia and Lepcha girls and later on the school was renamed as the Nepali Girls' High School. St. Helen's Convent was founded in 1890. A Government school for girls known as Dow Hill School established in 1898. Dr. Graham's Homes was founded in 1922, St. Joseph's Convent was founded in 1922. The Church of Scotland Mission worked hard for women's education, it also ran a teaching cum vocational training centre for girls. Kalimpong Girls' School was established in 1924. In 1908 Bengali Medium Maharani Girls' School was established.

However, it is to be mentioned that in 1917 Indian Women's University was established by Maharishi D.K. Karve in Bombay. There was positive development in the field of women's education from 1922-47. In 1929 the prohibition of child marriage act was passed, which raised the minimum age for marriage of girls to fourteen. Gradually, Pardah system fell into disuse and thereby made female education possible. The struggle for Indian independence had its effect on the emancipation of women. Indian women joined in terrorist movement, non-violent movement and also in Indian National Army. Adult Franchise was introduced in

different states from 1920. In Darjeeling hill areas during this time many schools were established. Such as St. Philomena of Kalimpong (1932) St. Joseph Girls' School in 1938, Pushparani Roy Memorial School, Saraswati Girls' School in Mungpoo. Ramakrishna Vedanta Ashram opened a Nepali Medium girls' primary school in 1981. Himachal Hindi Bhavan started a Hindi Middle co-educational school in 1939.

Durgabhai Deshmukh Committee, Smt. Hansa Mehta Committee in 1961, Shri M. Bhaktabatsalam Committee in 1963 were given responsibility of examining the problem of women's education. These Committees however, recommended for the development of women's education.

Five Colleges were established in Darjeeling Districts hills areas namely Darjeeling Government College (Co-education) in 1948, Kalimpong Degree College (co-ed) 1962, Kurseong College (co-ed) 1967, Sonada College (co-ed) in 1989 and Loreto Girls' College in 1961. North Bengal University was established in 1962 to give opportunity to the boys and girls of hills and plains for higher studies.

However, women's problems are still prevalent. There are distinct differences between male and female members in regard to educational status. Socio-cultural distinction among men and women are observed basically in the traditionalism and in the modernity. In rural sector and backward areas though women education is lagging behind, still conservative attitudes are found among many women. Many women were not given chance to join in higher education. Restrictions were also there in job opportunities for women. Besides transport and other problems are also posing problems for women's education for they have to cover long distances to attend to educational institutions.

In all other places as well as in Darjeeling District drop out rate of girls are higher than boys. Girls after finishing their school stage hardly continue for higher education; some social problems were also found. Early marriage of boys and girls

and elopment most often are posing problem for education in the area; illegal divorce brings problem in the family. However, dowry demand and dowry death were not observed. On the other hand, hard and struggling life and the innocence of people prevented them from many social crimes.

The womenfolk of Darjeeling Hill areas are now conscious of the fact that for overall development and improvements of their domestic environment and for developing and moulding the character of children, education of women is essential. One good point to be remembered is that the average female literacy percentage in the three hill sub-divisions is higher than that of the state as a whole which is 30.53 per cent, whereas the same is in Darjeeling District, 22.01 (rural) and 27.4% in Darjeeling District and 38.26 (urban) and 58.6 in Darjeeling District.

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## Chapter IX

### ***DEVELOPMENT OF ADULT AND SOCIAL EDUCATION CENTRES ALONG WITH SOME SPECIAL EDUCATION CENTRES IN DARJEELING HILL AREAS***

“India is the second most populated country of the world, next only to China. Nearly 48% of Indian people are grouping in the dark because of their illiteracy.... Although the liquidation of illiteracy of 48 per cent of illiterate adult is not a simple task yet success can be achieved by adopting social education.” The Central Advisory Board of Education at its 1949 session at Lahore adopted a new definition ‘Social education’ for adult-education. Maulana Abul Kalam Azad in a seminar organised by UNESCO at Mysore in 1949 defined social education as ‘by social education we mean an education for the complete man. Social education would give him literacy, would give him ability to adjust with the society by achieving skill in crafts and means of production and thus to achieve economic betterment. Through social education he gets training in citizenship and thus learns to take decision for the progress of the society.’(1)

Social education in the form of religious congregation, folkdances, folk songs hymns and folklores existed in our country from the time immemorial. In olden days home or joint family then neighbouring areas were the main school of social education.

During British period some isolated efforts were made when education was transferred due to constitutional reform to the control of elected Indian ministers in 1919.

There were hardly any formal agencies of social education though individual effort was there such as M.M. Visvesaryaya, a great philanthropist from Mysore and Rabindranath Tagore who did remarkable work in the field of adult or social education.

With the rise of middle classes in the country political consciousness developed. Some social and religious group also demanded adult education such as in 1863 Kuka movement, Akali movement etc.(2) "The then Congress wanted mass contact in order to carry on freedom struggle. At that time the Indian National Congress was also a party with social motives and it was only in 1929 that it took an essentially political character." Later Indian nationals who returned to India after first world war also started pulling their demand for adult education and so some co-operative movement for social and adult education started in India. Later provincial autonomy gave some scope for adult education. Adult education committee was formed in 1939. However, it should be mentioned that All India Library Conference was held and as a result of its deliberations All India Library association was formed. The association encouraged people to open new libraries.(3) Universities also took up this work through extension lectures and research in social education and by producing grade-wise literature. Adult education programme got setback in 1927-37 due to economic depression in the entire world.(4)

Popular ministries in 1937-42 however, were eager to develop mass education centre throughout the country. In Assam, mass literacy movement was launched and the education department of the State opened literacy classes and a journal entitled Jana Shikshak was also started. A provincial Adult Education Council was formed in Bombay in 1937. The Sergent Committee emphasised a programme of total literacy in 50 years. But no remarkable progress was observed during that period and India's literacy in 1951 stood at 17% only. In Orissa the Government formed the "Provincial Mass literacy committee" in 1939. In Punjab, Dr. Laubeach did tremendous work for adult education. He was deputed by UNESCO in Philliphines but because of Indian Government's invitation he came to India for his work, 12 adult education centres started working in Punjab. During this time Jammu, Kashmir, Bengal, Baroda and Mysore also did some commendable

work for adult education. But again in 1942-46 there was setback due to 2nd World War.

During that time communal tension and also Quit India Movement brought down the number of adult education centres.(5) As for an example "In Assam, the schools fell to 400 with 1100 students. In Bengal the number of adults came down to 11000 from 22000."(6)

After Independence in 1948 the Central Advisory Board of Education in 14th January recommended some important issues for the development of adult education. Sri Mohanlal Saxena was the Chairman of the Sub-Committee and he emphasised for general education and for that all provincial government should give funds for adult education. So that within 5 years 50% of adult literacy would be achieved. However, all the states in their own way carried on adult education programme such as Delhi through education caravans; Bombay and Madhya Pradesh through its library service and literacy programme. Madras also through its library service tried to develop adult education, West Bengal and Bihar through cultural activities contributed to this field.(7)

In the First Five Year Plan Government provided Rs.6 crores for organizing literacy classes, community centres, libraries and Janata Colleges, State and District libraries. It was stated that out of 55 lakhs of adults 35 lakhs attained literacy. "6300 Literacy centres, 454 school cum community centres and 55,000 youth clubs were established during the period. One hundred District libraries were set up. There were nearly 32,000 public subscription libraries in the country, the majority being in the rural areas. Besides, five Social Education organisers Training Centres were established for the training of S.E.O.S. (8)

In the 2nd Five Year Plan again Rs.5 crores were sanctioned. Another additional amount of Rs.10 crores was also provided for community development. 8 more S.E.O.S. were started to train District Social Officers. National and

Fundamental Education Centre was established in New Delhi. A Library Institute was set up in Delhi University in 1958 for the training of librarian.

Ministry of Information and Broadcasting also through documentaries started spreading adult education. Film libraries were established by the central and by many State Government Production of suitable literature for the Neo-literate adult were also given importance by the State and the Central Government. The Ministry of Education sponsored literary workshops for the writers of books for neo-literates.(9)

The third plan made Rs.25 crores as a total provision "About Rs.92 lakhs at the centre, Rs.540 lakhs in the States and the estimated allotment of Rs.9 crores for social education under the community development programme." The progress observed in the development of community centres, village reading rooms, youth group organization, Mahila Mandals village Panchayats and the co-operatives. At the Block and village levels and in every town and city mobilisation of voluntary workers were pooled. Village schools in co-operation with Panchayats and co-operatives and voluntary organisations started extension work to spread adult education.(10)

In the fourth plan efforts were made to spread literacy amongst adults through mobilisation of voluntary effort and local community resources. On experimental basis some selected district were taken as pilot projects.

In the Fifth plan importance was given on strengthening the existing programme of adult education.(11) In the sixth five year plan emphasis was given on developing peoples physical intellectual and cultural development through existing plan so that they can cope with the social change.

In the 7th five year plan Government planned to cover 90 million illiterate adult for that required the sincere work of the Government agencies, voluntary social organisations, educational Institutions, libraries, students, teachers employees of

commercial and industrial undertaking and the community. All the programme should be undertaken in link with Village Panchayats, Mahila Mandals, community centres, employers, Nehru Yuvak Kendras, N.S.S. Attaining library service, taking the help of books, making proper text books for the neo-literates were given importance.(12)

“As a part of post literary and follow up services, short education, condensed training course will be organised for upgrading the skill of the neo-literates and for increasing their awareness about social realities citizenship education of adults will be a necessary part of entire system of education.”(13)

A country cannot be regarded as socially progressive where millions of people remain uneducated. The nationwide programme for the adult literacy has been launched by the Government in 1978 to remove the illiteracy from the country. In Darjeeling also adult literacy programme began and side by side with Government effort many non-government agencies have come forward to help. These two agencies worked as supplementary force.

The State Government gave priority to adult Education programme and has included it under its 34 points programme as the Central Government desired a plan which could cover 9 million illiterates of the state by 1990. Accordingly the State Government furnished a record of the Central Government.(14)

In all 15 central Sector Rural Functional Literacy projects, 30 state sector rural Functional Literacy projects have been operating in the field of adult education upto 1983-84 Rs.46.60 lakh has so far been spent on Central Sector R.F.L.projects and Rs.36.63 lakh on other state adult Education projects like consolidated Pilot projects, Farmer's Functional literacy projects, Non-formal adult Education programme for 15-25 age-groups have so far been spent. The total number of centres are about 22000(West Bengal, Vol.XXVI, No.12 1984). In West Bengal we have the state adult Education Board and the Directorate of adult Education for

wiping out illiteracy. The R.F.L. project came into operation in the state in 1980.”(15)

The whole of Darjeeling District has been divided into ten blocks by the State Government to carry on the adult education programme into ten-blocks. In all these blocks we find normal centres providing functional literacy courses for adults. That means that their teaching programmes are integrated with developmental activities such as agriculture, nutrition, health and hygiene. The location of the centre is given below :

- (I) In Darjeeling Phulbazar Block there are twenty-four centres
- (ii) In Jorebunglow-Sukhiapokhri Block there are twenty-three centres
- (iii) Gorubathan Block has sixteen centres
- (iv) Mirik as Separate Block has eleven centres
- (v) Kurseong has twenty-five centres
- (vi) Siliguri-Naxalbari block lags behind with only six centres
- (vii) Kharibari-Phansidewa Block has five centres
- (viii) & (ix) Kalimpong has been divided into - Kalimpong I and Kalimpong II with normal centres in each.

In each block there is an adult education Board Sponsored by the State Government. Both Government and non-Government centres admit adults from 15 years.”(16)

All these centres duration of the course is generally ten-months. Curriculum included 3 R's with the knowledge of health and hygiene and some vocational education. The medium of instruction is generally mother-tongue and in the hill areas Nepali-language is used as medium of instruction. Text books are provided by the Block-education Officer. Both Government and Hayden Hall authorities have taken School Final Pass and Matriculation pass students as instructor in adult education centres. A short ten-day training course given to the instructors. The

teachers were selected by the Village Panchayat and the authority in charge of running the scheme. Government used to give Rs.75/- per mensem with Rs.12/- as contingency allowance. Hayden Hall used to give the same basic pay but with Rs.25/- as allowance.

Government and non-Government Centres running their institution according to their own schedule. Generally these centres give education daily for two hours. Some voluntary centres run during week-ends. The Government teachers are supposed to submit their weekly report to the Project Officer and on the basis of their report they get salary. The Project Officer sends it to the District Education Officer.(17)

There are many non-government agencies. Several voluntary Social Service organizations working for the women, children and destitutes. Such a well known centre under the Diocese of Darjeeling, Roman Catholics named as Hayden Hall was established in 1974 at Darjeeling. This has conducted adult literacy centres in the hill areas and also functional literacy programme mainly to training women in weaving, knitting, sewing and carpet-making. The Hayden Hall has undertaken its work in the village areas of Darjeeling hill region. The Hall also translated many books into Nepali language. Their text book "Nia-deep" has been adopted in Government centres. Many medical books regarding health and hygiene have also been translated in Nepali. Many other projects have been undertaken such as mother and child care programme, weekly Health check-up programme and for this a Health team visits every weekend. They also opened a school for mentally retarded children in the Hayden-Hall premises but have closed the centre at present. They also provide with follow up programme for the neo-literates.(18)

As a member of a new adult education centre I would like to state that another centre for the disadvantageous women also was established as a registered body in 1988 at Northview, Darjeeling and functioning under the able leadership of

Miss Rita Ghose (Secretary). The plan for this type of institution was first given by late Sm. Bina Nandi. She was then a senior teacher of Maharani Girls High School. The institution was known as Hemlata Memorial Society after the name of Hemlata Sarkar. Hemlata Sarkar the daughter of the great scholar, Shivnath Sastri, was the founder of the oldest girls institution in Darjeeling. Maharani Girls High School at a time, when Indians were debarred from participating in the only English Missionary school for girls, namely Loreto Convent. Despite all this, she did a door to door campaign, motivating residents of Darjeeling to the greater need of educating the girl-child, with the mother playing a leading role in such a participation. No wonder, some of the very senior citizens of Darjeeling belonging to diverse communities - Nepalese, Lepchas, Sherpas, Tibetans, Adivashi and Bengalis made up some of the earliest students ... Another remarkable fact that Hemlata Sarkar was also the first women commissioner (then undivided Bengal) goes unnoticed.... It is only in 1988, under the auspices of Col. Mohini Mohan Bose, Hemlata's grandson, that Hemlata Memorial was established."

At present 15 working mothers come everyday between 4.30 to 6.00. Education given on 3 rupees including some ideas on English language. The learners are free to decide what they want to learn. Education imparted was not always text-based formal way but problem-based informal way because the learners also wanted to discuss and deal with the day to day problem. Some volunteers, come and help in teaching. A free clinic Homeopathic Charitable dispensary also has been started every Saturday morning and evening manned by an ex-Maharani Dr. G. Guha (Homeo) and Dr. P.K. Rana. This institution is running on donations as it is not yet recognised by the Government. (19)

After the formation of Gorkha Hill Council, Department of Mass education extension came under it and on 25.9.95 first conference was held on total literacy campaign at Tourist Lodge, Darjeeling. It was decided that in Darjeeling District a

time-bound programme has to be fixed after proper survey of all adult education centre according to the instruction of National literacy mission T.L.C. programme is a national phenomenon and this programme was undertaken in all the districts in West Bengal which emphasised that involvement of all functionaries both at Government level and non-Government level is necessary to make the programme a success. It was realised that in Darjeeling for educating approximately 2 lakhs illiterates three committees should be formed such as

1. Darjeeling Gorkha Hill Council Literacy Committee (D.G.H.C. Saksharta Samiti)
2. Area Literacy Committee
3. Constituency/Municipal Literacy Committee  
(Kshetriya Saksharata Samiti)(Samasta Nagarpalika Saksharta Samity)

(20)

In the Conference Sri I.P.Rai, District Social Education Officer, Darjeeling requested all those who work in different categories of committees to submit different informations from time to time in three copies invariably meant for (1) Ex-councillor-in-charge (2) Secretary, Mass Education Extension D.G.H.C., Darjeeling (3) District Social Education Officer, Darjeeling. He also requested the Deputy Magistrate, Darjeeling to appraise those of the B.D.O.S. who were absent in the meeting convened for the purpose.(21)

Smt. Hema Lama, Executive Councillor-in-charge, Agriculture, D.G.H.C. Darjeeling indicated that "all types of areas like village - (in rural and urban) tea-estate, Cinchona Plantation Forest areas are tagged with the constituency and as such the committee should be under constituency and since this programme has a direct link with the grass-root level population and therefore the B.D.O.S. have in all fairness have to contact the Councillor concerned to work for the success of the social scheme. She also indicated that since D.G.H.C. is an autonomous body, a

separate and special project report is necessary. Sri D.Chakraborty, Principal Secretary, D.G.H.C. gave some suggestion for proper functioning of adult education centre also further pin-pointed that the identification of key-officers is essential at various levels and preparations for guidelines of the Department concerned. Dr. R.K.Vats, Secretary, Department of Education, D.G.H.C. also highlighted on some important points regarding preparation of project report on the basis of which only the scheme will be sanctioned by the Government of India/N.L.M. and requested for cordial co-operation from all concerned.(22)

2nd Conference on Total Literacy campaign was held on 18th June, 1996 by D.G.H.C. As decided in the first Conference, identification of illiterates and survey work was taken up with the assistance and under the leadership of the councillors of the D.G.H.C. So far survey reports have been received from 9 (nine) out of 28 constituencies. The target group was determined to be the illiterates of age group 6-50 which was again sub-divided into three parts viz., the age groups 6-8, 9-14 and 15-50. The list of the surveyors was prepared with the assistance of the executive councillors and other area councillors and training was imparted one by one in each constituency. In this, 1000 volunteers name was enlisted who wanted to be surveyors. For training of the surveyor the first constituency covered was Giddhapahar Pankhabari Constituency on the 7th December, 1995. The 28th and the last constituency was Chotagong-Rishihat constituency which was covered on the 21st May, 1996. Along with the survey training Seminar on Total Literacy Campaign was held on the same day in case of each constituency in which the executive councillor-in-charge, the area councillors, respectable persons of the locality and the representative of different organisations participated.(23)

It was expected that compiled reports from all the 28th constituencies would be submitted within June 1996. After that D.G.H.C. Project report would be prepared and then will be sent to the Government of India through the State

Government. After the acceptance of project report - T.L.C. would start. At present, the formal criterion will be the formation of Saksharta Samitis at different levels i.e. D.G.H.C. constituency and Kshetriya levels. Suggestion as regards induction of members to these Saksharta Samiti was invited and volunteers were needed (approx. 4,000) as key resource persons, Master-trainers and voluntary teachers. D.G.H.C. invited resourceful Government officials, N.G.O.'s V.A. and individual social workers; we solicit suggestions from them as to how they will be able to mobilize the human resources and utilize their services in better day.(24)

It is to be pointed out that non-formal education is actually older than formal education. Education continues to take place outside schools, colleges and Universities. Actually, by formal education system alone educational needs of a society or need of an individual cannot be met. Non-formal education is good for everybody i.e. students, educated unemployed, professionals, labourers etc. Non-formal education is meant for children who for one reason or other could not continue in formal education system. For such purpose 7,530 centres are running in West Bengal, through which 1,59,970 students in 1980-81, 2,33,230 students in 1981-82 and 3,61,325 students in 1982-83 have been taught. For the follow up studies West Bengal Government has started 1,500 new libraries throughout the State. According to District Census Handbook - of Darjeeling 1961, there was only one high school for adults in Kalimpong and the school was located at the Kumudini Homes. In 1972-73, three more adult High Schools were set up in Darjeeling Sadar and Kalimpong Sub-divisions subsequently.(25)

In 1980-85, the Development and planning department of the Hill Affairs Branch took up a project for the part-time education for the children of 11-14 age group. By 1985, a total 314 non-formal education centres started functioning.(26)

In 1970 the national Board of Adult Education has been established to co-ordinate the programme and the work of the adult education between State and

Central Government. From October 1978, the national Adult Education Programme (NAEP) was launched as a nationwide campaign through various agencies such as State Government union territories, voluntary agencies, university and colleges, Nehru Yuvak Kendras and public undertakings etc.(27) "The Ministry of Social Welfare has expanded its programme of Functional Literacy of adult women as part of the integrated child development services(I.C.D.S.) The Union ministry of education has formulated central and centrally sponsored schemes for the implementation of adult Education Programme. The main schemes of central government are the rural Functional Literacy programme under its erstwhile schemes of Farmers Training and Functional Literacy programme started in 1967-68 and non-formal Education for the age-group 15-25 started in 1972 were merged in 1978."(28)

However, N.L.M.(National Literacy Mission) set up in 1988 ultimately took over national adult education programme which was set up in 1978. The National adult Education programme followed the centre-based policy under the rural Functional literacy projects. The centre-based approach consisted of one RFLP of 300,200 or 100 centres and almost each district has one project sanctioned to it. One paid instructor was to cater 30 learners but it was not found adequate. Therefore, some changes and modifications were made. However, activities of the N.L.M. began to function properly from 1990 onwards and till July,1994, literacy projects covering 275 districts in the country were sanctioned out of which 100 districts were in post literacy phase.(29) "Literacy rate at the national level reveals only a part of story of disparities in literacy situation in the country. Literacy rate in 1991 for rural areas varied from 88.92 in Kerala to 30.37% in Rajasthan and for urban areas it varied from 92.25 in Kerala to 61.0 in UttarPradesh. While literacy rate for male population varied from 93.62% in Kerala to 51.45% in Arunachal Pradesh and literacy rate for female population varied from 86.17 in Kerala to 20.44% in Rajasthan." From July 1995, D.G.H.C. introduced Mass Education extension

according to notification of Government of West Bengal in April, 1995. Various programmes were chalked out and action plan prepared. The most important programme was total literacy campaign and the first part of the campaign was held for identification of the illiterates. Seminar on total literacy campaign was held on the same day in each constituency in which the executive councillor-in-charge (MEE), the Area Councillor, respectable persons of the locality and the representatives of different organisations participated. Thus motivation and environment building work was also done simultaneously with the training programme.(30) "It is expected that compilation reports from all the 28 constituencies would be complete and submitted with the month i.e. June, 1996. Then it will take some time to prepare the completion report at D.G.H.C. level. Then most important task of preparation of project report will be taken up." Later project report will be sent to the Central Government through the State Government. The T.L.C. will start after the acceptance of the project report. Now the formal criteria will be the formation of Saksharta Samities at different levels i.e. D.G.H.C. constituency and at Kshetriya levels. Actually 1400 volunteers whose services will be utilised as key Resource persons, mastertrainers and voluntary teachers.

D.G.H.C. Secretary invited resourceful Government Officials, N.G.O., VA and individual Social workers and also solicited suggestions from them regarding mobilization of the human resources and utilization of their services in a better way.(31)

So, analysis on the adult education programme shows during British period some isolated effort were made. When education was transferred to constitutional reform to control of elected Indian Ministers in 1919. The then Congress wanted Mass contact in order to carry on freedom struggle. Later provincial autonomy gave some scope for adult education. Adult education committee was formed in 1939. A provincial adult education council was formed in Bombay in 1937. The Sargent

Committee envisaged a programme of total literacy in 40 years. But no remarkable progress observed during that period and India's literacy in 1951 was 17% only.

In free India, the education minister in 1948 wanted 12 point scheme of adult education and in the Education Minister's Conference 1949, resolution was taken to make at least 50% people literate within 3 years. However, literacy was combined with 'Fundamental Education' to make it social education. Fundamental education means literacy, knowledge on health and sanitation. Vocational education with financial upliftment, citizenship training and training on proper utilisation of leisure. Moulana Abulkalam Azad in the fifth session of C.A.B.E. 1949 formally brought the term social education. Emphasis and financial help was given on adult education by different plans under five year plan scheme. Government engaging Gram Panchayats co-operative societies and private enterprises for the spread of education.

At present a new term has come in the field of education is popular all over the world known as non-formal education. In India a large number of people live below the poverty line and majority of them live in rural areas or tribal belts and mainly for them NFE is taken as a major Governmental endeavour. This is taken as a step towards helping the students to join the formal system. Of course this will not make it a complementary of the formal system. The idea behind NFE is improving the quality of life of students by making aware of their environment, health and hygiene problems etc. "The non-formal Education programme originated in India through a resolution of the Central Advisory Board of Education (CABE) adopted in 1974." We have already discussed about non-formal centres in Darjeeling and other places. It is to be mentioned many Colleges also doing extension work like National Social service doing valuable work for the society. Loreto College by organizing (1) Especial camp (2) Regular activity every Saturday and undertaking few project in the rural areas of Darjeeling Rambh, Rambhang and near town Gol-Ghar Taxi stand doing praiseworthy work for adult non-formal education.(32)

Another new concept has come to our country as well as in Darjeeling, known as open university. This is an important innovation of this century and now it is a global phenomenon. The first open University was established in England in 1969. In 1985, sixteen years later IGNOU was established by an Act of Parliament to achieve the following objectives :

- (i) To democratise higher education by taking it to the doorsteps of the students
- (ii) To provide access to high quality education to all those who seek it irrespective of age, religion or formal qualification
- (iii) To offer needbased academic programmes by giving professional and vocational orientation to the courses
- (iv) To promote and develop Distance Education in India
- (v) To set and maintain standards in distance - education in the country as an apex body.

The University follows the multi-media approach in imparting instruction to its learners such as self-instructional printed course material packages, assignments for assessment and feedback, supporting audio-video programmes, project work in some programmes, Telecast on Doordarshan and Broadcast of audio-programmes by All India Radio, Interactive-Satellite aided communication network.(33)

In Darjeeling a Centre of IGNOU doing valuable service to the society by imparting higher education to the working girls and boys.

### ***Some special Education centre in Darjeeling Hill areas***

#### **Physical Education**

District Officer for physical education and Youth Welfare are in charge of organising sports, physical culture and youth welfare activities. In 1952 an Auxiliary

cadet corps for army training was established but it was withdrawn in 1955 again in 1962 National Cadet Corps was introduced.

#### Forest School Kurseong

This school was established in 1907 in Dow Hill to give forestry education to develop foresters and Rangers. The curriculum includes forest management, Botany, survey, forest utilization, protection, laws, accounts etc.

#### Blind School and the School for deaf and mute

In Darjeeling district only Scottish Mission in Kalimpong founded the blind school. It was a junior High School. Recently IXth and Xth classes have been introduced. Vocational subjects are also introduced. In 1972, the Superintendent of the school for the blind opened a school for deaf and dumb children.

The school is run by a trained teacher and his assistant. The method of teaching is lip-reading, gesture and action with hands, sewing, using machines, carpentry, radio and car mechanism. Another school is also run since 50's by St. Joseph's convent.

There is no Government school imparting training in music, dancing, painting etc. But one Government agency is there which is known as 'Song and Drama Unit'. Some private organisations are however, doing some important work for aesthetic education such as Himalayan Kala Mandir, Darjeeling; Shruti Niketan, Sangit Mahavidyalaya, Darjeeling (which impart North Indian Classical Music), Lalit Nritya Chhandam, Darjeeling (North Indian Classical Music and Kathak Bharatnatyam) Chhandagikita - a socio-cultural organization which was established in 1977 as a centre for mainly spreading Tagore song and dances but changed its curriculum and later from 1990 decided to do social service in the form of helping needy children and by organizing cultural programme encouraging talented youth to take part in the programme. The organisation also gives financial help to distressed

people, people suffering from natural calamities and to any kind of needy organisations. This organisation works in close co-operation with Hemlata Memorial in North View, as an N.N.H.P. Hall is a very old organisation which organizes cultural programmes from time to time to develop the cultural sense of the youth. As an active member of Chhandagitika I would like to say Chhandagitika is doing a valuable service to the hill society.

Sangit Kala Niketan, Kurseong and Gitigunja Sangit Mahavidyalaya, Kurseong imparting education in North Indian classical vocal and instrumental music. Other similar organisations include Saipatri Club cum Library and Musical Training Centre, Kalimpong. The art academy, Darjeeling the Ava Art Gallery, Darjeeling, the craft teaching centre, Chitrabhanu, Kalimpong, the Kala Sangha, Kalimpong, the Kalimpong arts and crafts etc. - It is to be noted that Shruti-Niketan Gitigunja, Kurseong has been preparing students for the classical music under Prayag Sangit Samiti, Allahabad. (34)

### **SUMMARY**

The nationwide programme for adult literacy has been launched by the Government in 1978 to remove illiteracy from the country. The State Government gave priority to adult Education programme and launched it under its 34 point programme. Government wanted to continue the programme through non-formal education. In fact process of education continues to take place outside formal education centres. It is good for every drop out students, educated unemployed, professional labourers etc.

During British period some isolated efforts were made - when 'education' was transferred due to constitutional reform to the control of elected Indian ministers

in 1919. The then Congress wanted mass contact in order to carry on freedom struggle. Later Provincial Autonomy gave some scope for adult education. Adult Education Committee was formed in 1939. A provincial Adult Education Council was formed in Bombay in 1937. The Sergent Committee envisaged a programme of total literacy in 40 years. But no remarkable progress was observed during that period and India's literacy in 1951 stood at 17% only.

In free India, the Education Minister in 1948 wanted 12 point scheme of adult education and in the Education Ministers Conference 1949, resolution was taken to make at least 50% people literate within 3 years. However, literacy was combined with 'Fundamental Education' to make it social Education. Fundamental education means literacy, knowledge on health and sanitation, vocational education with financial upliftment, citizenship training and training on proper utilisation of leisure. Moulana Abul Kalam Azad in a seminar organised by UNESCO formally brought the term 'Social education'. Emphasis and financial help was given on adult education by different plans under five year plan schemes. Government engaged Gram Panchayats, co-operative societies and private enterprises for adult education.

In the hill areas of Darjeeling there was only one high school for adults in Kalimpong and the school was located at the Kumudini Homes. Gradually, by 1972-73 three more adult adult High Schools were set up in Darjeeling Sadar and Kalimpong Sub-division. By 1985, 314 non-formal centres started functioning because, in 1970 the national Board of Adult Education has been established to co-ordinate the programme between State and Central Government and from October 1978, the National Adult Education programme was launched as a nationwide campaign through different agencies, University and Colleges, State Government and Union territories, voluntary agencies and Public undertakings etc. All other former adult education programmes were later merged in 1978. Again N.L.M. was

set up in 1988 (National Literacy Mission) which ultimately took over national adult Education programme set up in 1978.

The rural functional literacy project came into operation in 1980 and the whole of Darjeeling District has been divided into ten blocks by the State Government to carry on the work. In all these blocks, functional literacy for 10 months course was provided.

It has been observed side by side with the Government organisation several voluntary social service organization working for adult men and the women and children and destitutes. Such as Nehru Yavak Kendra, a Government organisation, Diocese of Darjeeling, Roman Catholics Mission through Hayden Hall and Hemlata Memorial and other private adult education centres.

After the formation of Gorkha-Hill Council, Department of Mass Education extension came under it and on 25.9.95 first Conference was held on total literacy. However, three committees were to be formed to educate 2 lakhs illiterates - which include (1) Darjeeling Gorkha Hill Council literacy Committee, (2) Area Literacy Committee (3) Constituency Municipal literacy Committee. Second Conference was held on 18th June, 1996, D.G.H.,C. chalked out various programmes and action plan was also prepared. It is expected that the compilation reports from all the 28th constituencies would be complete and submitted soon. Thereafter it will prepare compilation report at D.G.H.C.level. D.G.H.C. is, however, firm on bringing 100% literacy in the Hill areas of Darjeeling.

At present through non-formal education system which was originated in India in 1974 by CABE many Colleges also with the extension work like National social service doing valuable work for the society. Loreto College by organising (1) Especial camp (2) Regular activity every Saturday and undertaking few project in the rural areas of Darjeeling in Rambni, Rambhang and near town Gol-Ghar Taxi stand doing praiseworthy work for adult education.

Open University is another new concept which is now introduced all over the world. In Darjeeling also this centre is imparting higher education to the working boys and girls.

There are few Centre for physical Education. Forest school, Kurseong to give forestry education, Blind school and school for deaf and mute in Kalimpong.

Few private social service centers and school for classical music and dance are found working in Darjeeling hills.

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## Chapter X

### *Section A*

#### ***ATTITUDE OF GUARDIANS TOWARDS EDUCATION AND THEIR HOME BACKGROUND***

One of the prime objectives of the present work is to test the hypothesis with the correlation of data in the form of materials and information. In general terms the work is directed towards the overall understanding of educational progress in the hill areas of Darjeeling. So a background on education in the locality has been presented following the historical perspective.

The work proper is on the present day situation, naturally the temporal dimension with relatively higher coverage cannot be set aside. The study of any human society should take into consideration of minimum of two generations, at time it could be extended to one more generation. However, we are concerned with the education of more than one generation and a good deal of change is observed in the different components of education. The components include school typology, educational administration, course-curriculum, medium of instruction. In the case of education, especially as a system, there is a specific period of time, the period of the students life. The maximum is about 20 years starting from the age of 3 years and coming it an end at 23 years. This span is only covered when higher education is included but in many cases the duration is as short as five years because of discontinuance or dropping out.

In the present chapter materials on the three mentioned features have been given separately. The materials comprise of two sets namely Guardians and Students.

Each set has been presented in the form of general information, quantitative analysis, qualitative information and finally a conclusion and interpretation.

In some cases a correlation of data, where possible and the results of the above noted two sets have been attempted. Based on the conclusion the final interpretation at the end of the chapter has been arrived at.

Prior to direct involvement with the data a few points are to be indicated. In this scheme a discussion has been made on the target sample and the data collection. The desired target sample was formulated to achieve a relevant model. But in reality there are many situations and events which give rise to unavoidable constraints. Many of them could not have been anticipated. Nevertheless the data are representative in nature which fact may be helpful for the purpose of making a generalisation. A few of the constraints experience may be cited here. Despite all the effort made, some of the sources for collection of data could not be reached because of such factors as distance, non-availability of minimum transport facilities and other reason security.

There are some other problems such as lack of interest and apathy to give answers to questions.

In many of the cases the informants were very helpful. In some cases the initial apathy was dissolved through better rapport.

The problem encountered are presented so that the practical situation can be properly understood by the reader.

Here the materials with the age group are presented such as guardians and students separately also the questionnaires for both the group are also included.

(I) The questionnaire for the guardians

(ii) Distribution of Male and Female guardians of Darjeeling, Kurseong,

Kalimpong according to the age group.

The questionnaire for the guardians

1. Name
2. Date of Birth
3. Caste
4. Clan (Gotra)
5. Place of Birth
6. Educational Qualification
7. Other professional qualification
8. Salary                      Basic                      Allowance                      Deductions
9. Mention if you or your family members have any secondary source of income
10. Length of service
11. Means of Income
12. Specifically mention Husband's/Wife's age, qualifications and occupations
13. Specifically mention Parents qualifications and occupations
14. Specifically mention Sons' daughters' age, qualifications and occupations
15. Specifically mention Brothers' and Sisters' age, qualifications and occupations
16. Mode of conveyance (Distance between home and school)
17. Composition of the family
18. Home Address

19. Are you satisfied with the study of your children ?
20. How do you plan to educate your child ?
21. What do you wish your child to be after his education ? Mention the occupation
22. Is your child getting any financial assistance from the Government ?
23. Is there any other facilities you provide to your children ?  
(Tution, personal help etc.)
24. Do you have any problem regarding education of your children ?  
(Non-availability of Good school, admission and financial problem etc.)

*Distribution of Guardians (Male and Female) in terms of age group  
in Darjeeling, Kurseong and Kalimpong sub-division*

Darjeeling

	<i>Male</i>	<i>Female</i>	<i>Total</i>
1. Upto 20 years	0	0	0
2. From 21 to 25 years	0	1(1%)	1(1%)
3. From 26 to 30 years	3(3%)	2(2%)	5(5%)
4. From 31 to 35 years	4(4%)	6(6%)	10(10%)
5. From 36 to 40 years	14(14%)	7(7%)	21(21%)
6. From 41 to 45 years	15(15%)	4(4%)	19(19%)
7. From 46 to 50 years	16(16%)	2(2%)	18(18%)
8. From 51 to 55 years	10(10%)	3(3%)	13(13%)
9. From 56 to 60 years	6(6%)	2(2%)	8(8%)
10. Above 60 years	3(3%)	1(1%)	4(4%)
11. N.A.-unidentified	1	0	1(1%)
	72(72%)	28(28%)	100%

Kurseong

1. Upto 20 years	0	0	0
2. From 21 to 25 years	0	0	0
3. From 26 to 30 years	1(2.22%)	3(6.67%)	4(8.88%)
4. From 31 to 35 years	3(6.67%)	3(6.67%)	6(13.33%)
5. From 36 to 40 years	3(6.67%)	5(11.11%)	8(17.78%)
6. From 41 to 45 years	6(13.33%)	6(13.33%)	12(26.67%)
7. From 46 to 50 years	2(4.44%)	0	2(4.44%)
8. From 51 to 55 years	7(15.56%)	0	7(15.56%)
9. From 56 to 60 years	3(6.67%)	2(4.44%)	5(11.11%)
10. Above 60 years	0	0	0
11. N.A.- unidentified	1(2.22%)	0	1(2.22%)
	26	19	45(100%)

Table contd.

*Kalimpong*

	<i>Male</i>	<i>Female</i>	<i>Total</i>
1. Upto 20 years	0	0	0
2. From 21 to 25 years	0	1(2.22%)	1(2.22%)
3. From 26 to 30 years	3(6.67%)	6(13.33%)	9(20%)
4. From 31 to 35 years	3(6.67%)	0	3(6.67%)
5. From 36 to 40 years	4(8.88%)	2(4.44%)	6(13.33%)
6. From 41 to 45 years	6(13.33%)	5(11.11%)	11(24.44%)
7. From 46 to 50 years	1(2.22%)	2(4.44%)	3(6.67%)
8. From 51 to 55 years	3(6.67%)	4(8.88%)	7(15.56%)
9. From 56 to 60 years	3(6.67%)	1(2.22%)	4(8.88%)
10. Above 60 years	0	1(2.22%)	1(2.22%)
11. N.A. - unidentified	0	0	0
	23(51.11%)	22(48.89%)	45(100%)

***Guardians' attitude towards education in Darjeeling hill areas***

Guardians may be considered as important components in education at all levels. It is a known fact that "of all the influences that surround a person from the day he is born, people are the most important. The first of course, is his mother, and as we shall see later, he should form his first social relationship with her, and these form the pattern for all others. A child's early society includes or should include, his father, his brothers and sisters, grandmother, and all who make-up the group known as the family."(1) Students are dependent on their parents almost for everything. Guardians are responsible for the total maintenance of their respective wards, and in the majority of cases the decision with regard to education of children is taken by them. In fact the family as a social unit has endured since time immemorial. Only in a family can children fulfil their physical, mental and cultural needs.

The total background of the guardians with the inclusion of education, profession, economy, social status etc. has an important bearing on the personality, mental make up and the future career of the students.

Altogether 100 guardians, male and female coming from different occupations such as service, business, transport and others have been interviewed in Darjeeling Sadar Sub-division. 45 guardians both male and female from Kurseong and 45 guardians both male and female from Kalimpong have been interviewed. The physical and mental care of the children is the first educational responsibility of the family. It is to be noted here that earlier the dominant role was played by the father or in some cases the oldest male member of the family. Sometimes a considerable amount of gender equality has been maintained and that too is observed in the decision-making role of the mother of the student. The disciplinary measures taken by parents are of one kind when father and mother both are educated and in some cases employed but perceptible change is found when only one of them is employed. However, an educated home produces educated children. It is to be

noted that with educational and professional qualifications income, occupations are also related. Educated parents can take better care of their children and give them encouragement and scope to achieve educational and professional proficiency. Educated parents will have better positions in the society and definitely earn more.

Tables 1 and 2 presented in the appendix to show educational and professional qualifications of the middle and upper-middle class guardians and also occupations of these guardians of Darjeeling, Kurseong and Kalimpong Subdivisions. Data shows that education upto graduate level in Darjeeling, Kurseong and Kalimpong is more than other levels.

In Darjeeling, Kurseong and Kalimpong also the next highest level of qualification is the secondary level.

With regard to professional qualifications it was found in Darjeeling Subdivision, Kurseong and Kalimpong that most of the educated guardians have acquired B.T. and J.B.T. degree.

Data revealed that as far as the primary occupations of guardians in Darjeeling, Kurseong and Kalimpong are concerned a good number is in Government Service. Next highest group is engaged in business. The other largest group of guardians are engaged in private and semi-Government services.

Educational and professional qualification is important because it develops open mind and wisdom. Parents having wisdom could help their children to develop wisdom too. Educated guardians also develop among their children a positive attitude towards education and occupation.

***Religion of the Guardians*** - presented in the appendix in Table 3.

Though in a secular state due to materialistic outlook religion does not totally control the life of the people. But it is believed that "religion is a way of life as well

as a system of beliefs." So its influences is still strong. There are many religious group in Darjeeling District. Data on largest religious group of guardians shows that Hindus in Darjeeling, Kalimpong and Kurseong are respectively found to constitute 69%, 57.7% and 68.88% respectively.

The next largest religious community of guardian according to data collected shows that Darjeeling, Kurseong and Kalimpong are respectively having Buddhist guardians who respectively constitute 22%, 22.22% and 24.44%.

These random data clarifies the position of different religious groups in the hill society, re-establishes the fact that the number of Hindus is greater than that of other groups. Hindus are followed by Buddhist community. Then comes Christian and Muslim communities. However, because of the cosmopolitan nature of this hill area the views of guardians belonging to different communities do not vary at all regarding their children's education.

*Marital status and composition of the family presented in the  
Appendix in Table 4 and Table 5*

The table 4 shows on marital status of guardians that as much as 88% male and female guardians are married and settled in Darjeeling. In Kurseong and in Kalimpong total of 88.59 and 84.44 guardians are married.

The number of unmarried guardians is always less. Here unmarried guardian means, in case of parents death brothers and sisters become the guardian.

However, a smaller no. of widows or separated guardians are also observed.

On the composition of the family in Table 5 the data shows that in Darjeeling 63.77% of the families, in Kurseong a total of 62.22% and in Kalimpong 62.22% of families are single families where as 37% in Darjeeling, 40% in Kurseong and 37.78% in Kalimpong are found to be joint families. It is to be pointed out that well-

settled guardians always take better care of their children where as unmarried widow or widower may have many individual financial or social problems which might distract their attention to other areas rather than on their wards. Fortunately, we get a fewer number of such guardians in this category as far as the data indicate. It has been found that in single families the condition of children is much better than in joint families. In single families guardians give more attention to their children's needs. It is to be noted here that joint families are breaking down now a days due to financial and other family problems consequently in the hill region we thus get a greater number of single families.

Though there are disadvantages and advantages found both in joint and single families at present the single family is preferred in the hill area for many reasons which are primarily financial.

*Data on the length of service (Table 6) and distance between home and place of work (Table 7) and mode of conveyance (Table 8) are presented in the appendix.*

Length of service of the guardians was taken into account because while in service the guardians could give more family comfort and attention to their children.

In Darjeeling sub-division it has been found that 12% guardian's length of service is from 26 to 30 years. As much as 27% guardians length of service varies from 21 to 25 years. In Kurseong it is observed that of guardians both 26.67 male and female's length of service varies between 26 to 30 years. The next group which constitute 15.56% of the guardians has a length of service varying between 16 to 20 years and an equal proportion of guardians length of service is also observed to be from 21 to 25 years too. In Kalimpong similarly 20% guardians working period is

also found to be varying from 26 to 30 years and again another 20% working period is also from 31 to 35 years.

Data on distance between home and place of work and on mode of conveyance was also taken into account. These data is considered important because if a guardian goes far from his home to his place of work it becomes impossible for him or her to pay attention to family problems or children's education etc. because it takes so much of time and energy.

It has been found from the table 7 that in Darjeeling 82% of the guardians covers a distance that varies between half to four k.m. everyday to reach their place of work. A maximum of five to eight kilometers of distance are covered by a total of 8% guardians including both males and females. In Kurseong, 75.56% guardians both males and females go half to four k.m. to reach their place of work. Upto 4 and 8 km of distance generally found to be covered by as low as 6.67% of guardians both males and females. In Kurseong 68.89% guardian walks from half to four k.m. distance. Similarly maximum of 4 to 8 k.m. distance is covered by as much as 15.56% male and female guardians.

A survey of the mode of conveyance from the Table 7 in Darjeeling, Kurseong and Kalimpong sub-divisions shows that most of the guardian cover walking distance. A very small number cover a wide-distance such as Tung, Sonada or Kurseong and they go by bus or shared taxi.

In general it has been found that for majority of guardians the place of work in these three hill sub-divisions is found to be quite near, within a distance varying between one to 3 kms. This indicates that most of the guardians have time to help their wards in their various needs. Many guardians said that they personally help their children in their studies.

*Locality of Birth and area of place of birth (Tables 8 and 9)*

It will be seen from Table 8 that locality of birth out of a total number of guardians interviewed as much as 76% guardians in Darjeeling were born in Darjeeling Sadar sub-division. Very few were born in other parts of the hill areas such as Kurseong and Kalimpong. Very few came from other parts of India and Nepal.

In Kurseong it is found that 62.22% were born in Kurseong itself 20% guardians were born in Darjeeling and settled in Kurseong and 11.11 guardians were born in Kalimpong settled in Kurseong.

Similarly, it is observed that 88.87% of the guardians were born in Kalimpong itself. Very few however came from Darjeeling or Sikkim.

Area of place of birth shows in Table 9 that in Darjeeling, Kurseong and Kalimpong respectively a large no. of guardians were born in urban areas table 9 also indicates that as high as 90% guardians were born in Darjeeling, 68.89% guardians in Kurseong proper and 60% were born in Kalimpong proper. Education as a force for social regeneration goes together with living and bring forces in the social order. The present social order especially in town area is complex and complicated. Guardians living in town, adjust to the complicated social life and accordingly their children also learn to adjust. Guardians living in the town areas give more facilities and privileges, to their children than the guardians in the rural areas. However, locality of birth and area of place of birth of guardians were taken into account because the process of transmission of social and cultural traditions takes place properly in the urbanised and cultured family. Education as a major force re-organises the past experience for future generations and this way society grows and develops.

*Salary (Table 10), Secondary Source of Income (Table 11) and Primary occupation (Table 12) of the Guardians of Darjeeling, Kurseong and Kalimpong sub-divisions are presented in the Appendix in the Tables 10, 11 and 12.*

Students are dependent on their parents economically. Parents are to provide for their food, clothing, education, recreation and various other needs. To have some idea about this the parents salary or income and primary and secondary sources of income are given due place as far as their occupations are concerned. It shows that all the male guardians interviewed are a working lot area. Few female guardians are also working. Major portions of the guardians are Government service holders some are found working in Semi-Government and non-government concerns and lastly business holds a very important occupation.

Concerning income or salary (table 10) shows that in Darjeeling, Kurseong and Kalimpong sub-divisions 39%, 28.88%, 20% guardians earn between Rs.2500 and Rs.5000/- respectively.

As much as 16% guardians in Darjeeling, 11.11% in Kurseong and 4.44% in Kalimpong earn between Rs.5000 and Rs.7500/-.

10% guardians in Darjeeling 4.44% in Kurseong, 6.66% guardians in Kalimpong earn between Rs.1001 and Rs.2500/-.

A very small percentage of guardians i.e. 4.44% from Kurseong - earn that varies between Rs.7500 and Rs.10,000/-. An equal percentage share of guardians from Kalimpong is found to earn the same amount and from Darjeeling it is observed that only 3% earning an amount varying between Rs.7500 and Rs.10,000/-.

Secondary source of income means earning through some other means. It is to be pointed out that in a joint family more than two members sometimes earn and that also can be taken as a secondary source of income.

The table 11 shows that in Darjeeling total 32%, in Kalimpong total 15.55% and in Kurseong 26.26% guardians have secondary source of income from other members of the family.

Secondary source of income also means income that comes from landed property and private business etc.

It has been found that most of the guardians are not vocal about their income. So the data received are not very satisfactory. Most of the guardians kept silence regarding their salary and secondary source of income. However, parents try to earn more to meet their children's present needs and also to train them for future vocation or occupation.

About primary source of income or occupations in Darjeeling (Table 12) it has been seen that a total of 34% are engaged in Government Services. The second largest percentage of guardians are found to be engaged in non-government concern i.e. a total of 23% and the 3rd largest group i.e. 23% is in business according to data collected in this regard.

In both Kurseong and Kalimpong a total of 28.88 37.77% guardians are engaged in Government service. In Semi-government or private concerns we observe from Kurseong and 17.78% and 24.44% guardians are engaged from Kalimpong, 12%, 20% and 22.23% guardians are engaged in teaching in Darjeeling, Kurseong and Kalimpong respectively.

In business 13.33% and 11.11% are engaged in Kurseong and Kalimpong respectively.

***Data collected on partners qualification and occupation from the male and female guardians in Darjeeling, Kurseong and Kalimpong sub-divisions presented in the Tables 13 and 14.***

It is said "the purpose of education is not to produce mere scholars,

technicians and job hunters, but integrated men and women who are free of fear, for only between such human beings can there be enduring peace.”(3)

It is a known fact that educated parents can produce educated children with a view to procuring information as whether husband and wife both are educated parents/guardians of the children have been interviewed.

It has been seen from the data so collected that a total of 39% parents are graduate guardians in Darjeeling. Similarly, in Kurseong 33.33% and in Kalimpong 42.22% graduate guardians are observed. Secondary level is done by a total of 23% guardians from Darjeeling, 28.87% from Kurseong and 17.73% from Kalimpong.

A total 7% of guardians did higher secondary levels from Darjeeling, 17.73% from Kurseong and 11.11% from Kalimpong.

In the post graduate level we get only small proportions of female's percentage that is 5.00% in Darjeeling, 8.88% in Kurseong and 2.22% in Kalimpong.

Modern home is facing problems which were unknown to the predecessors. In the earlier societies, life was simple but with the development of civilisation life became complex and people specially from mediocre families find it difficult to cope with the fast changing world. First thus the necessity is to have economic stability at home. To meet children's first necessity many parents are found working. In Darjeeling district also we found many working parents. A total of 16% guardians are found in Government service in the region. In Kurseong 20.00%, in Kalimpong, 20% are also found in Government Services. In Darjeeling, in non-government sector it has been found that total 9% guardians are engaged in Kurseong total 8.88% and in Kalimpong total 13.33% guardians are engaged.

In Darjeeling district business also holds an important place. In Darjeeling 9% of the parents interviewed are engaged in business; in Kurseong 8.88% are in

business and 8.88% are engaged in business in Kalimpong. However, in all three sub-divisions a large number of female partners are housewives.

***No. of children found in a family-data collected from the three hill sub-divisions presented in the appendix (Table 15)***

It is observed at present that man has developed his capacity to put off death while continuing to procreate at very high levels. "According to the theory of vital evolution, population moves through three stages : (1) an agrarian low-economic economy characterised by high birth and low death rates (India's image until recently); (2) a decline in death rates while birth rates remain steady (India's current image) and (3) a decline in the birth rates and the establishment of a small family pattern. In the west, demographic growth was anticipated by economic development. Moreover changes, in the type of economy e.g. from agricultural to industrial are themselves considered to cause modifications in the population of a country." To observe whether here in Darjeeling hill area people are conscious of population explosion data was collected on the number of children a family is having. However, it has been found that norm of the country is somehow maintained in upper and middle class family of Darjeeling district. It has been observed in Darjeeling that 84% are having children between 1 to 3 in Kurseong 77.78 guardians and in Kalimpong 73.33 guardians maintaining the norm by having 1 to 3 children. In all three hill sub-divisions a very small percentage of parents are having more than three children.

Population control is indeed very important at present because children suffer in large families. They get deprived of their parents love and attention because parents are overburdened with the problem of family. However, at present most of

the educated parents are aware of the problem of large family and so small family is preferred, hill area is no exception to that matter.

Guardians views regarding their children's education, occupation disciplinary problem facilities rendered, scholarships received etc. are presented in the appendix in the Tables no.19,19(a),19(b),19(c),19(d),19(e).

Table 19 The guardians when asked about the level of satisfaction with their children's study a very few gave to the point answer. In Darjeeling 62% guardians, 57.78 in Kalimpong, 22.22 in Kurseong showed indifferent attitude towards their wards. A very few guardians from three hill sub-divisions gave positive or negative answer about their level of satisfaction with the children's study.

Table 19a It is found that primarily for economic reasons the guardian's at present are over cautious and over careful with regard to career building of their children. The most fundamental point in framing their career is education side by side with family care and income. For a better career, the students must get excellent results. Most of the jobs with higher income and status in the employment areas are science medicine, technical and vocational fields. This does not mean that arts and commerce stream do not have any worth. In both the above mentioned streams the coverage is minimum; candidates are very large in number and the level of competition is intense. In this field guardians support in financial matters is very important. Guardians may be categorical into different levels according to the consideration of education, profession and status. In accordance with the same, the ambitions connected with the future career of the students are formulated.

Whenever guardians plan for their children's education, it has been found that in Darjeeling's three sub-divisions most of the guardians express their opinion

for higher education. It has been seen from the table 19A that in Darjeeling most of the educated guardians opt for their children's post-graduate level in any fields of study such as science and arts course, engineering, medical etc.

A big group of guardians inclusive male and female 28% opts for graduate level in science, arts, engineering, medical etc. Quite a large number of guardians i.e. 19% gives importance to children's decision in Darjeeling sub-division.

In Kurseong 26.26% guardians and 24.24% guardians in Kalimpong opt for post-graduate level in any field of study. For graduate level in different fields 24.44% guardians from Kurseong, 17.17% guardians from Kalimpong opt and 13.33% guardians from Kurseong and 17.17% from Kalimpong depends on their children's decision.

Table 19b presented in the appendix shows guardians' planning for children's occupation which shows that medical line is preferred by a large number of guardians i.e. 16% from Darjeeling, 15.15% from Kurseong and 20% from Kalimpong. Engineering is preferred by 12% from Darjeeling, 11.11% from Kurseong and 4.44% from Kalimpong. However, 22% guardians from Darjeeling 17.17% from Kurseong and 17.17% from Kalimpong said that they leave it to their children to decide. It is indeed a good sign to observe children's attitude towards a particular profession.

Table 19c presented in the appendix to show how guardians provide various facilities to their children. It is observed that guardians are becoming conscious of their children's welfare. Attempts are made to admit children to better schools; private tuitions are also provided. Materials related to education and school uniforms are arranged. These facilities are not always given because guardians would like to see their children intelligent and smart but it is their idea for children holding a better position in the society. Illusions of this nature are more dominant in town areas than rural circumstances. In the town area the exposure to ideas is

greater and accordingly the level of expectation is comparatively higher than rural situation. Everywhere even in the hill areas the majority of guardians prefer a good school, preferably a missionary school for their children if they can afford the expenses. It is clear from the table 24 that most of the well off guardians provide tuition to their wards. (32% guardians from Darjeeling, 15.56% from Kurseong and 26.67% from Kalimpong).

Personal help is rendered by 22% of guardians in Darjeeling, 25.66% parents in Kurseong and 26.67% in Kalimpong.

Though most of the guardians take care of their children's education, a large no. also remain indifferent; education is considered a routine work on the part of children. The reason for this is that in the hill areas many people prefer an easy going life and they do not have very clear ideas about the competition and complex conditions in different fields of education and occupation throughout India.

*Table 19d* - Most (85% from Darjeeling 85.55% guardians from Kurseong, 82.22% from Kalimpong sub-divisions) of the guardians from Darjeeling, Kurseong and Kalimpong denied that their children are getting scholarships from any sources either Government or from non-government sources.

A very small no. of guardians mentioned about non-government and government scholarship. The answer of many guardians were most of the time non-specific. Though it is a known fact that tribal scholarship, merit-cum-means scholarship are given from the Government sources. Many non-government philanthropic organisations also give scholarships to the needy children.

*Table 19e* Lastly we come to the problem regarding education of children which is presented in Table 19e. Today everywhere guardians are very much concerned with various problems connected with education, health and hygiene. All over the world social menaces are observed such as gambling, drug-addiction even sexual-aberration etc. The problem is not with the little children but with the intermediate

stage that is adolescence, a period which is very susceptible to external influences for both boys and girls. Guardians are afraid of such problems because they may create chaos in the expected career of their children. So many guardians are at present quite concerned about the disciplinary problem. Though Darjeeling is also having many problems regarding children's indiscipline but the data shows that quite a large number of guardians show their indifferent attitude. While asked about the problem faced by the guardians regarding their children, 48 % guardians from Darjeeling, 28.89% guardians from Kurseong and 20% guardians from Kalimpong said they have no problem with their children. A very few guardians admit that there is admission problem; 15% from Darjeeling, 13.33% from Kurseong and 20% guardians from Kalimpong admit that they faced trouble for admission of their children to school and college. A small no. of guardians mentioned about financial problem. Disciplinary problem are faced by only a total of 10% guardians in Darjeeling, 4.44% in Kurseong and 6.67% in Kalimpong.

But there are problems of drug addiction, truancy, early marriage by elopement etc. Those are common problem in Darjeeling as in other places, which are not mentioned by any guardians.

*Tables 16, 17 and 18* are presented in the appendix to show children's qualifications and occupations in the three hill-sub-divisions of Darjeeling, Kurseong and Kalimpong respectively. It has been observed most of the children in all three sub-divisions are continuing their study in primary and secondary levels. Less no. of children are found in graduate and post-graduate levels.

### **SUMMARY**

Guardians may be considered as an important components in education. The children depend on their parents almost for everything and the family as a social unit is existing since time immemorial; children can fulfil their physical and cultural needs only in a family. Altogether 100 guardians, male and female coming from different, occupations such as service, business, transport and others have been interviewed in Darjeeling Sadar Sub-divisions. As many as 45 guardians male and female from Kurseong and 45 guardians male and female from Kalimpong representing different from social strata such as middle and upper middle class have been interviewed.

It is a fact that educated home produces educated children because with educational and professional qualifications income, occupations are also related so the educated parents can take better care of their children and give them scope and encouragement to achieve educational and professional proficiency. The present data shows that graduate level is more than other levels. Most of the middle and upper middle class strived to get graduate degree and the next highest level of qualification is the secondary level. With regard to professional qualification besides a very small number of Doctor and Engineers many have acquired B.T. and J.B.T. degree, the reasons are not far to seek, the scope to acquire these degrees are available in Darjeeling hill areas.

The primary occupations of guardians is Government service. Next highest group is engaged in business. Another large group is engaged in private and semi-government service. However, this data collected from the literate group and it has been observed by discussions that they try to develop among their children a positive attitude towards education and occupation.

In a secular state role of religion is definitely less but it is to be pointed out that inspite of secularism influence of religion is still strong. There are many religious groups in Darjeeling hill areas among them largest group are Hindu then Buddhist followed by Christian and Muslim Communities. In the hill areas of Darjeeling cosmopolitan environment prevails which help their children to develop their adjustment capacity with others. Guardians also belonging to different religious communities does not vary at all in their opinion regarding their children's education.

Guardians marital status shows that most of the guardians are married. The number of unmarried guardians (means unmarried brothers and sisters) widow or separated guardians are always less in number. However, it is a known fact that well-settled guardians always take better care of their children, and from the interview of the guardians the other fact is also clarified that the unmarried widow or widower may have many individual financial and social problems which distract their attention to other areas rather than on their words.

Family composition gives importance on single or joint families. Though there are disadvantage and advantages found both in single and joint family but for financial difficulties and other family problem, joint families are breaking down. In the hill region we get now greater number of single families and perhaps here the condition of children is much better as single family guardians give more attention to their children's need.

Length of service of guardians and distance between home and place of work and mode of conveyance also taken into account because while in service guardian could give more family comfort and attention to their children. Information regarding distance and mode of conveyance from their place of work shows that most of the guardian do not go very far to work and it was mostly walking

distance and in their case the question of mode of conveyance is not coming only those who covers wide distance goes by bus or shared taxi. So interview and questionnaire to guardians made it clear that they have time to help their wards in their various needs and so many guardians said that they generally help their children in their studies.

Data on locality and area of birth shows that most of the guardians are born in the Darjeeling District and a large number of them were born in the urban or town proper. These two points were given importance because the process of transmission of social and cultural traditions properly takes place in the urbanised and cultured family and the guardians in the town area have given more facilities and privileges to their children than the guardians in the rural area.

Salary, primary occupation and secondary source of income were taken into account as the students are dependent on their parents economically. But very satisfactory data were not received in this field as the guardian did not give exact facts about this. However, those who are engaged in Government job it is assumed that their pay is not meagre besides it has been found most of the family member of the guardians having secondary source of income such as side-business.

Partners qualifications and occupation throws light on the fact that many of the partners from male and female side are educated and working partners in business, in government job and for private sector to meet the complications of life.

It has also been observed that at present literate and educated families are aware of the problem of large family and so small family is preferred.

Guardians views regarding their children education, occupation, disciplinary problem, facilities rendered scholarship received were counted. About the level of satisfaction with their children's study most of the guardians gave to the point answer which shows their indifferent attitude to their children's study but at the sametime most of the guardians wanted Higher education for their children in any field of study such as arts, science, medical, engineering and regarding

occupation Medical and Engineering is very preferred, however, many guardians wanted to see children's attitude towards particular profession. At present, in the hill areas also guardians would like to see their children intelligent and smart and so attempts are made to admit children to better schools, private tuitions, personal help are given importance. On the whole from the interview it is clear most of the guardians are conscious of their children's welfare.

But at the same time it is also to be mentioned that many also consider education as routine work on the part of children as hill areas easy-go-life do not give any clear ideas about competition and complex conditions in different fields of education throughout India.

No satisfactory answer were received regarding children's receiving government and non-government scholarships. Though it is a fact that tribal scholarship, merit-cum-means scholarship are given from the government sources many non-government philanthropic organisations also give scholarship to needy students.

Lastly it has been observed throughout the world guardians are now very much concerned with various problems connected with education, health and hygiene as throughout the world many social menaces are observed such as gambling, drug-addiction, sexual-aberration etc. and adolescent boys and girls are very susceptible to external-influences. Darjeeling is also having many problems regarding children's indiscipline but quite a large number of guardians show their indifferent attitude towards this problem, of course many admits problem in the field of financial and admission to good school and college.

On the whole it can be said that at present guardians are now becoming conscious for their children's development and progress in the educational and professional fields.

*Section B*

***STUDENTS' ATTITUDE TOWARDS EDUCATION, AND THEIR  
HOME BACKGROUND***

In this chapter, not only is the students' attitude towards education given importance but their home background is also taken into account. In general, the aim in all education is to enable children to lead a successful life. They must get the opportunity to lead a life of useful service to themselves, society and the world at large. To this end useful habits activities and a suitable way of life should be inculcated.

For the purpose of this research it is also essential to know whether the students in the hill areas have acquired such useful habits and attitudes as are necessary for their own development.

The students were given a questionnaire and also interviewed. Data were collected from the primary, secondary, higher secondary and College students.

Date collected on Secondary and Higher Secondary and College students were given sub-division wise.

Primary school students data were collected from the school under Darjeeling Municipal and District school board only.

The home background was found to have a profound influence on the students. Parents try to give a suitable education to their children. It is to be mentioned here that the data was taken from the students belonging to the family of lower middle and upper middle class and the data on parents' educational qualification shows that very few students come from a family where both the parents are illiterate. The literate parents have the natural tendency for their sons and daughters for higher education. But the problem is the most parents expect the

same result from all of their children irrespective of individual differences. In course of time this results in frustration among the children. The school, according to many educationists is a miniature and better balanced society which gives opportunity to students to develop all their abilities, but also fails when it does not cater to the needs and interests of each and every student. The students have both intelligence and limitations. In order to understand each individual child, much effort is required on the part of parents and teachers.(5) "In order to restore confidence in the child and eradicate evils in society, education has to be provided according to the individual needs and limitations. No purpose of education can be rightly served if at the time of planning, the child's individuality is not kept in view."

In the questionnaire, different aspects of a student's life such as religion, age group, locality of Birth, Mother tongue, knowing other languages, composition of the family. No. of students in the family, parents qualifications and occupations, hobbies, co-curricular activities, preference for subjects were listed.

It is to be pointed out here that the parents do not show any discrimination towards the education of their daughters but personal observation reveals the fact that, daughters, side by side with their study give more of their time for household duties than sons.

The project also gives importance to students' age group. It is to be noted that the secondary section included junior secondary and higher secondary level so the age group included here ranged from 12 to 20 years, in total 808 students from Darjeeling, Kurseong and Kalimpong were interviewed, Data of different age groups of primary, secondary, H.S. and College level students were given also the questionnaire included.

Table 0. 1  
 Distribution of Male and Female, Secondary and Higher Secondary  
 level students in terms of age group in Darjeeling, Kurseong and  
 Kalimpong Sub-divisions

<u>Age group</u>	<u>Darjeeling</u>		<u>Total</u>	
	<u>Boys</u>			<u>Girls</u>
	%	(n)		% (n)
N.A./Unidentified	0.68	(4)	0.17 (1)	0.85 (5)
12-14	14.74	(87)	36.46(221)	52.20 (308)
15-17	10.85	(64)	29.67(175)	40.50 (289)
18-20	<u>3.73</u>	<u>(22)</u>	<u>2.71</u> (16)	<u>6.43</u> (38)
	<u>30.00</u>	<u>(177)</u>	<u>70.00</u> (413)	<u>100.00</u> (590)
<u>Kurseong</u>				
12-14	13.04	(12)	19.54 (18)	32.61 (30)
15-17	6.52	(6)	44.57(41)	51.09 (47)
18-20	2.17	(2)	14.13(13)	16.67(15)
N.A.	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
	<u>21.74</u>	<u>(20)</u>	<u>78.26</u> (72)	<u>100.00</u> (92)
<u>Kalimpong</u>				
12-14	14.29	(18)	0.79 (1)	15.08 (19)
15-17	32.54	(41)	0.79 (1)	73.01(92)
18-20	10.32	(13)	40.48 (51)	11.11(14)
N.A.	<u>0</u>	<u>0</u>	<u>0.79</u> (1)	<u>0.79</u> (1)
	<u>57.14</u>	<u>(72)</u>	<u>42.86</u> (54)	<u>100.00</u> (126)

*Distribution of Male and Female, College level students(249 ) in terms of age-group in Darjeeling, Kurseong and Kalimpong Sub-Division*

Darjeeling

<u>Age Group</u>	<u>Boys</u>		<u>Girls</u>		<u>Total</u>	
	%	(n)	%	(n)	%	(n)
15-17years	1.20	(3)	1.61	(4)	2.81	(7)
18-20 "	9.24	(23)	30.12	(8)	39.36	(98)
21-23 "	10.04	(25)	30.52	(76)	40.56	(101)
24-26 "	10.04	(25)	2.00	(5)	12.05	(30)
N.A./Unidentified	5.22	(13)	0		5.22	(13)
Total	35.74	(89)	64.26	(160)		(249)

Kurseong

15-17 years	8.62	(5)	13.79	(8)	22.41	(13)
18-20	37.93	(22)	13.79	(8)	55.17	(32)
21-23	10.34	(5)	13.79	(8)	22.41	(13)
N.A./Unidentified	1.72	(1)	0		0	
Total	58.68	(34)	41.38	(24)	100.00	(58)

Kalimpong

15-17	18.51	(10)	7.41	(4)	25.92	(14)
18-20	35.18	(19)	24.07	(13)	59.26	(32)
21-23	9.26	(5)	3.70	(2)	12.96	(7)
N.A./Unidentified	1.85	(1)	0		1.85	(1)
Total	64.81	(35)	35.20	(19)	100.00	(54)

Distribution of male and female, primary level students(240) in terms of age group in Darjeeling Municipal and District level schools.

<u>Age Group</u>	<u>Boys</u>		<u>Girls</u>		<u>Total</u>	
	%	(n)	%	(n)	%	(n)
12-14 years	9.58	(23)	2.92	(7)	12.50	(30)
9-11	20.42	(49)	25.42	(61)	45.83	(110)
6-8	14.17	(34)	25.89	(62)	40.00	(96)
N.A.	0		1.67	(4)	1.67	(4)
Total	44.17	(106)	55.83	(134)	100.00	(240)

Altogether 1409 students from different levels of study were interviewed on different issue. A questionnaire was also set and presented in the pp.317-18 to know about students views on different aspects of life.

Next, data were collected on the religious background of the students. Religion also plays a very important role in the life of the students. It fosters a spirit of idealism among them. According to Humayun Kabir (6) "Religion resolves many of the conflicts which paralyse thought and action. It releases energies that recognize neither difficulties nor defeat."

However, it is also true that when religion emphasizes dogma and ritual it arouses friction and communal feelings. At present in India it has been observed that politics has entered into religion and this tendency is also exercising a very bad influence on the students. One good point however was that though students come from different religious backgrounds communal feelings are not found among them. The reason may be the cosmopolitan nature of the society.

(1) Data on religious background presented in the Table 1 in the appendix reveal that among primary, secondary - H.S. and College students the number of Hindus is greater than that of other religious group. In the primary level 61.67%

students, in the secondary and Higher Secondary levels, 60.17% in Darjeeling, 75.00% in Kurseong and 67.46% in Kalimpong are found to be Hindus, similarly in the College level 53.82, 68.97 and 59.25% are found to be Hindus in Darjeeling, Kurseong and Kalimpong respectively.

The second highest group is Buddhists in Darjeeling, Kurseong and Kalimpong. The percentage is 27.92 in primary level. In Darjeeling | Kurseong and Kalimpong the percentage of secondary and Higher Secondary and College level students is respectively 33.05, 13.04 and 14.29 and 25.30, 15.52 and 14.81 from Darjeeling, Kurseong and Kalimpong sub-divisions.

Then come students from the Christian community followed by the Muslim community.

In Kalimpong it has been seen from the data of the Secondary and College level students that the number of Christian students are little more than the Buddhists that is 16.67 and 16.67% respectively but on the whole it has been observed that the number of Buddhists in the three hills sub-divisions is greater than that of Christian students.

However, the data collected in this regard from students conforms the data we have got from the guardians.

The locality of birth was ascertained to see in table 2 presented in the appendix whether the students have come from the same area or from the other areas or nearby districts. The data reveal that the maximum number of local students from primary level were 62.50%, from Secondary and Higher Secondary level the students from 66.61%, 71.74% and 68.25% and from College level 65.46%, 48.28%, 57.41% respectively from Darjeeling, Kurseong and Kalimpong so most of the students were born in these sub-divisions only.

As Darjeeling District is famous for many good schools specially missionary schools, students born in other parts of India and abroad also come to study here. The no. and percentage of such students are given in the table No.2.

Previously the no. of local students was found to be less than that of outsiders in these sub-divisions. Most of the students used to come from outside the district. Gradually, with the development of the hill areas the number of local students has increased very rapidly.

*Table 3* presented in the appendix shows the number of students coming from urban, rurban and rural area.

It was also necessary to ascertain whether the students come from urban rurban and rural areas. Urban areas are exclusively the town areas. Rural areas are the tea garden and outside the town area. In the hill region, the areas designated rurban were found to be less extensive than that in the plains. According to local Geographers, Sukhiapokhri, Ghoom or those areas which are situated a little away from the town area can also be taken as rurban areas. It was observed that Secondary, H.S. student, primary and College level students come mainly from urban and rural areas. Very few students have mentioned that they come from rurban areas. From primary level, 81.67% and from Darjeeling, Kurseong and Kalimpong respectively from Secondary, H.S. and College level students 76.44%, 53.33%, 53.17% and 63.45%, 48.27% and 44.44% are born and brought up in the urban areas and 10.50%, 29.36%, 30.16% Secondary and H.S. Students and 9.64%, 25.86%, 29.63% from College level students and 5.00% from primary level were born and brought up in the rural areas.

There is no denying the fact that a town, even a small town, has some influence on the students, because they get more privileges and facilities than the students coming from far and inaccessible rural areas.

*Table 4* presented in the appendix to show language spoken by the students.

About language it can be said Nepali (which comes under Indo-Aryan language) is mainly spoken in the hill areas. According to the Census of 1961 they numbered 3,69,130 (1,91,206 Male and 1,77,924 female) accounting for 59% of the then population. Bengali speakers numbering 1,52,172 (61,814 male and 53,358 female) and constituting 18.4 per cent of the population in 1961 come next, while Hindi speakers numbering 47,842 (31,762 males and 16,080 females) and forming 7.7 per cent of the population occupied the third place, followed by 8,522 Oriya speakers, constituting 1.4 per cent of the population.(7)

However, we did not get any data on Oriya speaking students. The percentage of Nepali speaking students from Darjeeling Primary levels is 54.58% from H.S. and Secondary level students and College level students were 57.11%, 75.00%, 79.36% and 57.83%, 53.70%, 36.67% respectively from Darjeeling, Kurseong and Kalimpong sub-divisions.

In the primary level 12.08% students are Tibetan speaking from Darjeeling. From H.S. and Secondary level 17.97%, 2.17% and 2.38% and from College level 7.63%, 6.89% and 3.70% were Tibetan speaking students.(8) "Among the various branches of TibetoBurman group of the Sino-Tibetan speech family, there are according to the Census of 1961, 8171 Lepchas, 7679 Tibetans, 2388 Bhotias and 2113 Sherpa speakers forming 1.3, 1.2, 0.4 and 0.3 per cent of the district population respectively. Among the speakers of different dialects, the Tamangs number 761, Limbus 260, Sunwars 214 and Newars 19. A study of these dialects reveal that the number of their speakers has decreased progressively from the beginning of this century because of adaption of Nepali."

From the data we observe that the percentage of Hindi speaking students is greater than that of Bengali speaking students. The percentage of Hindi speaking students in the primary level is 11.25%, in the Secondary level 8.47%, 10.87%, 10.32%, in the College level 6.83%, 5.17% and 7.41% respectively in Darjeeling, Kurseong and Kalimpong sub-divisions, whereas the Bengali speaking students in the primary level is little more such as 15.83% in H.S. and Secondary level 7.46% , 8.70% and 3.97% in the College level 14.86%, 1.72% and 1.85% respectively in Darjeeling, Kurseong and Kalimpong.

The percentage of students speaking other languages is very small in all three sub- divisions.

*Table 5* presented in the appendix regarding subsidiary language.

“According to the Census of 1961, only 84,062 persons or 13.46 per cent of the total of all mother tongue group speak a subsidiary language .... the grouping of several subsidiary languages against one particular mother tongue group would provide, a fair idea of the extent of bilingualism prevalent in the district.”(9)

It has been found that a large per cent of Secondary and H.S. students and also College students are speaking English as a subsidiary language i.e. 39.49%, 32.13% from Darjeeling, 43.48%, 39.66% from Kurseong and 21.43%, 22.22% from Kalimpong. From Primary level we get 26.67% who speak English.

From Darjeeling 22.54% and 27.31% from Kurseong, 9.78% and 17.24% and 14.29% and 14.81 per cent Secondary, H.S. and College level students from Kalimpong say that Nepali is for them a subsidiary language. From Primary level we get 26.25% who speak Nepali.

Bengali occupies in the hill area 4<sup>th</sup> place among the students as far as the data reveal. According to data collected in this regard from H.S. Secondary and College level students, 7.12% and 19.68% from Darjeeling, 11.96% and 18.96%

from Kurseong, 19.84% and 22.22% from Kalimpong speak the language. From Primary level we get the data from 2.08% students knowing and speaking the language.

Darjeeling is a cosmopolitan area and so the English language is known to a large section of the students as a subsidiary language. There was an increase in the demand for the study of English after Independence. "Formerly, English had to be studied by anyone who wished to get on in life. It was a necessary condition for employment under Government. Nor could one succeed in the Professions without an adequate knowledge of the language. Even for those who look to commerce and industry, ignorance of English was a handicap. In spite of such compulsions there was a strong feeling against the language in pre-independence India .... Today when the country is free and if we wish we can altogether abolish its study there is a steadily increasing demand for it among all sections of the people and in almost all areas."

Bengali and Hindi are known by many students of the hill area because these two languages are the official language of the state and Central Government respectively.

*Table 6* in the appendix presents the composition of the family.

The composition of the family indicates whether the family is a joint or a single family. Like all other field of data such as guardians and teachers here also we observed that most of the students come from a single family.

Data collected from Secondary and H.S. students and College level students show that a large per cent i.e. 61.69 and 59.44 have come from single families. A very small percentage of students in 28.81% and 39.76% have come from joint families. 63.79 and 61.11 students from single families and 36.21 and 38.88 students

students are from joint families respectively from Kurseong, Kalimpong from the College level.

From primary level students we observe that 24.58 per cent students have come from joint family unit but from the Secondary and H.S. level students data we get a somewhat different picture of the family composition in Kurseong and Kalimpong. In Kurseong 53.26% , in Kalimpong 50.79% of the students come from joint families and a smaller percentage have come from a single family such as 46.74% in Kurseong and 48.41% in Kalimpong.

However, this figure does not indicate that joint families are preferred but unavoidable for many reasons especially for financial reasons many joint families are still existing in India.

Qualifications of the father is presented in the table no.7 in the appendix. The family is the most significant primary group and this social unit has endured since time immemorial. The family provides the foundation on which the future structure of a child's education is erected. It is a fact that educated parents always have a profound influence on their children. Even children feel proud of the fact that their father and mother are educated.

In the three hill sub-divisions a survey was done on the parent's qualifications. The maximum no. of secondary, H.S. and College level students said that their father studied up to Secondary level, the percentage of such students is 31.18% and 27.17%, 19.05% and 27.71%, 34.48% and 40.74% respectively from Darjeeling, Kurseong and Kalimpong. A total of 20.34% and 28.91% per cent students from Darjeeling, 18.48% and 25.86% per cent students from Kurseong, 9.52% and 18.52% from Kalimpong secondary and College level students claim that their father studied upto graduate level.

A large no. of Darjeeling Primary level students 22.08% claim that their

father studied upto graduate level and second largest group 13.75% claim that their father studied upto secondary level.

A small group of Secondary, Higher Secondary and College level students reported that their fathers were illiterate and another small group of students reported that their parents were post-graduate students.

*Table 8* presented in the appendix shows qualifications of the mother.

The qualifications of the mother of a family are considered important. An educated mother can take proper care of her children. It is observed that quite a large number of Secondary and H.S. students respectively 28.14%, 29.61% and 20.63% from Darjeeling, Kurseong and Kalimpong said that their mother studied up to secondary level. A total of 7.80% students from Darjeeling, 13.04% from Kurseong and 8.73% from Kalimpong said that their mothers were graduates.

A total of 10.42% primary level students claim that their mothers could study till secondary level and 15.00% said their mothers studied till graduate level.

We get a little different picture from the College level students of Darjeeling. A large no. of students i.e. 39.76% claim that their mothers studied upto graduate level. The second largest group i.e. 33.93% of the students interviewed claim that their mothers are literate which means perhaps that they have studied upto primary level. In Kurseong 39.65% students claim that their mothers passed secondary level and the 2nd largest group 20.69 claim that their mothers are graduate. 46.30 students from Kalimpong claim that their mothers passed secondary level and the 2nd largest group that is 11.11 per cent students said that their mothers have passed Graduate level. However, from all the sections of students we get some important infrastructures. The data on the educational level of the parents of secondary and H.S., College and primary level have tallied with the data we have collected from the guardians. It has been seen that the no. of parents who stopped at secondary level was greater than that of graduate and post-graduate level parents.

A large number of H.S. and secondary level primary and College level students declared that their mothers were illiterate and a small group said that their mothers held a post-graduate degree.

Table 9 presents in the appendix to show father's occupation.

The family is the original unit amongst all social groups where the children get their first acquaintance with the world. The child gets a feeling of security which makes his future progress smooth and easy because the family is leased on a pre-determined economic foundation meaning a person makes out a pre-determined economic plan for the family.

A total 27.29% and 19.28% per cent of the Secondary, H.S. and College students from Darjeeling and 30.44% and 22.41% students from Kurseong and 19.05 and 22.22% from Kalimpong stated that their father were engaged in Government services.

The next highest groups declared that their father were in business. Another large group of students stated that their fathers were engaged in agricultural works.

11.36% and 9.24% students of H.S., Secondary and College level students from Darjeeling 12.04% and 12.07% from Kurseong and 15.07% and 11.10% students from Kalimpong said that their father had no definite work.

Table 10 presents in the appendix, shows mothers occupation.

Data on mothers occupation show that a large number of mothers are housewives. In Darjeeling 17.30% and 67.87% of the Secondary plus H.S. students and College level students and in Kurseong and Kalimpong respectively 62.05% and 78.16%, 79.67% and 88.88% declared that their mothers were housewives.

A total of 4.40% and 1.61%, 21.7% and 0%, 2.38%, 1.85% Secondary, H.S. and College level students from Darjeeling, Kurseong and Kalimpong declared that their mothers are engaged in Government Services.

The 3rd largest group said that their mothers are engaged in the teaching profession.

A few students from all the different levels of the students declared that their mothers had no specific job.

Data collected from the primary level students on their mothers' occupation shows 64.53% students' mothers were housewives 7.08% stated that their mothers are engaged in Government jobs, 7.92% stated that their mothers were in teaching professions and 6.25% students claim that their mothers have no definite job.

The students emotional relationship with father was shown in the Table 11 in the appendix.

A student should always be given emotional and economic security by parents, otherwise a sense of resentment or rejection will develop. Poverty and deprivation are responsible for the child's emotional problems. Children have many needs and desires that should be fulfilled. Parents must give love and affection to the child and there should never be unhealthy relation between father and mother, brother and sister. A very congenial home atmosphere develops balanced emotions among the students.

With regard to emotional relationships most of the students revealed that a good and friendly relationship with their father and mother existed. Altogether from H.S., Secondary and College level students from Darjeeling, 71.19% and 67.87% followed by students from Kurseong 93.48% and 74.14% and from Kalimpong 95.24 and 64.80 students said that they have a very good relationship with their father.

Table 12 presented in the appendix to show the students emotional relationship with mothers.

In total 71.19%, 93.48%, 95.24% Secondary and Higher Secondary and College level students from Darjeeling, Kurseong and Kalimpong respectively declared that they have a very good relationship with their mother. Data on emotional relationship with both father and mother reveal that very few expressed indifferent feelings or bad relationship.

In general hill people are amiable simple and good natured hence good relationships exists in the family so most of the students get emotional support from their parents. It is rightly said that (11) "the early days of the child constitute the period of education and character formation. Unhealthy atmosphere in the home and too much bossing by the elders make the children irritating and agitating."

Table 13 presented in the appendix on the number of members in the family.

It has been found that people in the hill areas tend to have small families. When we study data from the students about the numbers in the family they tally with those taken from the guardians.

Data reveal that a very high percentage of pupils from the secondary and H.S. levels 25.59% from Darjeeling, 28.26% from Kurseong claim that no. of children in the family is only two. From the College level we get little different data 21.69% and 36.21% students from Darjeeling and Kurseong claim of three children in the family and 35.18% students from Kalimpong declared that they have four children in the family.

In Kalimpong a high percentage of students Secondary, H.S. school level students declared that there are only three children in their family. This corresponds to the data obtained from 2nd highest group from Darjeeling and Kurseong.

Data collected from the primary level reveal that 28.33% students stated about three children in a family and 22.08 stated about two children in a family.

A very small no. of students from all the levels said that there are seven or eight or ten children in the family.

Data reveal that people in the Darjeeling hill areas are conscious of the difficulty of having a very big family. Most of the families are having the most two or four children.

Table 14 presents the data on the head of the family members.

Data on the head of the family shown that in almost all cases the head is the father. Though in many families both parents work the father is the head. In few families where the father expired the mother becomes the head. Because of separation or divorce when children stay with their mother, the mother becomes the head of the family.

In some families the decision making role is taken by the grandmother or grandfather and in that case they become the head of the family. In some cases it has been found that they are also the earning members of the family and so naturally they become the head of the family. Of course this is possible only in a joint family.

The single family consists of father mother and their children when the father is normally the head. But there are many families where parents and near relatives of the original couple live with their children. At present the joint family system is gradually vanishing. Actually the Principal member of the family is regarded as the head of the family.

In Darjeeling 78.81% and 75.90% students of Secondary, H.S. and College level students in Kurseong and Kalimpong 86.96% and 84.48%, 84.12% and 90.74% students stated that their father was the head of the family. A total of 4.92% and 9.64%, 4.35% and 8.62%, 7.94% and 5.55% students from Secondary, H.S. and College levels of Darjeeling, Kurseong and Kalimpong declared their mother to be the head of the family. In the primary level 68.75 children stated that their father is the head of the family and 14.17 children stated that their grandfather be the head.

Very few from all the levels mentioned other member of the family as head. Some children stay with an uncle and aunt who naturally become the head of the family.

The head of the family looks not only to the economic conditions of the families but also to different aspects of family life. His or her care acts in unfolding the hereditary qualities, cultivation of virtues, transmitting of the social heritage among the children. His or her responsibility is always great and has a profound influence on children.

Table 15 presents in the appendix the aims and ambition of the students.(12)

“What our children are today, the world will be tomorrow”. (12)

Human being struggle to make life richer and better and so they have aims and ambitions. With the increasing application of science and technology traditional thinking is being radically changed by new norms and ideas.(13) “Man’s spectacular conquest of time space and distance, disease and labour as the use of nuclear energy, has changed the complexion of the world.”

The student coming from a modern society inherently develops a scientific mind and a positive attitude to learning.

Rational thinking influences them in their choices of goals and means. They feel that they need recognition and prestige in the society and so to have aims and ambition of life is considered necessary.

About students ambition we have observed that a large no. of students preferred Engineering, the Medical professions and administrative jobs specially in the Secondary, H.S. and primary level.

In Darjeeling, a large no. of Secondary, Higher Secondary and primary students opted for medical professions and it is clear from the data that a total of 22.50% (Primary level), H.S., Secondary level 25.42%, 16.67%, 15.87% students

respectively from Darjeeling, Kurseong and Kalimpong. For teaching professions 26.67% (Primary level), 22.88%, 21.74% and 49 per cent students opted respectively from Darjeeling, Kurseong and Kalimpong.

In Kurseong and Kalimpong a large section of students opted for administrative job such as 26.09% and 23.31%. In Darjeeling 8.81% and 13.38% (Primary level) wished to join administrative service.

From the College level students we get a little different picture. A very few opted Medicine and Engineering 36.95%, 10.34% and 12.96% preferred teaching as profession. Another large no. preferred administrative service i.e. 17.27%, 17.24% and 33.33% respectively from Darjeeling, Kurseong and Kalimpong.

However, they were not sure about financial support or opportunity for their choice.

Table 16 presented in the appendix shows hobbies of the students.

Students should develop good hobbies in order to know the multiple activities of the society around them and how multiple activities enable people to meet their basic needs of food, shelter, clothing, health, education and recreation. There are certain broad areas of knowledge and skills which all children should have and that is why hobbies are important. One can pass one's time fruitfully if one has a hobby.

Data on hobbies show that games and sports are favoured by a large section of the Secondary and H.S. student population i.e. 19.15% in Darjeeling, 32.61% in Kurseong and 24.60% in Kalimpong. In primary level also Games and Sports favoured by 23.75% students in Darjeeling. In the College level also a large section of students comprising of 20.08%, 20.69%, 18.52% are from Darjeeling, Kurseong and Kalimpong respectively.

Another large group favoured stamp collection. It is interesting to see that to College level and primary level students 2nd largest group preferred study or reading books.

Social Service also got a good response from the students of College and H.S.levels.

Table 17 in the appendix gave emphasis on co-curricular activities.

Co-curricular activities are essential for an academic culture. The sense of responsibility and organisational power develop through these activities. Whenever students are engaged in co-curricular activities it is found that their personality develops and a harmonious development of their mental and physical powers results through such activities and also develop a refined aesthetic sense.

Co-curricular activities are linked with children's hobbies. A large number of secondary and higher secondary students preferred games and sports.

From the primary level a largest no. of students i.e. 43.75% showed their interest for games and sports. Next highest group 9.17% preferred musical concert.

From Secondary and H.S. students we observe that 52.03% from Darjeeling, 51.09% and 53.97% respectively from Kurseong and Kalimpong take part in games and sports. NCC is also taken by a large no. of students because of compulsion.

From College level students also we observe Games and Sports are much preferred; 38.55% and 40.74% are respectively from Darjeeling, Kurseong and Kalimpong. Next large group showed their preference for study. Even in primary school children's data also we observe that most of the students showed their interest for study.

Table 18 presented in the appendix showed subject preference of students.

Regarding subject preference it was found that computers and Mathematics were

liked by most of the Secondary and H.S. students in Darjeeling, Kurseong and Kalimpong, whereas primary level students preferred language.

Even data shows that College level students from Darjeeling and Kurseong also showed their first preference for language. From Kalimpong we get a little different data. It is therefore observed that large no. 20.37% liked Mathematics and Computer. However, from all levels of student population least preference was shown for work education and physical education. The reason may be these two subjects are not taught properly and marks for these two subjects are not counted in the examinations.

Table 19 presented in the appendix to show availability of tuition by the students.

A large section of students said that they do not get tuition from their family members. 29.83%, 50% and 63.79% Secondary and H.S. students complain regarding tuition respectively from Darjeeling, Kurseong and Kalimpong. Some complaints are made by 65.46% College students from Darjeeling 63.79% from Kurseong and 35.18% from Kalimpong.

The father helps in academic status in most cases, a total of 18.14%, 6.52% and 8.62% Secondary and H.S. students respectively from Darjeeling, Kurseong and Kalimpong declared this to be the case. Another very small percentage of students from these three hill sub-divisions said that they get help sometimes from their mother and sometimes from their father.

A large percentage of College level students also said that they mostly get help from their father for their academic study. (5.62% from Darjeeling, 8.62% from Kurseong and 18.52% from Kalimpong).

Private tutors were engaged by a few families. In Darjeeling, Kurseong and Kalimpong respectively 3.56% and 2.17% students of Secondary and Higher Secondary has reported about private tutors. From Primary level a small percentage

i.e. 6.10 said about private tutors. From the College level a very small percentages of students reported about private tutors.

Tuition is needed to sharpen the competitive instinct of the students. Ambitious parents feel that their children should be successful at all costs. For this private tuition is given. In many cases parents also help. Students need care and help regarding their academic studies. When they get it at homes from their parents, family members and private tutors they feel secured. Many shy and timid students cannot express themselves in the class; they need careful attention from the teachers and also from family members.

However, in these hill areas, a large percentage of students do not get this opportunity because of the indifferent attitude, poverty, lack of education on the part of parents.

### **SUMMARY**

The information regarding students' attitude towards education and their home background from the lower, middle and upper middle class and the data on parents qualification shows that they are mostly coming from literate families at least both the parents are not illiterate.

Religious background in the primary, secondary, Higher Secondary and College students shows that number of Hindu students is greater than that of other religious group, the second highest group is Buddhist followed by Christian and Muslims.

However, the data are found to be correct that we have got from the guardians. In many parts of India religion exercising a very bad influence on the students as politics has entered into religion but here in Darjeeling a very good point is observed that is communal feelings are not found among the students the reason may be the cosmopolitan nature of the hill areas.

The locality of birth also confirms the fact that maximum number of local students are pursuing their study. Previously many students used to come from outside the district to pursue their study in good school specially in missionary schools.

The area of place of birth shows that students are mostly coming from urban and town areas or from rural areas that is Tea Garden area in Darjeeling and Kurseong Sub-divisions as the conception of rural area is not clear to many from the name of the place of birth rural area is outlined. However, the students who were born in urban areas got more privileges and facilities from their parents than the students of rural area.

About language group it can be said that Nepali (Indo-Aryan) is mainly spoken in the hill areas at present next comes Tibetan speaking students and then comes Hindi speaking students followed by Bengali speaking students. The percentage of students speaking other languages or dialects such as Lepcha, Sherpa, Tamang, Limbu is very small in all three sub-divisions.

Informations gathered about the students speaking subsidiary languages and it has been found that a largest per cent of students are speaking English as a subsidiary language.

To many students, speaking other dialects and language, Nepali is the subsidiary language. Bengali occupies 4th place. Bengali and Hindi are known to many students of the hill area because these two languages are the official language of the state and Central government respectively.

The composition of the family from where the students are coming shows that most of the students come from a single family.

About parents qualifications a large number of students claim that their parents studied upto old H.S. and Secondary level and the second largest group said that their parents studied upto B.A. level. The data have tallied with the data we have collected from the guardians.

About mothers qualification we get a little different view, a large number of students declared that their mothers are illiterates and a small group said their mothers held a post-graduate degree.

A data on father's occupation brings out the fact which again have tallied with guardians data. A large no. of students stated their fathers were engaged in government services. The next highest groups declared that their fathers were in business. Another large group of students declared that their fathers were engaged in agricultural work, a small group said that their father had no definite work. Data on mother's occupation shows that a large number are housewives. Some students have

declared about their mothers' engagement in government jobs and also in teaching profession. A few students declared that their mothers have no specific job.

A students should always be given emotional and economic security by parents. Every child having their needs or desires and that should be fulfilled. A very congenial atmosphere at home develops balanced emotions among the students.

With regard to emotional relationship a large number of students declared that they have very good and friendly relationship with their parents. Very few expressed indifferent feelings or bad relationships.

From the information gathered from the students it has been revealed that the number of children in the family are becoming less and it has been found that people in the hill areas tend to have small families because they are conscious of the difficulty of having a very big family. Study of modern students ambition shows that a large number of students preferred Engineering, Medical Profession and administrative jobs. A very small number of students preferred teaching profession. However, we hardly observe students attitude and interest for other professions, perhaps for isolation of this place they are not aware of other types of professions.

Students' hobbies show games and sports, stamp collections are largely preferred. Reading, social service, got a poor response from the students. Their liking for co-curricular activities also shows that most of the students preferred games and sports, next highest group shows their preference for musical concert.

Regarding subject preference it was found that Computers and Mathematics were liked most, 2nd preference for language, 3rd preference for some science subjects. However, work education and physical education are given least preference by the students.

Sometimes tuition or even personal help is needed to sharpen the competitive

instinct of the students. Students need care and help regarding their academic studies. Many shy and timid students cannot express themselves in the class. They need careful attention from the teachers and also from family members.

However, a large percentage of students do not get this opportunity because of indifferent attitude, poverty in the lower middle class families and lack of education on the part of parents.

*The Questionnaire for the students*

1. School
2. Class
3. Name
4. Caste
5. Clan
6. Age - Date of birth
7. Sex
8. Religion
9. Mother tongue
10. Do you know other languages besides your mother tongue ?
11. Father's Name
12. No. of members in your family
13. Do you live in a joint-family ?
14. Excluding you how many members are studying in your family ?
15. Place of Birth
16. What does your father do ?
17. Is your mother working in office/ school or in any other Concern ?
18. Emotional relationship with your parents
19. Parents' qualification
20. Your ambition and aim in life
21. Hobbies
22. Your interest in co-curricular activities

23. Home address
24. Tutored buy (at home)
25. Subjects preferred
26. Subjects not preferred
27. Who is the head of the family ?
28. Relationship with head
29. Position in Sib.
30. Academic position in the class

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## Chapter XI

### ***GROWTH OF EDUCATION AND ITS IMPACT ON COMMUNITY DEVELOPMENT***

“The whole population owing a common rule may be known as community”(1) Two important functions are mainly performed by the community that is ‘Common defence and maintenance of the common rule’.(2) Community also brings change and evolution in the social structure sometimes the society is also unaware of it. The ideas of liberty, equality and fraternity brought French revolution, even very committed society also can be changed - with different ideologies such as facism, communism, socialism and Gandhism. Again through evidence of history we know that ‘socio-cultural changes have been brought about by the personal influence of great men.’(3)

Sometimes we observe that change comes from outside the society such as in our country. British rule and Western influence also had considerable influence in bringing about a social change. The modern outlook brought change in many fields such as many evil customs like Sati, Polyandry, polygamy, sacrificing the first child etc. were abolished. There was socio-economic and educational development side by side an educated and liberal class of people came into the society who gave all their effort to make common people conscious politically and educationally and people participated actively in the politics, in the struggle for freedom. After freedom came modernisation and liberal outlook in all the fields. Leaders of free India has given importance on modern science and technology which has brought transformation and modernity in every field and change of outlook in different communities. So the fact is education has brought change in India during the past five decades. For an example according to Prof. M. Dasgupta modernisation of

agriculture has transformed raw land into a vastly more productive resource than it was in its natural state; second agricultural education has provided substitutes for cropland. With some local exceptions, the original soils of Europe were poor in quality. They are today highly productive; reason behind is progress of education and research. The original soils of Finland were less productive than the nearby western parts of the Soviet Union, yet today the croplands of Finland are superior. Japanese croplands were originally much inferior to those of Northern India, they are greatly superior today. In both high and low income countries these changes are partly the consequence of quality of people which is dependent upon quality education. Education is the new substitute for fertility of cropland or land augmentation.(4)

India gave importance on having socialist pattern of society. Socialism demands the strong and the weak member of the family must exist together. The strong should help the weak and in this process should try to bring them upwards with justice. But in India cities and towns held as an important sector of the Indian community whereas "rural India stood on the periphery. She was there to subserve the middlemen parasites rollicking in the cities. She offered 2nd class citizenship at best to those who dwelt therein. The first five year plan itself discovered this travesty. It brought in the concept, as we have seen already, of the National Extension service as the agency and community Development as the approach for the shift in focus."(5)

In October 1952 the Community Development programme started with the support of 194 million people in more than 2000 Development Blocks and it was expected that within ten years the programme will spread to the whole country.(6)

During 2nd five year plan it was decided that 40 per cent of the national extension blocks should be converted into community development blocks. 3800 Development blocks should be taken up under the national extension scheme and of

these 1120 will be converted into community development blocks. Some information have been given regarding distribution of provision between different heads of development in the *Table 1.1*.

It was found out there was marked progress in different fields besides agriculture for example (a) in co-operative farming (b) in development of Panchayat for village development (c) consolidation of holdings (d) development of village and small industries, (e) programme organisation for the small farmers, landless tenants, agricultural labourers and artisans (d) intensive work among women and youth and in tribal areas - Importance given also to meet some simpler needs such as village roads, water supply and sanitation and opportunities for education.(7) It is felt that villagers should be aroused from their slumber should look forward for new knowledge and develop ambition for better ways of life.

It has been observed more or less same ideas were pursued in the third five year plan because development of a large public sector and co-operative sector were needed for transition towards socialism and emphasis should be given on social values and on developing a sense of common interest and obligations among all sections of the community.(8) In the fourth plan stressed given on rapid economic growth accompanied by expansion of social services, specially education, health, family planning, nutrition, hygiene and housing. The policy gave importance on bringing greater economic and social equality and integration within the community.(9)

In the meantime during third five year plan for ground-level personnel viz. the Gram-Sevaks (village level workers) and Gram Sevikas about 150 training centres have been opened in different parts of the country. Special courses have been introduced for training in extension for agriculture and animal husbandry personnel. Many training centres opened for industries extension officers, public health workers and Co-operative Extension Officers. There are also training centres

Table 1.1

*Distribution of Provision between different heads of development*

	<u>Rs. crores</u>
1. Personal and equipment Block headquarters	52
2. Agriculture (animal husbandry & agricultural extension, irrigation and reclamation)	55
3. Communications	18
4. Rural arts & crafts	5
5. Education	12
6. Social education	10
7. Health and Rural Sanitation	20
8. Housing (for project staff & rural housing)	16
9. Community Development Miscellaneous (Centre)	<u>12</u>
Total	200

*Source : Chapter XI.p.89, Government of India, Planning Commission,  
Second Five Year Plan, 1956 (Summary)*

for the training of Block Development Officers and Social Education organizers, Ministry of Community Development is running all these training centres for the development of the personnel.(10)

‘At the apex of the whole system is the National Institute of Study and Research in community development. This institute looks after orientation of high-level key personnel. It also conducts and co-ordinates research connected with Community Development in collaboration with Universities and other institutions of learning in the country. The national Institute is also responsible for giving academic guidance to training centres gets interwoven into a common fabric.’(11)

To carry on the work of community development a new idea was introduced. The new idea is Panchayati Raj. Government realised people’s involvement is important to carry on the huge work. People’s organization should come up and for that Government of India had appointed a study team headed by Shri Balvantray Mehta who submitted its report in 1958. “The Committee recommended a three-tier interlocked system of democratic administration at village Block and district levels. The agency of Government at each level was to be made subject to the control and guidance by elected representatives of the people, thus providing for the growth of democratic administration from roots upwards.”(12)

Village Panchayat’s role become predominant in the village level. They send their elected representatives to the Block Panchayat Samiti. The Samiti also takes co-opted members representatives from women, scheduled tribes and castes and depressed.

The Presidents of Block Panchayat Samities together with MPs and MLAs in the district constitute the Zilla Parishad. The Zilla Parishad in collaboration with the Collector and the technical departments offers guidance and assistance to the Block Panchayat Samities but do not control them. So this is the Constitution for community development which is implemented in all the States in India. All the

programmes introduced by people's organizations are to be approved by the state legislature. 'Thus is democracy travelling from Parliament to the Panchayat.... But democracy also has a stomach. The stomach has to be served without the man being silenced in the process. Then alone can democracy lead to its ultimate consummation-freedom-Destination man.'(13)

The associate organizations are also involved in the community development project such as the Yavak Mandal, the Bai Mandal, the Mahila Mandal, the Dastkar Mandal, and the Multitude of other organizations.(14)

Another important media for community development is to be mentioned that is the role of Bank. The service co-operatives are affiliated to central co-operative banks in each state. These institutions get help from the state and also depend on the Reserve Bank of India to give advances to agricultural production and marketing. The Reserve Bank functions as banker to strengthen structure. In all the states Central land mortgage banks also have been set up. Here again Reserve Bank helps all these land Mortgage Banks.(15)

Theories of development are changing very fast. According to Prof. M.Dasgupta the Keynesian doctrine of investment is necessary to understand the problem of development, which suggested that the higher rate of investment in physical capital will bring the higher rate of growth and development. But investment even if increased in some selected areas or industries would not filter down the benefits to large section of people. Industrialisation created certain enclaves or islands of plenty amidst poverty all round. In the Keynesian theory per capita income was considered as the main criterion for the progress and development. At present economists are given emphasis on social indicators for development as opposed to physical capital. For the sample of developing countries used by UNDR (UN Development Report), estimated elasticity of output to capital

output for 1960-87 is -0.4 which means for every 1 per cent capital increase, output increases by about 0.4 per cent. On the other hand many studies account the high returns on education. In the past studies of growth, education has been roughly fixed by literacy rates or primary school enrolment ratio. Research for the UNDR report suggests that increasing the average amount of education of labour force by one year, raises output by 9 per cent and three years of education raises output or GDP by 27 per cent. The UNDR holds that education in general and educating women in particular are the key to development. Failing to raise women's level of education closer to men's detracts from the social benefits of raising men's. An additional year of schooling (boys and girls) has raised Farm Output by nearly 2 per cent in Korea and 5 per cent in Malaysia. In Thailand farmers with four years of schooling were three times more likely to use new technology than farmers with one to three years of schooling.(16)

The latest Human Development Report of the United Nations Development Programme places India 89th among 101 nations on the scale of Capability Poverty Measure (CPM). The CPM on average percentage of births unattended by trained health personnel, underweight children below five years of age and female illiteracy. This is a good indicator of the status of women. China is ranked a healthy 24 and Sri Lanka 26 and India 70th. Health statistics for Indian women are frightening with 80 per cent of them being anemic and only a third of the child births being attended by trained health personnel. So maternal mortality is high 460 per one lakh live births, six times that of Sri Lanka and five times that of China. Over two-thirds of the infants are underweight while 53 p.c. of the children under 5 years of age either continue to be underweight or lose the advantage they had at birth with social tags attached in favour of boys, girls outnumber boys in the underweight category. In the early theories emphasis had been given on 'investment' and 'physical capital' for development. In the Human Resource Development (HRD) the emphasis is on

individual's health and education also on status of women and children and increasing the quality of life of the people.

In the investment approach expenditure on education and health was considered as consumption but in HRD approach each individual is considered as potential capital and expenditure on education and health is a part of capital expenditure.

Most of the underdeveloped countries have excess population. According to the HRD approach the birth rate and death rate can only be controlled by higher literacy rate of men, especially of women and retention of boys and girls in the school. Higher literacy rate is negatively associated with population growth and positively associated with higher productivity. Adaptability of the new technology becomes better with higher literacy rate.

In the population structure 50% are women and about 35% are children and boys and girls belonging to the age group upto 20. It is insisted in the HRD approach that the status of women in terms of enlightenment and 'empowerment' should be increased. Keynesian type of approach neglected the problems of 50% of women population but HRD approach gave importance on health, education and empowerment.(17)

It is the human resources of a nation that are largely responsible for its overall economic and social development.

This is also true in case of Darjeeling hill areas since educational system largely reflects the economic and social structure of the societies in which they exist. Any programme or set of policies to make education more relevant for development needs must operate at various levels.

The economic and social incentive outside the educational system are largely determining the magnitude, structure and orientation of the aggregate private

demand for education and consequently there is state response in the form of finance, supply of school places, equipments etc.

The internal effectiveness and equity of educational system by appropriate changes specially in rural areas are to be observed and parents view of the whole educational system and their willingness to impart quality education to children is an important area of the issue of growth.

Education is a very powerful media of political, economic and social change. Field work in different educational field in Darjeeling shows that though there is no remarkable progress in the rural areas but some kind of progress is visible; at least people are conscious politically and educationally. Political consciousness brought Gorkha Hill Council for the Hill region of Darjeeling which is looking after the development of the hill region in all the levels, educational, economical and social. Darjeeling hill region is now changing from simple and poor society to a modern and affluent society. People are now searching new ideas, new values for the improvement of the region. However, constraints in the field of development are also found many such as poverty is a common problem in Darjeeling district.

According to "Background Report - problems and prospects for Development of North Bengal" prepared by Government of West Bengal in 1976 it was pointed out that per capita income of Darjeeling is lower than the State average.(p.17) The per capita income for 1970-71 in the five districts of North Bengal had been estimated at Rs.268, Rs.370, Rs.332, rs.304 and Rs.198 per annum (in constant - prices with 1960-61 as base) for Darjeeling, Jalpaiguri, Cooch Behar, West Dinajpur and Malda respectively.(18)

About economic and social incentive it can be said that Government both Central and State is quite concerned about the Hill areas because Hill areas forming part of larger composite state in Assam, Uttar Pradesh and West Bengal in the Himalayan and Sub-Himalayan region. Though primary responsibilities for these

area goes to the concerned state government, the need for Central assistance also realised as far back as the second five year plan and arrangement in this regard systematised since the commencement of the Fifth Five Year Plan. While disbursing the fund equal weightage is given to these area and population of the hill areas.(19)

It was felt that new approaches will have to be introduced for meeting basic needs of hill people comprising water, food, work, fodder, feed, fuel and fertiliser. NREP and development projects in the fields of forestry, animal husbandry, fisheries, horticulture, agro-forestry and cottage-industries should be carried on. Since women do most of the jobs in hills they will have to be given opportunities for upgrading their skills in Krishi and Van-Vigyan Kendras.(20)

The plan was fully funded by the Central Government "The programmes are implemented through the constituent units of central organisations. The NEC's five year Plan 1974-79 was Rs.90 crores and actual expenditure was Rs.86.67 crores. The outlay provided in the Sixth Five year Plan for NEC's programme is Rs.340 crores.:(21)

The Government both Central and State is having special educational programme for the backward class. The main emphasis is given on raising literacy and improving the educational levels of the backward classes through scholarships, provision of books, stationary uniforms, coaching classes, boarding grants, hostel facilities etc. However, it has been observed that in the Fifth Plan period, the contribution of financial institutions in backward areas has been inadequate in relation to need. There is also criticism regarding complex pattern of administration. "A multiplicity of Government Departments are advising beneficiaries for development activities and separation of revenue, judicial and development administration has caused confusion and resulted in lack of confidence in administration.... The chain of command can be from the State level through the Commissioner of a Division Collector of a district, project administrator of ITDP,

BDO to block level extension officer and to the village level worker.”(22) In the Sixth plan emphasis was given on unified administration. Sometimes trained personnel for housing, health and education is not available in remote village area so local youths should be trained for this work, decided.(23)

Through community development project people specially in the rural area - contributing in cash or in kind for their own betterment. It is bringing social change through the utilisation of local resources human and material which otherwise would remain ideal. Darjeeling District has been covered by 10 CD Blocks. Of these three, Darjeeling, Pul-bazar, Rangli-Rangliot and Sukhiapokhri are in stage II. Five in Kalimpong, I & II in Gorubathan, Mirik and Siliguri are in Stage I and the rest Kurseong, Kharibari and Phansidewa are in pre-extension stage.

In all these Blocks attempts have been made for conducting village survey and collecting socio-economic data.(24)

In India as well as in Darjeeling importance is given on universal education and quantitative expansion along with traditional lines and emphasise adaptation to the needs of a rapidly changing society. So at present schools are giving importance on qualitative as well as quantitative education. It is demanded that schools should be relevant to the needs of the student and education should be given in such a way so that they learn to deal with contemporary problems. But schools are having many problems which have been discussed in previous chapters. On the whole schools are not giving importance on developing skill, developing individuality and personality and conducting problem-oriented research. Education is till now not relevant through out India, besides the school were creating two types of societies urban and rural societies. So because of this rural students are lagging behind in every aspects of competition. Most of the technical and medical schools and Colleges give chance to the handful of students from the town than the rural students. So it has been observed that urban doctors do not go to villages and the urban bankers fail to

understand the problem of rural areas - The education system has been criticised because it has been giving importance on 'elitist' education for the benefit of a few people who control all the resources or decision making process. Elitist education has created a dualistic society and this system is creating a problem of growth which should be solved immediately. Education and growth are simultaneous, with the development education spreads and with the spread of education growth and development occur.

At present in Darjeeling hill region all the hill communities are going through a period of rapid change. As the place is famous as a tourist spot, in the economic sector hotel business side by side transport such as private taxi and buses and communications such as different tele-communication centres, STD, ISD etc. have developed in the town. Shops of various kinds such as arts and crafts shop, food shops, shops for cloths and various garments and also shops of various kinds which attracts tourists attention is developing very rapidly. Many people both male and female working as sales workers and service workers.

Because of Nepal and Bhutan Border some open illegal marketing centres also developed in the hill areas as well as in the plain areas and a very large no. of people are now engaged in these centres. A large no. of people are engaged in this smuggling business from both hills and plains and the fact is that Government is not unaware of this and all these activities go on with the help of certain section of police force.

Tea agriculture and forestry is providing employment opportunity but unfortunately there is no big, small or medium sized industrial concerns in the hill regions.

Many local people are engaged in administrative and clerical fields. In the teaching professions, in the primary and secondary level 90% local people are engaged in the hill region.

A very marked change is observed in the political tradition. At present G.N.L.F. is the biggest political party which in later part of eighties got support from every corner of the hill region. Now different regional parties have come up with their demand for jobs, demand for educational and civic amenities, law and order etc.

It has been observed that a good number of people have been engaged into the local political parties through participation in election, modernising political parties and Government decision making policy. People are slowly developing politically conscious due to educational development. According to Dr. Puspa Shrestha "education is seen as a necessary pre-condition for economic participation in the modern sector for the process of industrialization and general development of the country."(25)

Though Darjeeling hill areas never had some rigid caste system, child marriage, dowry or dowry death etc. but instances of evil system in other fields are found in plenty such as early marriage by elopment which is in many cases sanctioned by the society, drinking habits, illegal divorce etc. Position of women specially in the lower level of society is found very unsafe. This point is discussed in the previous Chapter but it can be said again that because of this 'informal sector employs a large segment of the female workforce in India. It covers marginal workers as well as workers living on the borderline of starvation and survival. Not only in India but in most of the developing countries of Latin America, Africa and even in some developed countries like Mexico almost throughout all informal economic sectors the proportion of women is double than that of men.(26) However, women's employment in other formal enterprises and Government and semi-Government services is too minimum. For example it has been observed that 35739 women were employed in formal sector enterprises in 1981. Out of them 26671 are absorbed by the tea-industries only. Hill women in the formal sector are engaged in limited no. of specific occupations and in the agricultural areas and in the

tea garden they work as cultivators - agricultural labourers and tea-garden labourers at low wage rate.(27) Many are engaged in petty trade and home-based production.

A good number are engaged in vending, construction work, domestic service, knitting and weaving etc.(26)

Some modern social problems are also been observed in the hill society as in other state and society such as drug-addiction specially among the students which is bringing, though very slowly, other social crimes such as HIV, murder and rape. However, no correct figure is available till now in this sphere.

Few rehabilitation centre has been introduced. Many teachers and social workers are aware of this problem and some voluntary measures have been taken to eradicate this evil through seminars and discussions etc. Through proper knowledge and education people could be aware of this evil system. It is said "if social progress has to take place through evolution rather than revolution education is the best and rational instrument."(29)

However, Hill areas need more developmental activities, new job opportunities, more industrial concerns, solving water and electricity problem. Another problem of heavy building construction work which is spoiling the beauty of the place should be checked immediately. Serious ecological problem is observed everywhere, natural scenic beauties are destroyed, trees are up-rooted, concrete five-six storied building of mostly hotels and holiday homes are coming up everywhere.

Inspite of many difficulties and constraints change and modern outlook is visible in all the levels of hill society. Modernisation is coming very slowly indeed. "Modernization is generally used to characterise the change in social life taking place in any country in the course of its socio-economic development. Processes of social, economic, political and ideological change have a great impact in altering the pattern of life and work of vast number of persons in such countries, creating modern or transitional societies."(30) It is expected that public and private concern

of the hill area will take active step to eradicate the problem and give their attention to create a modern important and transitional societies.

### ***SUMMARY***

The whole population owing a common rule may be known as community. Common defence and maintenance of common rule is the main function of the population. Change also comes from outside the society. British rule and western influence brought change in our country. Many evil customs were abolished and there was socio-economic and educational development which took place and gave rise to a developed society with people having liberal and educated mind.

After freedom, modernisation and liberal outlook came in all the fields. Modern science and technology brought transformation and modernity in all the fields of education. Modernisation in agriculture has changed raw land into a vastly more productive resource.

India is a socialist country yet in India rural areas are neglected whereas urban centres are developing fast. However, the fact was discovered and in October, 1952 community development programme started in 2000 development blocks. Gradually through different plan heads community development programme improved and this brought progress not only in agriculture but in co-operative farming, in development of Panchayat, consolidation of holidays, in development of village and small scale industries, programme organisation for the small and landless farmers, agricultural labourers and artisans, intensive work for the women and tribal youth, in developing the rural infrastructure such as village roads water-supply and sanitation.

Sri Balvantry Mehta Committee in 1958 recommended three-tier interlocked system of democratic organisation at village block and district level. Village Panchayat will work in the villages. Their elected representative should be sent to Block Panchayat. The Samiti also takes co-opted members representatives from women, scheduled castes and tribes. The President of the Block Panchayat Samiti together with MPs and MLs of the district together constitute the Zilla Parishad. This constitution of community development is being implemented in all the states in India. The associate organisations are Yavak Mandal, the Bal Mandal, the Mahila Mandal, the Multitude of other organizations.

Another important media for community development is the role of Bank. The service of co-operatives are affiliated to Central Co-operative banks in each state. These institutions get help from the State and also depend on Reserve Bank of India to give advances to agricultural production and marketing. In all the states Central land Mortgage Banks have also been set up.

The Keynesian doctrine of investment suggested the higher rate of investment in physical capital will bring the higher rate of growth and development. The theory also gave importance on per capita income. At present economists give importance on social indicators for development as opposed to physical capital.

India according to UNDP has been placed in 89th position among 101 nations on the scale of capability poverty measure. It also said about status of women. Health statistics of Indian women are very bad, 80 per cent of them are anemic; only a third of child birth is being attended by trained health personnel. 53% children under 5 years of age either continue to be underweight or lose the advantage they had at birth with social importance given to boys. In the human resource development the emphasis is on individual's health and education and also on status of women and children and development of the quality of life.

Most of the underdeveloped countries have excess population. According to the HRD the birth rate and death rate can only be controlled by higher literacy rate of male and female.

People of Darjeeling Hills at present educationally and politically conscious which brought in the forefront Gorkha Hill Council for looking after the development of the hill region in all the levels educational, economical and social but we observe constraint in the field of development that is poverty. The project report on the per capita income had been estimated at Rs.268, Rs.370, Rs.332, Rs.304 and Rs.198 per annum for Darjeeling, Jalpaiguri, Cooch Behar, W.Dinajpur and Malda districts respectively - However, it was felt that new approaches will have to be introduced for meeting basic needs of the hill areas such as water, food, work, fodder, fuel, feed and fertiliser.

The Governments both central and state are having special educational programme for the backward classes through scholarships, provision of books, stationary, uniforms, coaching classes, boarding grants. Since trained personnel for housing health and education is not always available local youth should be trained for the work. People also learnt through this project to contribute in cash or in kind for their own benefit. Darjeeling District is covered by 10 CD Blocks and in all these blocks attempts have been made for conducting village survey and collecting socio-economic data.

However, in India as well as in Darjeeling schools are creating two types of societies - urban and rural. Students from urban areas get chance in every field but rural students are lagging behind in every aspect of competition. Education system giving importance on elitist education not on vocational education.

At present Darjeeling hill region is going through rapid change. The place is famous as tourist spot so hotel business is flourishing side by side transport such as private taxies, buses and communications with different telecommunication centres;

STD and ISD etc. shops of various kinds such as arts and crafts shops, food shops, cloths and garments shop etc. which attracting tourists attention. Because of Nepal and Bhutan border many illegal marketing centres also has been developed. Though Tea, agriculture and forestry is providing employment opportunity but unfortunately there is no big, small and medium sized industrial concerns in the hill regions. Many local people are now engaged in clerical and administrative job. In the primary and secondary schools now 90% local people are engaged.

In Darjeeling, informal sector employs a large no. of women belonging to marginal workers as well as workers living on the borderline of starvation and survival. A good no. of women are engaged in vending, construction work, domestic service, knitting and weaving also as labourer in agricultural field as Tea-garden labourer. Women's enterprise in informal enterprises and Government and Semi-government services is too minimum.

However, Hill areas need more developmental activities, new job opportunities, more industrial concerns, solving water and electricity problem, ecological problem etc. It is expected that Government and Private effort will be there to eradicate the problem and give their attention to create a modern and transitional society.

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## *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 realises 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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*Intensive Area - Agricultural Sector (Urban and Rural Areas), Kalimpong*

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## APPENDIX

*Table 1.3 : Total Scheduled Caste Population in Darjeeling, Kurseong and Kalimpong Sub-Divisions.*

Darjeeling District

	<i>Total</i>	<i>Male</i>	<i>Female</i>
Population	145,942	76,653	69,289
Rural	119,950	62,662	57,288
Urban	25,992	13,991	12,001

Sadar Sub-Division

Population	22,562	11,490	11,072
Rural	16,567	8,314	8,253
Urban	5,995	3,176	2,819

Kalimpong Sub-Division

Population	13,384	6,867	6,517
Rural	8,860	4,535	4,325
Urban	4,524	2,332	2,192

Kurseong Sub-Division

Population	8,538	4,559	3,979
Rural	4,385	2,357	2,028
Urban	4,153	2,202	1,951

Table 1.4 : Total Scheduled Tribes Population in Darjeeling, Kurseong and Kalimpong Hill Areas

	<i>Total</i>	<i>Male</i>	<i>Female</i>
Population	151,073	77,889	73,184
Rural	135,943	70,252	65,691
Urban	15,130	7,637	7,493
<i>Sadar Sub-Division</i>			
Population	26,345	13,423	12,922
Rural	18,371	9,412	8,959
Urban	7,974	4,011	3,963
<i>Kurseong Sub-Division</i>			
Population	6,319	3,295	3,024
Rural	4,334	2,324	2,010
Urban	1,985	971	1,014
<i>Kalimpong Sub-Division</i>			
Population	26,834	13,652	13,182
Rural	22,611	11,522	11,089
Urban	4,223	2,130	2,093

Source : *Census Report, 1981, p.146.*

*Table 1.5 : Urban village primary Census abstract total Scheduled Castes and Tribes Population Urban Blockwise*

<u><i>Darjeeling (M) I</i></u>		
Total population	57,603	
Scheduled Castes	5,995	26 wards
Scheduled Tribe	7,974	
<u><i>Kalimpong (M) II</i></u>		
	28,885	
Scheduled Caste	4,209	15 wards
Scheduled Tribes	4,106	
<u><i>Kurseong III</i></u>		
	18,008	
Scheduled Castes	2,240	
Scheduled Tribes	1,359	12 wards
<u><i>Jaldhaka Hydel Project Town</i></u>		
	3,533	
Scheduled Castes	315	
Scheduled Tribes	117	
<u><i>Cart Road (NM) IV Total I.P. 11,038</i></u>		
Scheduled Caste	1,913	
Scheduled Tribes	626	

*Source : Census Report, 1981. pp.134,136,138.*

*Table 1.6 : Census of India - 1991 Series I Final Population totals  
Paper I of 1992 - Vol.I.*

**Total Population Table 2.**

**Total Population, Scheduled Caste Population and Scheduled Tribe Population in  
Districts by Residence - 1991.**

Sl.No. India/State or U.T./District

West Bengal - Total Population - 68077965  
Rural - 49370364  
Urban - 18707601

**Scheduled Castes**

Total Population - 16080611  
Rural - 13605403  
Urban - 2475206

**Scheduled Tribe**

Total Population - 3808760  
Rural - 3612448  
Urban - 196312

03 - Darjeeling		Scheduled Castes	Scheduled Tribes
Total Population	- 1299919	209876	179153
Rural	903859	163987	158718
Urban	396060	45889	20435

*India as a whole*

Total	- 846302688	138223277	67758380
Rural	- 628691676	112343797	62751026
Urban	- 217611012	25879480	5007354

*Source : (a) Census of India, 1981, Total Scheduled Caste and Tribe  
Population.*

*(b) Census of India, 1991, Series I, Final Population totals,  
Paper I of 1991, Vol.I.*

*Table 1.7 : Thanawise Distribution of Primary and Junior Basic School in the rural areas of Darjeeling District in 1966.*

<i>Name of the Police Station</i>	<i>No. of Primary School managed by the Board</i>	<i>No. of privately managed Primary School</i>	<i>No. of privately managed Govt. aided Junior Basic School</i>	<i>No. of Privately managed Govt. aided Junior Basic School</i>	<i>Total</i>
Kurseong	29	16	7	1	53
Jorebunglow	24	-	3	-	27
Mirik	13	1	2	-	16
Sukhiapokhri	18	1	2	-	21
Rangli-Rangliot	39	1	7	-	47
Pulbazar	49	-	6	-	55
Darjeeling	22	39	3	1	65
Kalimpong	69	13	25	1	108
Garubathan	25	1	2	-	28
<i>Total for hill areas</i>	288	72	57	3	420

Source : West Bengal District Gazetteers, 1980, Chapter XII, page 498.

*Table 1.8 : A list of Primary and Junior Basic Schools under different management in the rural areas of Darjeeling District in 1966.*

Name of the Municipal town	No. of Municipal Primary school	No. of Private-ly run Govt. aided Primary school	No. of Govt. sponsored Primary school	No. of privately unaided Primary school	No. of privately run Govt. aided Junior Basic school	Total
Darjeeling	5	37	..	1	1	44
Kurseong	2	10	..	1	3	16
Kalimpong	..	13	..	..	1	14
Total for the urban hill areas	7	60		2	5	74

Source : West Bengal District Gazetteer, 1980, Ch. XII, p. 499.

*Table 1.9 : No. of students receiving primary education from 1896 to 1966*

Year	No. of Primary schools	Boys at school	Girls at school	Percentage of boys of school going age	Percentage of girls of school going age	Public expenditure (at current prices)
1873	25	650 (Boys & Girls)		-	-	-
1896	95	2,731	466	38.1	5.9	10,305
1901	-	3,055	552	15.3	3.1	11,250
1907	70	2,420	300	-	-	-
1915-16	208	4,153	811	-	-	26,265
1920-21	227	4,632	773	-	-	20,626
1925-26	245	3,701	545	-	-	26,831
1930-31	278	6,145	1,005	-	-	32,081
1935-36	328	7,909	1,722	-	-	60,190
1940-41	332	9,109	2,340	-	-	69,855
1946-46	363	12,591 (Boys & Girls)		-	-	-
1950-51	333	20,179 (Boys & Girls)		32.31		
1955-56	366	32,413 (Boys & Girls)		-	-	3,04,892
1960-61	404	26,269 (Primary)	4,360 (Junior Basic)	14,927 !	21.2	5,29,480
				2,357 !	36.01	1,18,927
1965-66	542	37,779 (Primary)	37,779 (Junior Basic)	23,679	-	11,18,632
				5,938	-	3,73,676

Source : West Bengal District Gazetteers, Darjeeling, 1980, Chapter XII, p. 495.

*Table 2 : Junior Secondary Education in Darjeeling District in 1960-61, 1965-66.*

	<u>1960-61</u>	<u>1965-66</u>
No. of junior high school for boys	24	19
No. of Junior High School for girls	7	5
Total no. of boy students	1,763	1,716
Total no. of girl students	773	1,162
Total direct Govt. Expenditure	2,04,897	Not available
	<u>1960-61</u>	<u>1965-66</u>
No. of Senior Basic School for boys	5	6
No. of Senior Basic school for girls	-	-
Total no. of boy students	187	256
Total no. of girls students	150	120
Total direct Government expenditure	33,097	Not available

*Source : West Bengal District Gazetteer, Darjeeling March 1980, Chapter XII, p.501.*

*Table 2.1 : The number of Junior High Schools in the Three Hill Sub-divisions.*

In Darjeeling	- 31 Junior High School
In Kurseong	- 05 " " "
In Kalimpong	- <u>16</u> " " "
	52

*Source : District Inspector of Schools.*

24.6.91

*Table 2.2 : The name lists of Junior High Schools in the hill region of Darjeeling Sub-division.*

1. Anjuman Islamia Jr. Madrasah
2. Shiksha Sangh Jr. High School, Lebong
3. Moondakothi Junior High School, Sonada
4. Relling Junior High School, Relling
5. Daragaon Junior High School, Daragaon
6. Barnesbeg Junior High School, Barnesbeg
7. Agam Singh Giri Junior High School, Pulbazar
8. Badamtam Junior High School, Badamtam
9. Sonada Junior High School, Sonada
10. Dooteriah Junior High School, Dooteriah
11. Sri Satya Sai Ratna Junior High School, Darjeeling
12. Pandit Jawaharlal Nehru Junior High School, Singritam.
13. Bharu Junior Higher School, Bhabotang via Lodhoma
14. Rangbhang Junior High School, Rangbhong
15. Manebhanjang Junior High School, Manebhanjang
16. Gielle Junior High School, Gielle
17. Margarets Hope Junior High School, Sonada
18. Dhajia Junior High School, Nagri
19. Rambee Gyan Peeth Junior High School, Rambee Mungpoo
20. Saraswati Junior High School, Pesok T.E.
21. Phuguri Junior High School, Mirik, Phuguri
22. Marmah Prem Sundar Junior High School, Mirik
23. Thurbo Junior High School, Mirik
24. Ceder T.E. Junior High School, Sonada
25. Raja Rammohan Roy Junior High School, Mukul Bazar
26. Bloomfield Junior High School, Darjeeling
27. Goke Junior High School, Goke
28. Singtam Jr. High School, Singtam
29. Marybong Junior High School, Gumba Marybong.
30. Lower Chongtong Junior High School, Chongtong
31. Kaijalia Junior High School, Kaijalia

*Source : District Inspector of Schools.*

24.6.91

*Table 2.3 : Name and lists of Junior High School in Kurseong Sub-Division.*

1. Tindharia Girls Junior High School, Tindharia
2. Latpanchar Junior High School, Selpu Via Salugara
3. Netaji Junior High School, Gayabari
4. Sukna Junior High School, Sukna
5. Putung Junior High School, Belgachi.

*Source : District Inspector of Schools*

*Table 2.4 : Name and list of Junior High School in Kalimpong Sub-division*

1. Indo-Tibetan Junior High School, Kalimpong
2. Ganesh Junior High School, Kalimpong
3. Mary Scot Home for the Blind Junior High School, Kalimpong
4. Suruk Mandadori Junior High School, Santharia
5. Lolay Samphu Junior High School, Lolay
6. Dalapchand Junior High School, Dalapchand
7. Borbote Junior High School, Nimbong
8. Rambee Junior High School, Rambee Bazar
9. Rahlal Dahal Junior High School, Dalapchand
10. Samthar Junior High School, Samthar
11. Kagay Junior High School, Kagay
12. Sitaram Goyel Memorial Junior High School, Gitabong
13. Algarah Junior High School, Algarah
14. Gorubathan Public Junior High School, Fagu, Gorubathan
15. Kumai Junior High School, Kumai T.E. Via Jaldhaka via Chola
16. Ambyok Junior High School, Ambyok Gorubathan

*Source : District Inspector of Schools. 24.6.91.*

Table 2.5 : Name of the Indian type schools up-graded into High schools.

<u>Type</u>	<u>Name and Place</u>	<u>Established in</u>	<u>Upgraded as high schools</u>
Indian	<u>Darjeeling Sub-Divisions</u>		
1. "	Nepali Girls High School, Darjeeling	1890	1942
2. "	Government High School, Darjeeling	1872-92	1892
3. "	Maharani Girls High School, Darjee.	1908	1911
4. "	St. Robert's High School, Darjeeling (Roman Catholic Mission)	1934	-
	<u>Kurseong Sub-Division</u>		
5. "	St. Alphonsus H.E. School	1888	-
6. "	Pushparani Roy Memorial School, Kurseong	1943	
	<u>Kalimpong Sub-Division</u>		
7. "	Kalimpong Girls H.S. School, Kalimpong	1840	1927
8. "	Scottish Universities Mission Institute	1837	1922
9. "	Siliguri Boys H.S. School, Siliguri	1918	1920

Source : West Bengal District Gazetteers 1980, p.503.

*Table 2.6 : Name and lists of the Anglo-Indian type schools upgraded into High Schools.*

<u>Name</u>	<u>Type</u>	<u>Established in</u>	<u>Upgraded as High schools</u>
1. St. Paul's School Darjeeling (Church of Indian, Burma, Ceylon)	Anglo-Indian	1868	1878
2. St. Joseph's Seminary College, Darjeeling (Roman Catholic order of the Society of Jesuits)	"	1881-82	1881-
3. St. Michael's (Former Diocesan) Girls High School, Darjeeling	"	1886	-
4. Mount Hermon Co-ed. School Darjeeling (Methodist - Episcopal Church of America)	"	1896	-
5. Victoria boys School (Government) Dow Hill, Kurseong	"	1871-72	1912-13
6. Dow Hill Girls H.S. School (Govt.) Kurseong	"	1897-98	-
7. St. Helen's Girls High School and Convent, Kurseong (Roman Catholic Daughters of the Cross)	"	1890	
8. Goethal's Memorial H.S. Kurseong (R.C. Society of Jesuits)	"	1907	
9. St. Joseph's Convent Girls High School Kalimpong (R.C. Order of the sisters and Joseph De Cluny)	"	1938	1944

*Source : West Bengal District Gazetteers 1980, p.506.*

Table 2.7 : Name of the Indian type schools upgraded into High Schools within 1967

<i>Name</i>	<i>Year of establishment</i>	<i>Upgraded into High School</i>
1. Nepali Girls' High School, Darjeeling	1890	1942
2. Tarnbull Boys' High School, Darjeeling	1906	1952
3. Sardeswari Girls' High School, Darjeeling	1948	1965
4. Ramakrishna Siksha Parishad Boys' High School, Darjeeling	1949	-
5. Darjeeling Hindi High School (Co-ed.), Darjeeling	1956	-
6. Sukhiapokhri High School, Sukhiapokhri	1900	1952-53
7. Ghoom Boys' High School, Ghoom	1910	1956
8. Ghoom Girls' High School, Ghoom	1923	1963
9. St. George's High School, Pedong	X	1952
10. Vidyasagar High School, Bijanbari	1964	-
11. Pranami Mandir Girls' High School, Kalimpong	1944	1966
12. Sri Ramakrishna Girls High School, Kurseong	-	-
13. Pokhriabong High School, Pokhriabong	1947	-
14. Griffiths High School, Takdah	1947	-
15. Santirani High School, Sonada	1948	-
16. Mirik High School, Mirik	-	1958

Source : West Bengal District Gazetteers, 1980, pp. 506-507.

Table 2.8 : Year of conversion of X class school into Higher Secondary schools and the name of the schools with courses offered in Eleven Class Higher Secondary schools in the three hill sub-divisions.

<i>Name of the school with courses offered</i>	<i>Year of establishment</i>	<i>Year of conversion into high school</i>	<i>Year of conversion into Higher Secen. school</i>
1. Darjeeling Govt. High School (Humanities & Sciences)	1871-72	1892	1956-57
2. Maharani Girls' High School, Darjeeling (Humanities and Science and Home Science)	1908	1911	1957
3. St. Teresa's Girls' High School, Darjeeling (Humanities, Home Science and Fine Arts)	1928	1953	1957
4. St. Robert's High School, Darjeeling (Humanities & Science)	1934	-	-
<i><u>Kurseong Sub-Divisions</u></i>			
5. St. Alphonsus High School Kurseong (Humanities)	1888	1936	-
6. St. Joseph's Girls High School (Humanities & Science)	1938	1944	1966
7. Pushparani High School (Humanities & Science)	1943	-	-
8. Saraswati High School Mungpoo (Humanities)	1946	-	-
<i><u>Kalimpong Sub-Divisions</u></i>			
9. S.U.M. Institution Kalimpong (Humanities and Science)	1887	1922	-
10. Kalimpong Girls' High School, (Humanities)	1905	1924	1959
11. St. Philomena's Girls' High School, Kalimpong (Humanities)	1928	1959	1967
12. Kalimpong Govt. High School (Humanities, Science & Technology)	1951	-	-
13. Kumudini Homes, Kalimpong (Humanities, Science and Commerce)	1952	-	-

Source : West Bengal District Gazetteers, pp. 507, 508, 509.

*Table 2.9 : Name Lists of the schools imparting Higher Secondary Course.*

1. R.K.S.P.Boys' H.S.School	Urban	Darjeeling
2. Ghoom Boys' High School	Rural	Ghoom
3. Sukhiapokhri H.S.School	Rural	Sukhiapokhri
4. Vidyasagar H.S.School	Rural	Bijanbari
5. Nagri Farm H.S.School	Rural	Nagri
6. St. Teresa's H.S.School	Urban	Darjeeling
7. Rabindranath H.S.School	Rural	Sonada
8. Mirik H.S. School	Rural	Mirik
9. Maharani Girls' H.S.School	Urban	Darjeeling
10. S.U.M.Institution	Urban	Kalimpong
11. Kumudini Homes	Urban	Kalimpong
12. Kalimpong Girls' H.S.School	Urban	Kalimpong
13. St.Philomena Girl's H.S.School	Urban	Kalimpong
14. Pranami Balika Bidyamandir	Urban	Kalimpong
15. St. George's H.S. School	Rural	Pedong
16. Pushparani Roy Memodial H.S.School	Urban	Kurseong
17. Ramakrishna H.S.School for girls	Urban	Kurseong

*Source : District Inspector of Schools, Darjeeling - 24.6.91.*

Table 3 : Name lists of the schools imparting education till class XI.

1. Darjeeling Hindi H.S.School	Urban	Darjeeling
2. Pokhriabong H.School	Rural	Pokhriabong
3. Shantirami H.S.School	Rural	Sonada
4. Saraswati H.School	Rural	Mungpoo
5. Lamahatta H.School	Rural	Lamahatta
6. Bettun H.School	Rural	Tukvar
7. Chongton H.School	Rural	Chongtong
8. Rishihat H.School		Rishihat
9. St.Roberts High School		Darjeeling
10. St. Micvhael's High School		Darjeeling
11. Jinglam Uday High School		Rangli Rangliot
12. Rimbick High School		Rimbick
13. Ghoom Girls HighSchool		Ghoom
14. Pokhriabong High School		Pokhriabong
15. Nepali Girls High School		Darjeeling
16. Sonada Holy Cross Girls' High School		Sonada
17. Griffith's H.S.School		Takdah
18. Turnbull High School		Darjeeling
19. Darjeeling Govt.Boys' High School		Darjeeling
20. Sardeswari Govt.Girls' High School		Darjeeling
21. High School Controlled by D.S.E.		West Bengal
22. Central Tibetan School		Darjeeling

Kalimpong Sub-Division

1. Bagrakot High School	Bagrakot
2. Pagang Gumpa High School	Algarah
3. Shankar High School	Singhi Via Kalimpong
4. Jubilee High School	Kalimpong
5. Teesta Bridge High School	Teesta Bazar
6. Munsong High School	Munsong via Kalimpong
7. Rongo High School	Rongo
8. Gairibas High School	Gairibas
9. Judhabir High School	Phagu
10. Gangotri High School	Kalimpong
11. Jaldhaka High School	Jaldhaka

Table 3 contd....

Kurseong Sub-Divisions

- |                                      |                           |
|--------------------------------------|---------------------------|
| 1. St. Alphonsus High School         | Kurseong                  |
| 2. Tindharia Boys' High School       | Tindharia                 |
| 3. St. Xaviers High School           | Tung                      |
| 4. St. Joseph's Girls High School    | Kurseong                  |
| 5. Raj Rajeswari Girls' High School  | Kurseong                  |
| 6. Holy Cross Institute              | St. Mary's Hill, Kurseong |
| 7. Scott Mission Girls' High School  | Kurseong                  |
| 8. Pankhabari High School            | Pankhabari                |
| 9. Mithaidara Renuka Kanya Bidyalaya | Tindharia                 |
| 10. Panchabati High School           | Panchabati                |
| 11. Adarsha Bidyalaya                | Dowhill, Kurseong         |
| 12. Panighata High School            | Panighatta.               |

*Table 1*  
*Distribution of Primary Level Students(Male and Female)*  
*in Terms of Religion in Darjeeling Sadar Sub-division*

Religion	Boys		Girls		Total	
	n	%	n	%	n	%
Muslim	0	0	6	2.50	6	2.50
Christian	9	3.75	6	2.50	15	6.25
Buddhist	25	10.42	42	17.50	67	27.92
Hindu	70	29.17	78	32.50	148	61.67
Any other	0	0	2	0.83	2	0.83
N.A.	2	0.83	0	0	2	0.83
<b>Total</b>	<b>106</b>	<b>44.17</b>	<b>134</b>	<b>55.83</b>	<b>240</b>	<b>100.00</b>

*Table 2*  
*Locality of Birth of Students/ Male and Female, of Primary Level in*  
*Darjeeling Sadar Sub-division*

Locality of birth	Boys		Girls		Total	
	n	%	n	%	n	%
Darjeeling	61	25.42	89	37.08	150	62.50
Kalimpong	0		2	0.83	2	0.83
Kurseong	2	0.83	0		2	0.83
Vicinity district within West Bengal	1	0.42	6	2.50	7	2.92
West Bengal(Besides 1-4)	3	1.25	11	4.58	14	5.83
Sikkim	1	0.42	1	0.42	2	0.83
Other parts of India	16	6.67	11	4.58	27	11.25
Nepal	11	4.58	6	2.50	17	7.08
Bhutan	3	1.25	6	2.50	9	3.75
Any other locality	2	0.83	0		2	0.83
N.A.	6	2.50	2	0.83	8	3.33
<b>Total</b>	<b>106</b>	<b>44.17</b>	<b>134</b>	<b>55.83</b>	<b>240</b>	<b>100.00</b>

*Source : Data collected from the field investigation.*

Table 3

*Area of place of Birth of Primary Level of Students Male and Female Students of Darjeeling Sadar Subdivisions.*

Area	Boys		Girls		Total	
	n	%	n	%	n	%
Urban	76	31.66	120	50.00	196	81.67
Rurban (Semi-urban)	5	2.08	2	0.83	7	2.92
Rural	9	3.75	3	1.25	12	5.00
N.A.	16	6.67	9	3.75	25	10.42
<b>Total</b>	<b>106</b>	<b>44.11</b>	<b>134</b>	<b>55.83</b>	<b>240</b>	<b>100.00</b>

Table 4

*Distribution of Primary Level students Male and Female students in terms of mother tongue in Darjeeling Sadar Subdivisions*

Mother tongue	Boys		Girls		Total	
	n	%	n	%	n	%
Nepali	57	23.75	74	30.83	131	54.58
Bengali	15	6.25	23	9.58	38	15.83
Hindi	18	7.50	9	6.67	27	11.25
English	0		0		0	
Tibetan	15	6.25	14	5.83	29	12.08
Lepcha	0		0		0	
Bhutanese	0		3	1.25	3	1.25
Urdu	0		3	1.25	3	1.25
Any other	1	0.42	7	2.92	8	3.33
N.A.	0		1	0.42	1	0.42
<b>Total</b>	<b>106</b>	<b>44.17</b>	<b>134</b>	<b>55.83</b>	<b>240</b>	<b>100.00</b>

*Source : Data collected from the field investigation.*

*Table 5*  
**KNOWLEDGE ON OTHER LANGUAGE EXCEPT MOTHER TONGUE OF  
PRIMARY LEVEL STUDENTS, (MALE AND FEMALE) IN DARJEELING SADAR  
SUB-DIVISION**

Knowing other language	n	Boys		Girls		Total	
		%	n	%	n	%	
Bengali	2	0.83	3	1.25	5	2.08	
Hindi	20	8.33	10	4.16	30	12.50	
English	20	8.33	44	18.33	64	26.67	
Tibetan	0		3	1.25	3	1.25	
Lepcha	1	0.42	0		1	0.42	
Bhutanese	0		0		0		
Nepali	31	12.92	32	13.33	63	26.25	
Not known	12	5.00	22	9.17	34	14.16	
Any other	0		1	0.42	1	0.42	
N.A.	20	8.33	19	7.92	39	16.25	
<b>Total</b>	<b>106</b>	<b>44.17</b>	<b>134</b>	<b>55.83</b>	<b>240</b>	<b>100.00</b>	

*Table 6*  
**FAMILY COMPOSITION OF PRIMARY LEVEL STUDENTS, (MALE  
AND FEMALE) IN DARJEELING SADAR SUBDIVISION**

Composition of family	Boys		Girls		Total	
	n	%	n	%	n	%
Joint (Father, mother, grandfather, grandmother, uncle and both from father's and mother's side)	34	14.16	25	10.42	59	24.58
Single (Father, mother, brothers, sisters)	62	25.83	102	42.50	164	68.33
N.A.	10	4.16	7	2.92	17	7.08
<b>Total</b>	<b>106</b>	<b>44.17</b>	<b>134</b>	<b>55.83</b>	<b>240</b>	<b>100.00</b>

*Source : Data collected from the field investigation.*

Table 7  
 QUALIFICATION OF FATHERS OF PRIMARY SCHOOL STUDENTS  
 IN DARJEELING SADAR SUB-DIVISION

Father's qualification	Boys' father		Girls' father		Total	
	n	%	n	%	n	%
Illiterate	8	3.33	3	1.25	11	4.58
Pre-Primary	1	0.42	1	0.42	2	0.83
Primary	2	0.83	1	0.42	3	1.25
Junior	13	5.42	7	2.92	20	8.33
Secondary	12	5.00	21	8.75	33	13.75
Higher Secondary	2	0.83	4	1.66	6	2.50
Undergraduate	0		1	0.42	1	0.42
Graduate	19	7.92	40	16.67	59	24.58
Post-graduate	3	1.25	8	3.33	11	4.58
Any other	4	1.66	0		4	1.67
N.A.	42	17.50	48	20.00	90	37.50
<b>Total</b>	<b>106</b>	<b>44.17</b>	<b>134</b>	<b>55.83</b>	<b>240</b>	<b>100.00</b>

Table 8

QUALIFICATION OF MOTHERS OF PRIMARY SCHOOL STUDIES  
 IN DARJEELING SADAR SUB-DIVISION

Mother's qualification	Boys' mother		Girls' mother		Total	
	n	%	n	%	n	%
Illiterate	21	8.75	9	3.75	30	12.50
Pre-primary	0		1	0.42	1	0.42
Primary	1	0.42	2	0.83	3	1.25
Junior	8	3.33	16	6.66	24	10.00
Secondary	8	3.33	17	7.08	25	10.42
Higher Secondary	2	0.83	4	1.66	6	2.50
Under-graduate	3	1.25	1	0.42	4	1.67
Graduate	6	2.50	26	10.83	32	13.33
Post-graduate	0		1	0.42	1	0.42
Any other	4	1.66	0		4	1.66
N.A.	53	48.18	57	23.75	110	45.83
<b>Total</b>	<b>106</b>	<b>44.17</b>	<b>134</b>	<b>55.83</b>	<b>240</b>	<b>100.00</b>

*Source : Data collected from the field investigation.*

Table 9  
 OCCUPATION OF FATHER OF PRIMARY SCHOOL STUDENTS  
 DARJEELING SADAR SUB-DIVISION

Fathers' occupation	Boys' father		Girls' father		Total	
	n	%	n	%	n	%
Unemployed	2	0.83	0		2	0.83
Government service	22	9.17	62	25.88	84	35.00
Service Non-government	18	7.50	4	1.66	22	9.17
Service unspecified	18	7.50	20	8.33	38	15.83
Agriculture	2	0.83	1	0.42	3	1.25
Business	19	7.92	30	12.50	49	20.42
Teacher/Professor	3	1.25	5	2.08	8	3.33
Lawyer/Magistrate	1	0.42	0		1	0.42
Any other	4	1.66	3	1.25	7	2.92
Sponsored or semi-govt.	2	0.83	0		2	0.83
Retired	1	0.42	1	0.42	2	0.83
N.A.	14	5.83	8	3.33	22	9.17
<b>Total</b>	<b>106</b>	<b>44.17</b>	<b>134</b>	<b>55.83</b>	<b>240</b>	<b>100.00</b>

Table 10

OCCUPATION OF MOTHERS OF PRIMARY SCHOOL  
 STUDENTS, DARJEELING SADAR SUB-DIVISION

Mothers' occupation	Boys' mother		Girls' mother		Total	
	n	%	n	%	n	%
Unemployed	2	0.83	5	2.08	7	2.92
Government service	3	1.25	14	5.83	17	7.08
Service - Non-government	8	3.33	0		8	3.33
Service - unspecified	4	1.66	11	4.58	15	6.25
Agriculture	0		0		0	
Business	1	0.42	0		1	0.42
Housewife	77	32.50	78	32.08	155	64.58
Teacher/Professor	5	2.08	14	5.83	19	7.92
Any other	1	0.42	2	0.83	3	1.25
N.A.	5	2.08	10	4.16	15	6.25
<b>Total</b>	<b>106</b>	<b>44.17</b>	<b>134</b>	<b>55.83</b>	<b>240</b>	<b>100.00</b>

Source : Data collected from the field investigations.

Tables 11 and 12

*EMOTIONAL RELATIONSHIP WITH FATHER AND MOTHER OF  
PRIMARY SCHOOL STUDENTS - DARJEELING SADAR SUB-DIVISION*

Emotional relationship with father	Boys		Girls		Total	
	n	%	n	%	n	%
No relation - Afraid	5	2.08	16	6.66	21	8.74
To great extent	19	7.92	11	4.58	30	12.50
Friendly & good relation	64	26.66	95	39.57	159	66.25
N.A.	18	7.50	12	5.00	26	10.33
<b>Total</b>	<b>106</b>	<b>44.17</b>	<b>134</b>	<b>55.89</b>	<b>240</b>	<b>100.00</b>

Emotional relationship with mother	Boys		Girls		Total	
	n	%	n	%	n	%
No relation - afraid	5	2.08	18	7.50	23	16.59
To great extent	19	7.92	13	5.41	32	13.33
Friendly & good relation	59	24.58	87	36.25	146	60.83
N.A.	23	9.58	16	6.67	39	16.25
<b>Total</b>	<b>106</b>	<b>44.17</b>	<b>134</b>	<b>55.89</b>	<b>240</b>	<b>100.00</b>

*Source : Data collected from the field investigation.*

Table 13

NO. OF PRIMARY SCHOOL STUDENTS (MALE AND FEMALE),  
PER FAMILY IN DARJEELING SADAR SUB-DIVISION

	Boys		Girls		Total	
	n	%	n	%	n	%
One	25	10.37	18	7.50	43	17.92
Two	18	7.50	35	14.58	53	22.08
Three	31	12.92	37	15.41	68	28.33
Four	15	6.25	24	10.00	39	16.29
Five	10	4.16	16	6.67	26	10.83
Six	3	1.25	2	0.83	5	2.08
Seven	0		1	0.42	1	0.42
Eight	2	0.83	0		2	0.83
Nine	1	0.42	0		1	0.42
Ten	0		1	0.42	1	0.42
N.A.	1	0.42	0		1	0.42
<b>Total</b>	<b>106</b>	<b>44.17</b>	<b>134</b>	<b>55.83</b>	<b>240</b>	<b>100.00</b>

Table 14

PERSONIFICATION OF THE HEAD OF THE FAMILY OF PRIMARY SCHOOL  
STUDENTS (MALE AND FEMALE) IN DARJEELING SADAR SUB-DIVISION

Head of the family	Boys		Girls		Total	
	n	%	n	%	n	%
Father	86	35.83	79	32.92	165	68.75
Mother	3	1.25	1	0.42	4	1.67
Grandfather	6	2.50	28	11.60	34	14.17
Grandmother	4	1.67	19	7.92	23	9.58
Sister	0		0		0	
Brother	0		0		0	
Uncle	4	1.66	6	2.50	10	4.16
Aunt	1	0.42	0		1	0.42
N.A.	2	0.82	1	0.42	3	1.25
<b>Total</b>	<b>106</b>	<b>44.17</b>	<b>134</b>	<b>55.83</b>	<b>240</b>	<b>100.00</b>

Source : Data collected from the field investigation.

*Table 15*  
**AMBITION AND AIM IN LIFE OF PRIMARY SCHOOL STUDENTS,  
 MALE AND FEMALE - DARJEELING SADAR SUB-DIVISION**

Ambition and aim	Boys		Girls		Total	
	n	%	n	%	n	%
No planning	3	1.25	7	2.92	10	4.16
Administrative job	24	10.00	8	3.33	32	13.38
Doctor	20	8.33	34	14.17	54	22.50
Engineer	12	5.00	1	0.42	13	5.42
Accountancy	0		0		0	
Teacher/Professor	14	5.83	50	20.83	64	26.66
Player/Singer/Dancer/Fine arts	0		2	0.83	2	0.83
White collar job	8	3.33	3	1.25	11	4.58
Business	3	1.25	0		3	1.25
Any other (besides 0-9)	16	6.67	24	10.00	40	16.66
N.A. or Non-specific	6	2.50	5	2.08	11	4.58
<b>Total</b>	<b>106</b>	<b>44.17</b>	<b>134</b>	<b>55.83</b>	<b>240</b>	<b>100.00</b>

*Source : Data collected from the field investigation.*

Table 16

*HOBBIES OF THE PRIMARY SCHOOL, STUDENTS (MALE AND FEMALE)  
(Table 16) AND CURRICULUM ACTIVITIES (Table 17) IN DARJEELING  
SADAR SUB-DIVISION*

Hobby in	Boys		Girls		Total	
	n	%	n	%	n	%
Coin collection	1	0.42	1	0.42	2	0.83
Stamp collection	11	4.58	16	6.67	27	11.25
Study or reading	28	11.66	40	16.67	68	28.33
Singing	6	2.50	8	3.33	14	5.83
Dancing	3	1.25	7	2.92	10	4.16
Games and sports	41	17.08	16	6.67	57	23.75
Instrumental music	0		2	0.83	2	0.83
Painting	6	2.50	8	3.33	14	5.83
All types	8	3.33	33	13.75	41	17.08
N.A. or Unidentified	2	0.83	3	1.25	5	2.08
<b>Total</b>	<b>106</b>	<b>44.17</b>	<b>134</b>	<b>55.83</b>	<b>240</b>	<b>100.00</b>

Table 17

<i>Interest in Co-curricular activities</i>	Boys		Girls		Total	
Games and Sports	60	25.00	45	18.75	105	43.75
Dramatics	4	1.66	5	2.08	9	3.75
Musical Concert	12	5.00	10	4.16	22	9.17
Debate	4	1.66	0		4	1.67
Study and Academic activities	5	2.08	1	0.42	6	2.50
Social Service	1	0.42	5	2.08	6	2.50
N.C.C.	0		0		0	
Any other	4	1.66	38	15.88	42	17.50
N.A. or Unidentified	16	6.67	30	12.50	46	19.17
<b>Total</b>	<b>106</b>	<b>44.17</b>	<b>134</b>	<b>55.83</b>	<b>240</b>	<b>100.00</b>

*Source : Data collected from the field investigation.*

Table 18  
*PREFERENCE TO THE SUBJECTS OF THE PRIMARY SCHOOL STUDENTS  
 IN DARJEELING SADAR SUB-DIVISION*

Subjects most preferred	Boys		Girls		Total	
	n	%	n	%	n	%
Vernacular Language	25	10.42	21	9.75	46	19.17
Social Science	9	3.75	40	16.66	49	20.42
Mathematics	12	5.00	23	9.58	35	12.50
Physical Education	22	9.27	11	4.58	33	13.58
Work Education	2	0.83	0		2	0.83
General Sc./Nature study	10	4.16	1	0.42	11	4.58
N.A. or Unidentified	14	5.83	13	5.42	27	11.25
	22	9.27	19	7.91	41	17.08
<b>Total</b>	<b>106</b>	<b>44.17</b>	<b>134</b>	<b>55.83</b>	<b>240</b>	<b>100.00</b>

Table 19  
*TUITION GIVEN AT HOME TO THE PRIMARY SCHOOL STUDENTS, MALE  
 AND FEMALE IN DARJEELING SADAR SUB-DIVISION*

Tutored by at home	Boys		Girls		Total	
	n	%	n	%	n	%
Father	32	13.33	30	12.50	62	25.83
Mother	1	0.42	30	12.50	31	12.08
Brother	10	4.16	8	3.33	18	7.50
Sister	5	2.08	13	5.42	18	7.50
Tutor	5	2.08	12	5.00	17	6.10
Uncle	4	1.66	7	2.92	11	4.58
Aunt	3	1.25	10	4.16	13	5.42
Both father and mother	7	2.92	3	1.25	10	4.16
None	35	14.58	16	6.67	51	21.25
N.A. or unidentified	4	1.66	5	2.08	9	3.75
<b>Total</b>	<b>106</b>	<b>44.17</b>	<b>134</b>	<b>55.83</b>	<b>240</b>	<b>100.00</b>

*Source : Data collected from the field investigation.*

*Table 1 : Distribution of Secondary and H.S.students(Male and Female)  
in terms of religion in Darjeeling, Kurseong and Kalimpong  
Sub-division.*

Darjeeling

Religion	Boys		Girls		Total	
	%	n	%	n	%	n
Hindu	16.61	98	43.56	257	60.17	355
Buddhist	10.85	64	22.20	131	33.05	195
Christian	2.20	13	2.20	13	4.41	26
Muslim	0.33	2	1.35	8	1.69	10
N.A.	0		0.68	4	0.68	4
<b>Total</b>	<b>30.00</b>	<b>177</b>	<b>70.00</b>	<b>413</b>	<b>100%</b>	<b>590</b>

Kurseong

Hindu	18.48	17	54.33	50	75.00	67
Buddhist	2.17	2	10.87	10	13.04	12
Christian	1.09	1	10.87	10	11.96	11
Muslim	0		2.17	2	2.17	2
N.A.	0		0		0	
<b>Total</b>	<b>21.74</b>	<b>20</b>	<b>78.26</b>	<b>72</b>	<b>100%</b>	<b>92</b>

Kalimpong

Hindu	40.48	51	26.98	34	67.46	85
Buddhist	7.14	9	7.14	9	14.27	18
Christian	7.94	10	8.73	11	16.67	21
Muslim	1.59	2	0		1.59	2
N.A.	0		0		0	
<b>Total</b>	<b>57.14</b>	<b>72</b>	<b>42.86</b>	<b>54</b>	<b>100%</b>	<b>126</b>

*Source : Data collected from the field investigation.*

Table 2 : Locality of Birth of Secondary and Higher Secondary level of students  
(Male and Female) in Darjeeling, Kurseong and Kalimpong  
Sub-divisions.

Darjeeling

Locality of birth	Boys		Girls		Total	
	%	n	%	n	%	n
Darjeeling	18.64	110	47.97	283	66.61	393
Kalimpong	0.16	1	2.20	13	2.37	14
Kurseong	0.68	4	0.85	5	1.53	9
Vicinity district within W.B.	0.51	3	2.03	12	2.54	15
W.B.besides 1-4	1.02	6	3.73	22	4.75	28
Sikkim	0.68	4	0.51	3	1.19	7
Other parts of India	3.90	23	5.25	31	9.15	54
Nepal	2.03	12	3.05	18	5.08	30
Bhutan	0.51	3	0.85	5	1.36	8
Any other locality	1.19	7	2.03	12	3.22	19
N.A.	0.68	4	1.53	9	2.20	13
<b>Total</b>	<b>30.00</b>	<b>117</b>	<b>70.00</b>	<b>413</b>	<b>100.00</b>	<b>590</b>

Kurseong

Darjeeling	3.26	3	6.52	6	9.78	9
Kalimpong	0		0		0	
Kurseong	8.70	8	63.04	58	71.74	66
Vicinity district within W.B.	3.26	3	1.09	1	4.35	4
W.B.besides 1-4	3.26	3	0		3.26	3
Sikkim	0		0		0	
Other parts of India	0		3.26	3	3.26	3
Nepal	1.09	1	1.09	1	2.17	2
Bhutan	1.09	1	3.26	3	4.35	4
Any other locality	1.09	1	0		1.09	1
N.A.	0		0		0	
<b>Total</b>	<b>21.74</b>	<b>20</b>	<b>78.26</b>	<b>72</b>	<b>100.00</b>	<b>92</b>

Table 2 contd.

*Kalimpong*

<i>Locality of birth</i>	<i>Boys</i>		<i>Girls</i>		<i>Total</i>	
	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>
Darjeeling	4.47	6	7.14	9	11.90	15
Kalimpong	46.03	58	22.22	28	68.25	86
Kurseong	0		0		0	
Vicinity district within W.B.	0.79	1	0		0.79	1
W.B. besides 1-4	0		3.97	5	3.97	5
Sikkim	2.38	3	0.79	1	3.17	4
Other parts of India	0.79	1	4.76	6	5.56	7
Nepal	2.38	3	0.79	1	3.17	4
Bhutan	0		2.38	3	2.38	3
Any other locality	0		0.79	1	0.79	1
N.A.	0		0		0	
<b>Total</b>	<b>57.14</b>	<b>72</b>	<b>42.86</b>	<b>54</b>	<b>100.00</b>	<b>126</b>

*Source : Data collected from the field investigation.*

Table 3 : Area of place of birth of Secondary and Higher Secondary students (Male and Female) in Darjeeling, Kurseong and Kalimpong sub-divisions

Darjeeling

Area of place of Birth	Boys		Girls		Total	
	%	n	%	n	%	n
Urban	20.00	118	54.44	333	76.44	451
Rurban	1.19	7	3.73	22	4.92	29
Rural	5.42	32	5.08	30	10.50	62
N.A.	3.39	20	4.75	28	8.14	48
Total	30.00	177	70.00	413	100.00	590

Kurseong

Urban	21.74	20	32.61	30	53.33	50
Rurban	0		8.70	8	8.70	8
Rural	0		29.35	27	29.35	27
N.A.	0		7.61	7	7.61	7
Total	21.74	20	78.26	72	100.00	92

Kalimpong

Urban	22.81	30	29.37	37	53.17	67
Rurban	6.35	8	2.38	3	8.73	11
Rural	21.43	27	8.73	11	30.16	38
N.A.	5.56	7	2.38	3	7.94	10
Total	57.14	72	42.86	54	100.00	126

Source : Data collected from the field investigation.

Table 4 : Distribution of Secondary and Higher Secondary level students (Male and Female) in terms of mother tongue in Darjeeling, Kurseong and Kalimpong sub-divisions.

Darjeeling

Mother tongue	Boys		Girls		Total	
	%	n	%	n	%	n
Nepali	16.44	97	40.68	240	57.11	337
Bengali	0.85	5	6.61	39	7.46	44
Hindi	2.88	17	5.59	33	8.47	50
English	0		0.33	2	0.33	2
Tibetan	6.10	36	11.86	70	17.97	106
Lepcha	0		0.33	2	0.33	2
Bhutanese	0		0.17	1	0.17	1
Urdu	0.33	2	1.19	7	1.53	9
N.A.	3.39	20	3.22	19	6.61	39
<b>Total</b>	<b>30.00</b>	<b>177</b>	<b>70.00</b>	<b>413</b>	<b>100.00</b>	<b>590</b>

Kurseong

Nepali	10.87	10	64.13	59	75.00	69
Bengali	7.61	7	1.09	1	8.70	8
Hindi	3.26	3	7.61	7	10.87	10
English	0		0		0	
Tibetan	0		2.17	2	2.17	2
Lepcha	0		1.09	1	1.09	1
Bhutanese	0		0		0	
Urdu	0		0		0	
N.A.	0		2.17	2	2.17	2
<b>Total</b>	<b>21.74</b>	<b>20</b>	<b>78.26</b>	<b>72</b>	<b>100.00</b>	<b>92</b>

Kalimpong

Nepali	46.83	59	32.54	41	79.36	100
Bengali	0.70	1	3.17	4	3.97	5
Hindi	5.56	7	4.76	6	10.32	13
English	0		0		0	
Tibetan	1.59	2	0.79	1	2.38	3
Lepcha	0.79	1	0.79	1	1.59	2
Bhutanese	0		0		0	
Urdu	0		0		0	
N.A.	2.88	3	0		2.38	3
<b>Total</b>	<b>57.14</b>	<b>72</b>	<b>42.86</b>	<b>54</b>	<b>100.00</b>	<b>126</b>

Source : Data collected from the field investigation.

Table 5 : Knowledge of other language except mother tongue of Secondary and H.S. Level students (male and female) in Darjeeling, Kurseong and Kalimpong Sub-division.

<i>Darjeeling</i>						
<i>Knowing other language</i>	<i>Boys</i>		<i>Girls</i>		<i>Total</i>	
	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>
Bengali	1.02	6	6.10	36	7.12	42
Hindi	2.20	13	12.03	71	14.24	84
English	18.81	111	20.68	122	39.49	233
Tibetan	0.33	2	0.17	1	0.51	3
Lepcha	0		0		0	
Bhutanese	0		0		0	
Nepali	5.59	33	16.95	100	22.54	133
N.A.	2.03	12	14.06	83	16.10	95
<b>Total</b>	<b>30.00</b>	<b>177</b>	<b>70.00</b>	<b>410</b>	<b>100.00</b>	<b>590</b>
<i>Kurseong</i>						
Bengali	0		11.96	11	11.96	11
Hindi	2.17	2	21.74	20	23.91	22
English	19.57	18	23.91	22	43.48	40
Tibetan	0		2.17	2	2.17	2
Lepcha	0		1.09	1	1.09	1
Bhutanese	0		0		0	
Nepali	0		9.78	9	9.78	9
N.A.	0		6.52	6	6.52	6
<b>Total</b>	<b>21.74</b>	<b>20</b>	<b>78.26</b>	<b>72</b>	<b>100.00</b>	<b>92</b>
<i>Kalimpong</i>						
Bengali	16.67	21	3.17	4	19.84	25
Hindi	11.90	15	10.33	13	22.22	28
English	11.90	15	9.52	12	21.43	27
Tibetan	1.59	2	0		1.59	2
Lepcha	0.79	1	0		0.79	1
Bhutanese	0		0		0	
Nepali	7.14	9	7.14	9	14.29	18
N.A.	7.14	9	12.69	16	19.84	25
<b>Total</b>	<b>57.14</b>	<b>72</b>	<b>42.86</b>	<b>54</b>	<b>100.00</b>	<b>126</b>

Source : Data collected from the field investigation.

Table 6 : Family composition of Secondary and Higher Secondary level students, (Male and Female) in Darjeeling, Kurseong and Kalimpong Sub-divisions.

Darjeeling

Composition of family	Boys		Girls		Total	
	%	n	%	n	%	n
Joint	11.19	66	17.63	104	28.81	170
Single	15.42	91	46.27	273	61.69	364
N.A.	3.39	20	6.10	36	4.49	56
Total	30.00	177	70.00	413	100.00	590

Kurseong

Joint	1.09	1	52.17	48	53.26	49
Single	20.65	19	26.09	24	46.74	43
N.A.	0		0		0	
Total	21.74	20	78.26	72	100.00	92

Kalimpong

Joint	38.09	48	12.69	16	50.79	64
Single	19.05	24	29.37	37	48.41	61
N.A.	0		0.79	1	0.79	1
Total	57.14	72	42.86	54	100.00	126

Source : Data collected from the field investigation.

Table 7 : Educational Qualifications of Fathers of Secondary and Higher Secondary students in Darjeeling, Kurseong and Kalimpong Sub-divisions.

Darjeeling

Fathers' educational qualifications	Boys		Girls		Total	
	%	n	%	n	%	n
Illiterate	3.22	19	3.22	19	6.44	38
Primary	1.36	8	2.54	15	3.90	23
Secondary	10.51	62	20.67	122	31.18	184
Higher Secondary	0.68	4	3.39	20	4.07	24
Graduate	3.22	19	17.12	101	20.34	120
Post-graduate	0.68	4	6.61	39	7.29	43
N.A.	10.34	61	16.44	97	26.78	158
Total	30.00	177	70.00	413	100.00	590

Kurseong

Illiterate	0		13.04	12	13.04	12
Primary	2.17	2	14.13	13	16.30	15
Secondary	2.27	2	24.00	23	27.17	25
Higher Secondary	1.09	1	7.60	7	8.69	8
Graduate	8.70	8	9.78	9	18.48	17
Post-graduate	7.61	7	4.35	4	11.96	11
N.A.	0		4.35	4	4.35	4
Total	21.74	20	78.26	72	100.00	92

Kalimpong

Illiterate	9.52	12	0.79	1	10.32	13
Primary	11.91	15	0		11.90	15
Secondary	18.26	23	2.38	3	19.05	24
Higher Secondary	3.97	5	0.79	1	4.76	6
Graduate	7.14	9	2.38	3	9.52	12
Post-graduate	3.17	4	0.79	1	3.97	5
N.A.	3.17	4	35.71	45	38.88	49
Total	57.14	72	42.86	54	100.00	126

Source : Data collected from the field investigations.

Table 8 : Educational Qualifications of mothers of Secondary and Higher Secondary school students in Darjeeling, Kurseong and Kalimpong Sub-divisions

Darjeeling

Mothers' educational qualifications	Boys		Girls		Total	
	%	n	%	n	%	n
Illiterate	7.46	44	10.00	59	17.46	103
Primary	0.68	4	5.09	30	5.77	34
Secondary	5.76	34	22.02	130	28.14	166
Higher Secondary	0.68	4	2.54	15	3.22	19
Graduate	1.01	6	6.78	40	7.80	46
Post-Graduate	0.33	2	2.88	17	3.22	19
N.A.	14.07	83	20.33	120	34.75	203
Total	30.00	177	70.00	413	100.00	590

Kurseong

Illiterate	1.09	1	15.22	14	16.67	15
Primary	2.17	2	15.22	14	17.38	16
Secondary	7.61	7	25.00	23	29.61	30
Higher Secondary	0		4.35	4	4.35	4
Graduate	4.35	4	8.70	8	13.04	12
Post-graduate	4.35	4	3.26	3	7.61	7
N.A.	2.17	2	6.52	6	8.69	8
Total	21.74	20	78.26	72	100%	92

Kalimpong

Illiterate	11.11	14	0.79	1	11.90	15
Primary	12.70	16	0		12.70	16
Secondary	18.25	23	2.38	3	20.63	26
Higher Secondary	3.17	4	0.79	1	3.97	5
Graduate	6.35	8	2.32	3	8.73	11
Post-graduate	2.38	3	0.79	1	3.17	4
N.A.	3.17	4	35.71	45	38.88	49
Total	57.14	72	42.86	54	100.00	126

Source : Data collected from the field investigation.

Table 9 : Occupation of fathers of Secondary and Higher Secondary level students of Darjeeling, Kurseong and Kalimpong Sub-divisions

Darjeeling

Fathers' occupations	Boys		Girls		Total	
	%	n	%	n	%	n
Unemployed	0.17	1	0.85	5	1.01	6
Govt. Service	5.28	31	22.03	130	27.29	161
Semi non-govt.service	7.04	41	13.90	82	19.94	123
Agriculture	2.88	17	1.69	10	4.58	27
Business	8.31	49	17.97	106	26.27	155
Teacher/Professor	0.68	4	3.55	21	4.24	25
Lawyer/Magistrate	0		0.33	2	0.33	2
Retired	0.68	4	2.03	12	2.71	16
Unspecified/N.A.	5.08	30	7.62	45	11.36	75
<b>Total</b>	<b>30.00</b>	<b>177</b>	<b>70.00</b>	<b>413</b>	<b>100%</b>	<b>490</b>

Kurseong

Unemployed	0		0		0	
Govt. Service	11.96	11	18.48	17	30.44	28
Semi non-govt.service	2.17	2	9.79	9	11.96	11
Agriculture	0		16.67	15	16.67	15
Business	4.35	4	15.22	14	19.57	18
Teacher/Professor	2.17	2	3.26	3	5.43	5
Lawyer/Magistrate	0		1.09	1	1.09	1
Retired	0		2.17	2	2.17	2
Unspecified/N.A.	1.09	1	11.95	11	12.04	12
<b>Total</b>	<b>21.74</b>	<b>20</b>	<b>48.26</b>	<b>72</b>	<b>100.00%</b>	<b>92</b>

Kalimpong

Unemployed	0		0		0	
Govt.service	13.49	17	5.56	7	19.05	24
Semi non-govt.service	7.13	9	8.72	11	15.85	20
Agriculture	11.90	15	3.97	5	15.87	20
Business	11.11	14	8.73	11	19.84	25
Teacher/Professor	2.38	3	5.56	7	7.94	10
Lawyer/Magistrate	0.79	1	0		0.79	1
Retired	1.59	2	3.97	5	5.56	7
Unspecific/N.A.	8.73	61	6.34	8	15.07	19
<b>Total</b>	<b>57.14</b>	<b>72</b>	<b>42.86</b>	<b>54</b>	<b>100.00</b>	<b>126</b>

Source : Data collected from the field investigation.

Table 10 : Occupation of Mother of Secondary and H.S.school students of Darjeeling, Kurseong and Kalimpong Sub-divisions.

<i>Darjeeling</i>						
<i>Mothers' occupation</i>	<i>Boys</i>		<i>Girls</i>		<i>Total</i>	
	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>
Unemployed	0		0		0	
Govt. Service	0.51	3	3.73	22	4.40	25
Service - Non-Govt.						
Semi-Govt.	2.04	12	5.08	28	7.12	40
Agriculture	0.17	1	0.33	2	0.50	3
Business	0.68	4	2.37	14	3.05	18
Housewife	24.92	147	52.88	312	17.80	459
Teacher/Professor	0.85	5	3.05	18	3.90	23
N.A.	0.85	5	1.19	17	2.04	12
<b>Total</b>	<b>30.00</b>	<b>177</b>	<b>70.00</b>	<b>413</b>	<b>100.00</b>	<b>590</b>
<i>Kurseong</i>						
Unemployed	0		0		0	
Govt. Service	0		2.17	2	2.17	2
Service - Non-Govt.						
Semi-Govt.	2.17	2	0		2.17	2
Agriculture	2.17	2	2.17	2	4.34	4
Business	0		0		0	
Housewife	14.13	13	47.92	61	62.05	74
Teacher/Professor	3.26	3	7.61	7	10.87	10
N.A.	0		0		0	
<b>Total</b>	<b>21.74</b>	<b>20</b>	<b>48.26</b>	<b>72</b>	<b>100.00</b>	<b>92</b>
<i>Kalimpong</i>						
Unemployed	0		0		0	
Govt. Service	1.59	2	0.79	1	2.38	3
Service Non-Govt.						
Semi-govt.	0		1.59	2	1.59	2
Agriculture	1.59	2	0		1.59	2
Business	0		2.38	3	2.38	3
Housewife	62.05	74	31.75	40	79.67	101
Teacher/Professor	10.87	10	3.97	5	7.53	12
N.A.	0		2.38	3	2.38	3
<b>Total</b>	<b>100.00</b>	<b>72</b>	<b>31.75</b>	<b>54</b>	<b>100.00</b>	<b>126</b>

Source : Data collected from the field investigation.

Table 11 : Emotional Relationship with father of Secondary and H.S. school students of Darjeeling, Kurseong and Kalimpong Sub-divisions

Darjeeling

Emotional relationship with father	Boys		Girls		Total	
	%	n	%	n	%	n
Indifferent	1.02	6		5		11
To a great extent	6.62	39	1.19	7	7.62	45
Very good relationship	18.14	107	56.10	331	74.24	438
Afraid - Not having good relation	1.53	9	3.22	19	4.75	28
N.A.	2.71	16	8.64	51	28.31	167
Total	30.00	177	70.00	413	100%	590

Kurseong

Indifferent	0		0		0	
To a great extent	2.17	2	1.09	1	0.51	3
Very good relationship	19.57	18		0	94.57	87
Afraid - Not having good relation	0		0		0	
N.A.	0		2.17	2	2.17	2
Total	21.74	20	78.26	72	100.00	92

Kalimpong

Indifferent		0	1.59	2	1.59	2
To a great extent	0.79	1		0	0.79	1
Very good relationship	54.76	69	41.26	52	96.03	121
Afraid - Not having good relation		0		0		0
N.A.	1.59	2		0	1.59	2
Total	57.14	72	42.86	54	100.00	126

Source : Data collected from the field investigation.

Table 12 : Emotional relationship with mothers of Secondary and H.S. school students of Darjeeling, Kurseong and Kalimpong sub-divisions

Darjeeling

Emotional relationship with mothers	Boys		Girls		Total	
	%	n	%	n	%	n
Indifferent	1.36	8	1.02	6	2.37	14
To a great extent	4.92	29	2.41	7	6.10	36
Very good and friendly relation	17.11	101	54.07	319	71.19	420
Afraid	2.41	7	2.54	15	3.73	22
N.A.	18.44	32	11.19	66	16.61	98
Total	30.00	177	70.00	413	100.00	590

Kurseong

Indifferent	0		0		0	
To a great extent	2.17	2	2.17	2	4.35	4
Very good and friendly relation	19.57	18	73.91	68	93.48	86
Afraid	0		0		0	
N.A.	0		2.17	2	2.17	2
Total	3.39	20	78.26	72	100%	92

Kalimpong

Indifferent	0		1.59	2	1.59	2
To a great extent	1.59	2	0		1.59	2
Very good & friendly relation	53.97	68	41.26	52	95.24	120
Afraid	0		0		0	
N.A.	1.59	2	0		1.59	2
Total	57.14	72	42.86	54	100%	126

Source : Data collected from the field investigation.

Table 13 : No. of Secondary and H.S. level students (Male and Female) per family  
in Darjeeling, Kurseong and Kalimpong sub-divisions

Darjeeling

No. of students in the family	Boys		Girls		Total	
	%	n	%	n	%	n
One	1.36	8	8.14	48	9.32	55
Two	6.10	36	19.49	115	25.59	151
Three	6.78	40	15.93	94	22.71	134
Four	6.44	38	12.37	73	18.81	111
Five	4.24	25	7.80	46	12.03	71
Six	3.05	18	2.54	15	5.59	33
Seven	0.68	4	1.19	7	1.86	11
Eight	0		0.85	5	0.85	5
Nine	0		0		0	
Ten	0		0.17	1	0.17	1
N.A.	1.36	8	1.53	9	2.88	17
<b>Total</b>	<b>30.00</b>	<b>177</b>	<b>70.00</b>	<b>413</b>	<b>100%</b>	<b>590</b>

Kurseong

One	4.35	4	6.52	6		10
Two	10.87	10	17.39	16	28.26	26
Three	3.26	3	19.57	18		21
Four	2.17	2	16.67	15		17
Five	0		13.04	12		12
Six	1.09	1	3.26	3		4
Seven	0		1.09	1		1
Eight	0		0			0
Nine	0		0			0
Ten	0		0			0
N.A.	0		1.09	1	1.09	1
<b>Total</b>	<b>21.74</b>	<b>20</b>	<b>78.26</b>	<b>72</b>	<b>100%</b>	<b>92</b>

Table contd....

No. of students of the family	Boys		Girls		Total	
	%	n	%	n	%	n
One	4.76	6	0	0	4.76	6
Two	12.69	16	3.17	4	15.87	20
Three	14.29	18	15.87	20	30.16	38
Four	11.90	15	14.29	18	26.19	33
Five	9.52	12	6.35	8	15.87	20
Six	2.38	3	2.38	3	4.76	6
Seven	0.79	1	0.79	1	1.59	2
Eight		0		0		0
Nine		0		0		0
Ten		0		0		0
N.A.	0.79	1	0	0	0.79	1
<b>Total</b>	<b>57.14</b>	<b>72</b>	<b>42.86</b>	<b>54</b>	<b>100%</b>	<b>126</b>

*Source : Data collected from the field investigation.*

Table 14 : Personification of the Head of the family of Secondary and H.S. level school students (Male and Female) in Darjeeling, Kurseong and Kalimpong sub-divisions

<i>Darjeeling</i>						
Head of the Family	Boys		Girls		Total	
	%	n	%	n	%	n
Father	24.07	142	54.75	323	78.81	465
Mother	1.86	11	3.08	18	4.92	29
Grandfather	1.36	8	5.59	33	6.95	41
Grandmother	0.68	4	2.20	13	2.88	17
Sister	0.17	1	0.34	2	0.51	3
Brother	0		1.02	6	1.02	6
Uncle	1.02	6	1.02	6	2.03	12
Aunt	0.17	1	0.17	1	0.34	2
N.A.	0.68	4	1.86	11	2.54	15
<b>Total</b>	<b>30.00</b>	<b>177</b>	<b>70.00</b>	<b>413</b>	<b>100%</b>	<b>590</b>
<i>Kurseong</i>						
Father	20.65	14	66.30	61	86.96	80
Mother	0		4.35	4	4.35	4
Grandfather	0		5.43	5	5.43	5
Grandmother	109	1	2.17	3	3.26	8
Sister	0		0		0	
Brother	0		0		0	
Uncle	0		0		0	
Aunt	0		0		0	
N.A.	0		0		0	
<b>Total</b>	<b>21.74</b>	<b>20</b>	<b>78.26</b>	<b>72</b>	<b>100.00</b>	<b>92</b>
<i>Kalimpong</i>						
Father	48.41	61	35.71	45	84.12	106
Mother	3.17	4	4.76	6	7.94	10
Grandfather	3.97	5	1.59	2	5.56	7
Grandmother	1.59	2	0		1.59	2
Sister	0		0		0	
Brother	0		0		0	
Uncle	0		0		0	
Aunt	0		0.79	1	0.79	1
N.A.	0		0		0	
<b>Total</b>	<b>57.14</b>	<b>72</b>	<b>42.86</b>	<b>54</b>	<b>100.00</b>	<b>126</b>

Source : Data collected from the field investigation.

Table 15 : Ambitions and Aims in life of Secondary and H.S.level school students  
(Male and Female) of Darjeeling, Kurseong and Kalimpong Sub-divisions.

<i>Darjeeling</i>						
<i>Ambition &amp; Aim in life</i>	<i>Boys</i>		<i>Girls</i>		<i>Total</i>	
	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>
No Planning	1.36	8	1.86	11	3.22	19
Job- Administrative	5.42	32	3.39	20	8.81	52
Doctor	7.29	43	18.13	107	25.42	150
Engineer	2.88	17	1.02	6	3.88	23
Accountancy	0.34	2	0		0.34	2
Teacher/Prof.	5.59	33	17.29	102	22.88	135
Singer/Dancer/ Finearts/Player	1.19	7	1.69	10	2.89	17
White collar job	0.34	2	1.52	9	1.86	11
Business	1.69	10	0.68	4	2.37	14
N.A.	3.89	23	24.49	144	28.31	167
<b>Total</b>	<b>30.00</b>	<b>177</b>	<b>70.00</b>	<b>413</b>	<b>100%</b>	<b>590</b>
<i>Kurseong</i>						
No Planning	1.09	1	2.17	2	3.26	3
Job- Administrative	1.09	1	25.00	28	26.09	24
Doctor	5.43	5	10.37	10	16.67	15
Engineer	9.78	9	5.43	5	15.22	14
Accountancy	0		1.09	1	1.09	1
Teacher/Prof.	0		11.74	20	21.74	20
Singer/Dancer/ Fine-arts/Player	0		1.09	1	1.09	1
White collar job	1.09	1	0		1.09	1
Business	2.17	2	7.61	7	9.78	9
N.A.	1.09	1	3.26	3	4.35	4
<b>Total</b>	<b>21.74</b>	<b>20</b>	<b>78.26</b>	<b>72</b>	<b>100.00%</b>	<b>92</b>
<i>Kalimpong</i>						
No Planning	1.59	2	0		1.59	2
Job-Administrative	18.25	23	5.56	7	23.81	30
Doctor	7.94	10	7.94	10	15.87	20
Engineer	3.97	5	3.97	5	6.35	8
Accountancy	0.79	1	0		0.79	1
Teacher/Prof.	7.94	10	5.56	7	13.49	17
Singer/Dancer/ Fine-arts/Player	0.79	1	0		0.79	1
White collar job	0		0		0	
Business	11.11	14	15.08	19	26.19	33
N.A.	2.38	3	6.35	8	8.73	11
<b>Total</b>	<b>57.14</b>	<b>72</b>	<b>42.86</b>	<b>54</b>	<b>100%</b>	<b>126</b>

Source : Data collected from the field investigation.

Table 16 : Hobbies of the Secondary and H.S.school students(Male and Female) of Darjeeling, Kurseong and Kalimpong sub-divisions

<u>Darjeeling</u>						
Hobbies in	Boys		Girls		Total	
	%	n	%	n	%	n
Coin collection	1.36	8	2.88	17	4.40	25
Stamp collection	3.90	23	10.00	59	13.90	82
Study or reading	3.39	20	10.51	62	13.90	82
Singing	3.39	20	8.81	52	12.20	72
Dancing	0.51	3	6.27	37	6.78	40
Games & Sports	9.66	57	4.49	56	19.15	113
Instrumental music	1.53	9	2.03	12	3.56	21
Painting	2.37	14	1.86	11	4.24	25
Social Service	0.17	1	0.51	3	0.68	4
N.A.	3.73	22	17.63	104		226
<b>Total</b>	<b>30.00</b>	<b>177</b>	<b>70.00</b>	<b>413</b>	<b>100%</b>	<b>590</b>
<u>Kurseong</u>						
Coin collection	1.09	1	2.17	2	3.26	3
Stamp collection	1.09	1	15.22	14	29.35	27
Study or reading	4.35	4	4.35	4	8.70	8
Singing	0		1.09	1	0	
Dancing	0		1.09	1	1.09	1
Games & Sports	14.13	13	31.52	29	32.61	30
Instrumental Music	0		5.43	5	5.43	5
Painting	0		2.17	2	2.17	2
Social Service	1.09	1	11.96	11	13.04	12
N.A.	0		3.26	3	3.26	3
<b>Total</b>	<b>21.74</b>	<b>20</b>	<b>78.26</b>	<b>72</b>	<b>100%</b>	<b>92</b>
<u>Kalimpong</u>						
Coin collection	1.59	2	4.76	6	6.35	8
Stamp collection	11.11	14	11.11	14	22.22	28
Study or reading	3.17	4	1.59	2	4.76	6
Singing	0.79	1	3.17	4	3.97	5
Dancing	0		3.17	4	3.17	4
Games & Sports	23.02	29	1.59	2	24.60	31
Instrumental Music	3.97	6	5.56	7	9.52	13
Painting	1.59	2	0.79	1	2.38	3
Social service	9.52	12	10.32	13	19.85	25
N.A.	2.38	3	0.79	1	3.17	4
<b>Total</b>	<b>57.14</b>	<b>72</b>	<b>42.86</b>	<b>54</b>	<b>100%</b>	<b>126</b>

Source : Data collected from the field investigation.

Table 17 : Co-curricular activities of Secondary and H.S.school students (Male and Female) in Darjeeling, Kurseong and Kalimpong Sub-divisions.

	Boys		Girls		Total	
	%	n	%	n	%	n
<i>Darjeeling</i>						
Games & Sports	17.97	106	34.07	201	52.03	307
Dramatics	3.05	18	5.59	33	8.67	51
Musical concert	1.87	11	9.15	54	11.02	65
Debate	1.36	8	1.36	8	2.71	16
Study & academic activities	0.51	3	2.88	17	3.39	20
Social service	1.36	8	2.20	13	3.56	21
N.C.C.	1.02	6	0.69	10	2.71	16
N.A.	2.88	17	13.05	77	15.93	94
<b>Total</b>	<b>30.00</b>	<b>177</b>	<b>70.00</b>	<b>413</b>	<b>100.00%</b>	<b>590</b>
<i>Kurseong</i>						
Games & Sports	5.43	5	45.65	42	51.09	47
Dramatics	1.09	1	3.26	3	4.35	4
Musical concert	2.17	2	3.26	3	5.43	5
Debate	1.09	1	2.17	2	3.26	3
Study & academic activities	0		0		0	
Social service	4.35	4	1.09	1	5.43	5
N.C.C.	2.17	2	21.74	20	23.91	22
N.A.	5.43	5	1.09	1	6.12	6
<b>Total</b>	<b>21.74</b>	<b>20</b>	<b>73.26</b>	<b>72</b>	<b>100.00%</b>	<b>92</b>
<i>Kalimpong</i>						
Games & Sports	33.33	42	20.63	26	53.97	68
Dramatics	2.38	3	1.59	2	73.97	5
Musical concert	2.38	3	5.56	7	7.94	10
Debate	1.59	2	0.79	1	2.38	3
Study & academic activities	0		0		0	
Social service	1.59	2	6.35	8	7.94	10
N.C.C.	15.87	20	6.35	8	22.22	28
N.A.	0		1.59	2	1.59	2
<b>Total</b>	<b>54.14</b>	<b>72</b>	<b>42.86</b>	<b>54</b>	<b>100%</b>	<b>126</b>

Source : Data collected from the field investigation.

Table 18 : Preference to the subjects of the Secondary and H.S. school students  
(male and female) in Darjeeling, Kurseong and Kalimpong sub-divisions

<i>Darjeeling</i>						
<i>Subjects preferred</i>	<i>Boys</i>		<i>Girls</i>		<i>Total</i>	
	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>
Vernacular	2.88	17	7.97	47	10.88	64
Language	3.56	21	11.59	68	15.08	89
Social service	6.61	39	10.51	62	17.12	101
Earth science	1.36	8	2.54	15	3.90	23
Life science	1.19	7	7.97	47	9.15	54
Physical Science	0.85	5	2.20	13	3.05	18
Mathematics & Computer	6.44	38	11.19	66	17.63	104
Physical Education	0.34	2	0.68	4	1.02	6
Work Education	0.85	5	2.37	14	3.22	19
General Science	4.07	24	11.02	65	15.08	89
N.A.	1.86	11	2.03	12	3.90	23
<b>Total</b>	<b>30.00</b>	<b>177</b>	<b>70.00</b>	<b>413</b>	<b>100.00</b>	<b>590</b>
<i>Kurseong</i>						
Vernacular	1.09	1	8.70	8	9.78	9
Language	0		1.09	1	1.09	1
Social science	3.26	3	3.26	3	6.52	6
Earth science	1.09	1	10.87	10	11.96	11
Life science	0		8.70	8	8.70	8
Physical science	2.17	2	3.26	3	5.43	5
Mathematics & Computer	4.35	4	18.43	17	22.83	21
Physical Education	0		0		0	
Work Education	0		0		0	
General Science	9.78	9	22.83	21	32.61	30
N.A.	0		1.09	1	1.09	1
<b>Total</b>	<b>21.74</b>	<b>20</b>	<b>78.26</b>	<b>72</b>	<b>100%</b>	<b>92</b>

Table contd....

*Kalimpong*

Vernacular	6.35	8	5.56	7	11.90	15
Language	0.79	1	3.17	4	3.97	5
Social Science	2.38	3	3.97	5	6.35	8
Earth Science	0		3.97	5	3.97	5
Life Science	8.73	11	6.37	8	15.08	19
Physical Science	6.35	8	3.17	4	9.52	12
Math.& Computer	10.32	13	7.94	10	18.25	23
Physical edn.	5.56	7	0		5.56	7
Work education	0		0		0	
General Science	16.67	21	8.73	11	25.39	32
N.A.	0		0		0	
<b>Total</b>	<b>57.14</b>	<b>72</b>	<b>42.36</b>	<b>54</b>	<b>100.00</b>	<b>126</b>

*Source : Data collected from the field investigation.*

Table 19 : Tuition given at Home to the Secondary & H.S. school students  
(Male and Female) in Darjeeling, Kurseong and Kalimpong sub-division

Tutored at home	Boys		Girls		Total	
	%	n	%	n	%	n
<i>Darjeeling</i>						
Exclusively by father	5.42	32	12.71	75	18.14	107
Exclusively by mother	0.34	2	4.71	26	4.75	28
Father & Mother both	1.53	9	6.27	37	8.31	49
Brother	2.03	12	4.92	29	6.78	40
Sister	1.86	11	5.08	30	6.27	37
Tutor	1.19	7	2.37	14	3.56	21
Uncle	1.36	8	4.07	24	4.75	28
Aunt	0.68	4	6.10	36	7.63	45
None	11.36	67	18.47	109	29.83	176
N.A.	4.24	25	5.59	33	9.83	58
<b>Total</b>	<b>30.00</b>	<b>177</b>	<b>70.00</b>	<b>413</b>	<b>100.00</b>	<b>590</b>
<i>Kurseong</i>						
Exclusively by father	5.43	5	1.09	1	6.52	5
Exclusively by mother	5.43	5	7.61	7	13.04	12
Father & Mother both	0		2.17	2	2.17	2
Brother	0		14.13	13	14.13	13
Sister	1.09	1	9.78	9	10.87	10
Tutor	0		2.17	2	2.17	2
Uncle	0		0		0	
Aunt	6.52	6	0		6.52	6
None	7.61	7	42.39	39	50.00	46
N.A.	0		0		0	
<b>Total</b>	<b>21.74</b>	<b>20</b>	<b>78.26</b>	<b>72</b>	<b>100.00</b>	<b>92</b>
<i>Kalimpong</i>						
Exclusively by father	7.14	9	1.59	2	7.80	11
Exclusively by mother		0	3.17	4	3.17	4
Father & Mother both	7.14	9	2.38	3	9.52	12
Brother	2.38	3		0	2.38	3
Sister	1.58	2	1.59	2	5.17	4
Tutor		0		0		0
Uncle		0		0		0
Aunt		0		0		0
None	34.92	44	34.13	43	69.04	87
N.A.	3.96	5		0	3.96	5
<b>Total</b>	<b>57.14</b>	<b>72</b>	<b>42.86</b>	<b>54</b>	<b>100%</b>	<b>126</b>

Source : Data collected from the field investigation.

*Table 1 : Sexwise distribution of College level students in terms of Religion in Darjeeling, Kurseong and Kalimpong Sub-divisions.*

Darjeeling

Religion	Boys		Girls		Total	
	%	n	%	n	%	n
Hindu	21.29	53	32.53	81	53.82	134
Buddhists	6.83	17	18.47	46	25.30	63
Christian	0.80	2	10.84	27	11.65	29
Muslim	6.83	17	1.61	4	8.43	21
N.A.	0		0.80	2	0.80	2
<b>Total</b>	<b>35.74</b>	<b>89</b>	<b>54.26</b>	<b>160</b>	<b>100.00</b>	<b>249</b>

Kurseong

Hindu	37.93	22	31.03	18	68.97	40
Buddhists	8.62	5	6.90	4	15.52	9
Christian	6.90	4	3.45	2	10.34	6
Muslim	3.45	2	0		3.45	2
N.A.	1.72	1	0		1.72	1
<b>Total</b>	<b>58.68</b>	<b>34</b>	<b>41.38</b>	<b>24</b>	<b>100.00</b>	<b>58</b>

Kalimpong

Hindu	40.74	22	18.52	10	59.25	32
Buddhists	9.26	5	5.55	3	14.81	8
Christian	12.96	7	3.70	2	16.67	9
Muslim	1.85	1	1.85	1	3.70	2
N.A.	0		5.55	3	5.55	3
<b>Total</b>	<b>64.81</b>	<b>35</b>	<b>35.18</b>	<b>19</b>	<b>100.00</b>	<b>54</b>

*Source : Data collected from the field investigation.*

Table 2 : Locality of birth of College level students (male and female) in Darjeeling, Kurseong and Kalimpong

Locality of birth	Boys		Girls		Total	
	%	n	%	n	%	n
<i>Darjeeling</i>						
Darjeeling	22.49	56	42.97	107	65.46	163
Kalimpong	1.20	3	4.02	10	5.22	13
Kurseong	0.80	2	0		0.80	2
Vicinity district with W.B.	0		1.20	3	1.20	3
West Bengal besides 1-4	8.84	22	3.21	8	12.05	30
Sikkim	0.40	1	0.80	2	1.20	3
Other parts of India	1.20	3	8.03	20	9.24	23
Nepal	0		0.40	1	0.40	1
Bhutan	0		0.80	2	0.80	2
N.A.	0.80	2	2.81	7	3.61	9
<b>Total</b>	<b>35.74</b>	<b>89</b>	<b>64.26</b>	<b>160</b>	<b>100.00</b>	<b>249</b>
<i>Kurseong</i>						
Darjeeling	12.07	7	6.90	4	18.97	11
Kalimpong	1.72	1	0		1.72	1
Kurseong	24.14	14	24.14	14	48.28	28
Vicinity district with W.B.	0		0		0	
West Bengal besides 1-4	6.90	4	1.72	1	8.62	5
Sikkim	0		0		0	
Other parts of India	3.45	2	3.45	2	6.90	4
Nepal	5.17	3	1.72	1	6.90	4
Bhutan	0		1.72	1	1.72	1
N.A.	5.17	3	1.72	1	6.90	4
<b>Total</b>	<b>58.62</b>	<b>34</b>	<b>41.38</b>	<b>24</b>	<b>100.00</b>	<b>58</b>
<i>Kalimpong</i>						
Darjeeling	11.11	6	3.70	2	14.81	8
Kalimpong	38.88	21	18.52	10	57.41	31
Kurseong	0		0		0	
Vicinity district with W.B.	0		0		0	
West Bengal besides 1-4	3.70	2	5.55	3	9.26	5
Sikkim	1.85	1	0		1.85	1
Other parts of India	7.41	4	5.55	3	12.96	7
Nepal	1.85	1	0		1.85	1
Bhutan	0		1.85	1	1.85	1
N.A.	0		0		0	
<b>Total</b>	<b>64.81</b>	<b>35</b>	<b>35.20</b>	<b>10</b>	<b>100.00</b>	<b>54</b>

Source : Data collected from the field investigation.

*Table 3 : Area of place of Birth of Male and Female students of College level in Darjeeling, Kurseong and Kalimpong*

Darjeeling

Area	Boys		Girls		Total	
	%	n	%	n	%	n
Urban	14.46	36	49.00	122	63.45	158
Rurban	17.27	43	6.43	16	23.69	59
Rural	3.21	8	6.43	16	9.64	24
N.A.	0.80	2	2.41	6	3.21	8
Total	35.74	89	64.26	160	100.00	249

Kurseong

Urban	32.76	19	15.50	9	48.27	28
Rurban	6.90	4	5.17	3	12.07	7
Rural	8.62	5	17.24	10	25.86	15
N.A.	10.34	6	3.45	2	13.79	8
Total	58.62	34	41.38	58	100.00	58

Kalimpong

Urban	24.07	13	20.37	11	44.44	24
Rurban	16.67	9	5.55	3	22.22	12
Rural	22.22	12	7.41	4	29.63	16
N.A.	1.85	1	1.85	1	3.70	2
Total	64.81	35	35.20	19	100.00	54

*Source : Data collected from the field investigation.*

Table 4 : Distribution of College level students (male and female) in terms of mother tongue in Darjeeling, Kurseong and Kalimpong sub-divisions

Darjeeling

Mother tongue	Boys		Girls		Total	
	%	n	%	n	%	n
Nepali	23.29	58	34.54	86	57.83	144
Bengali	9.64	24	5.22	13	14.86	37
Hindi	2.00	5	6.43	16	6.83	14
English	0		2.41	6	2.41	6
Tibetan	0		7.63	19	7.63	19
Lepcha	0.40	1	0		0.40	1
Bhutanese	0.40	1	1.20	3	1.61	4
Urdu	0		0		0	
N.A.	0		6.33	17	8.43	21
<b>Total</b>	<b>35.74</b>	<b>89</b>	<b>64.26</b>	<b>160</b>	<b>100.00</b>	<b>249</b>

Kurseong

Nepali	41.38	24	32.76	19	74.14	43
Bengali	1.72	1	0		1.72	1
Hindi	3.45	2	1.72	1	5.17	3
English	0		0		0	
Tibetan	3.45	2	3.43	2	6.90	4
Lepcha	0		0		0	
Bhutanese	1.72	0	0		1.72	1
Urdu	3.45	2	0		3.45	2
N.A.	3.45	2	3.45	2	6.90	4
<b>Total</b>	<b>58.62</b>	<b>34</b>	<b>41.38</b>	<b>24</b>	<b>100.00</b>	<b>58</b>

Kalimpong

Nepali	53.70	29	12.96	7	36.67	36
Bengali	1.85	1	0		1.85	1
Hindi	3.70	2	3.70	2	7.41	4
English	0		0		0	
Tibetan	1.85	1	1.85	1	3.70	2
Lepcha	0		1.85	1	1.85	1
Bhutanese	0		0		0	
Urdu	0		1.85	1	1.85	1
N.A.	3.70	2	12.96	7	16.67	9
<b>Total</b>	<b>64.81</b>	<b>35</b>	<b>35.20</b>	<b>19</b>	<b>100.00</b>	<b>54</b>

Source : Data collected from the field investigation.

Table 5 : Knowledge of other language except mother tongue of College level students (male and female) in Darjeeling, Kurseong and Kalimpong

Darjeeling

Other language known	Boys		Girls		Total	
	%	n	%	n	%	n
Bengali	6.02	15	13.65	34	19.68	49
Hindi	7.63	19	8.03	20	15.66	39
English	16.87	42	15.26	38	32.13	80
Tibetan	0.40	1	2.00	5	2.41	6
Lepcha	0		0		0	
Bhutanese	0.40	1	0		0.40	1
Nepali	4.02	10	23.29	58	27.31	68
Not known	0.40	1	0		0.40	1
N.A.	0		2.00	5	2.00	5
<b>Total</b>	<b>35.74</b>	<b>89</b>	<b>64.26</b>	<b>160</b>	<b>100.00</b>	<b>249</b>

Kurseong

Bengali	10.34	6	8.62	5	18.96	11
Hindi	13.79	8	20.69	12	34.48	20
English	15.52	9	24.14	14	39.66	23
Tibetan	1.72	1	0		1.72	1
Lepcha	0		0		0	
Bhutanese	0		0		0	
Nepali	12.07	7	5.17	3	17.24	10
Not known	0		0		0	
N.A.	5.17	3	0		5.17	3
<b>Total</b>	<b>58.62</b>	<b>34</b>	<b>41.38</b>	<b>24</b>	<b>100.00</b>	<b>58</b>

Kalimpong

Bengali	14.81	8	7.40	4	22.22	12
Hindi	12.96	7	9.26	5	22.22	12
English	11.11	6	11.11	6	22.22	12
Tibetan	0		0		0	
Lepcha	1.85	1	0		1.85	1
Bhutanese	0		0		0	
Nepali	7.41	4	7.41	4	14.81	8
Not known	0		0		0	
N.A.	16.67	9	0		16.67	9
<b>Total</b>	<b>64.81</b>	<b>35</b>	<b>35.20</b>	<b>19</b>	<b>100.00</b>	<b>54</b>

Source : Data collected from the field investigation.

Table 6 : Family composition of College level students (male and female) in Darjeeling, Kurseong and Kalimpong

Darjeeling

	Boys		Girls		Total	
	%	n	%	n	%	n
Joint	20.08	50	19.68	49	39.76	99
Single	15.66	39	43.78	109	59.44	148
N.A.	0		0.80	2	0.80	2
Total	35.74	89	64.26	160	100.00	249

Kurseong

Joint	27.59	16	8.62	5	36.21	21
Single	31.03	18	32.75	19	63.79	37
N.A.	0		0		0	
Total	58.62	34	41.38	24	100.00	58

Kalimpong

Joint	25.92	14	12.96	7	38.88	21
Single	38.88	21	22.22	12	61.11	33
N.A.	0		0		0	
Total	64.81	35	35.20	19	100.00	54

Source : Data collected from the field investigation.

Table 7 : Qualification of fathers of College level students in Darjeeling, Kurseong and Kalimpong.

Darjeeling

Fathers' educational qualifications	Boys		Girls		Total	
	%	n	%	n	%	n
Illiterate	3.21	8	3.61	9	6.83	17
Primary	3.21	8	0.80	2	4.01	10
Secondary	14.86	37	12.85	32	27.71	69
Higher Secondary	1.61	4	5.22	13	6.83	17
Graduate	2.40	6	26.50	66	28.91	72
Post-graduate	1.61	4	4.82	12	6.43	16
Literate	1.20	3	1.61	4	2.81	7
Non-specific N.A.	6.83	17	8.84	22	16.47	41
Total	35.74	89	64.26	160	100.00	249

Kurseong

Illiterate	1.72	1	0		1.72	1
Primary	0		0		0	
Secondary	25.86	15	8.62	5	34.48	20
Higher Secondary	6.90	4	5.17	3	12.07	7
Graduate	10.34	6	15.52	9	25.86	15
Post-graduate	3.45	2	3.45	2	6.90	4
Literate	0		0		0	
Nob-specific N.A.	10.34	6	8.62	5	18.96	11
Total	58.62	34	41.38	24	100.00	58

Kalimpong

Illiterate	12.96	7	1.85	1	14.81	8
Primary	3.70	2	0		3.70	2
Secondary	25.92	14	14.81	8	40.74	22
Higher Secondary	3.70	2	5.55	3	9.26	5
Graduate	7.41	4	11.11	6	18.52	10
Post-Graduate	3.70	2	1.85	1	5.55	3
Literate	0		0		0	
Non-specific N.A.	7.41	4	0		7.41	4
Total	64.81	35	35.20	19	100.00	54

Source : Data collected from the field investigation.

*Table 8 : Qualification of mothers of College level students in Darjeeling, Kurseong and Kalimpong Sub-divisions. Darjeeling*

<i>Education of Mother</i>	<i>Boys</i>		<i>Girls</i>		<i>Total</i>	
	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>
Illiterate	0.40	1	0.40	1	0.80	2
Literate	21.69	54	7.63	19	33.33	83
Primary	0.40	1	1.60	4	2.01	5
Secondary	1.60	4	2.81	7	4.41	11
Higher Secondary	1.20	3	4.42	11	5.62	14
Graduate	2.81	7	36.95	92	39.76	99
Post-Graduate	4.02	10	2.00	5	6.02	15
N.A.	3.61	9	8.43	21	12.05	30
<b>Total</b>	<b>35.74</b>	<b>89</b>	<b>64.26</b>	<b>160</b>	<b>100.00</b>	<b>249</b>

*Kurseong*

Illiterate	1.72	1	0		1.72	1
Literate	0		0		0	
Primary	0		0		0	
Secondary	27.58	16	12.07	7	39.65	23
Higher Secondary	3.45	2	8.62	5	12.07	7
Graduate	10.34	6	10.34	6	20.69	12
Post-graduate	3.45	2	3.45	2	6.90	4
N.A.	12.07	7	6.89	4	18.96	11
<b>Total</b>	<b>58.62</b>	<b>34</b>	<b>41.38</b>	<b>24</b>	<b>100.00</b>	<b>58</b>

*Kalimpong*

Illiterate	12.96	7	1.85	1	14.81	8
Literate	0		0		0	
Primary	7.40	4	0		7.40	4
Secondary	25.92	14	20.36	11	46.30	25
Higher Secondary	1.85	1	5.55	3	7.41	4
Graduate	5.55	3	5.55	3	11.11	6
Post-graduate	0		1.85	1	1.85	1
N.A.	11.11	6	0		11.11	6
<b>Total</b>	<b>64.81</b>	<b>35</b>	<b>35.20</b>	<b>19</b>	<b>100.00</b>	<b>54</b>

*Source : Data collected from the field investigation.*

Table 9 : Occupation of Fathers of College level students(male and female) in Darjeeling, Kurseong and Kalimpong sub-division

Darjeeling

Fathers' occupation	Boys		Girls		Total	
	%	n	%	n	%	n
Unemployed	0.40	1	0		0.40	1
Govt. service	3.61	9	15.66	39	19.28	48
Service-Non-government or semi-government	0.40	1	4.01	10	4.42	11
Agriculture	8.84	22	0.80	2	9.64	24
Business	2.41	6	20.88	52	23.29	58
Teacher/Professor	4.42	11	2.00	5	6.48	16
Retired	6.02	15	3.61	9	9.64	24
Lawyer & Magistrate	0		2.00	5	2.00	5
Unspecified or N.A.	9.64	24	15.26	38	24.90	62
<b>Total</b>	<b>35.75</b>	<b>89</b>	<b>64.26</b>	<b>160</b>	<b>100.00</b>	<b>249</b>

Kurseong

Unemployed	1.72	1	1.72	1	3.45	2
Govt. Service	8.62	5	13.79	8	22.41	13
Service-non-Govt. or Semi-govt.	3.45	2	1.72	1	5.17	3
Agriculture	0		1.72	1	1.72	1
Business	22.41	13	8.62	5	31.03	18
Teacher/Professor	0		3.45	2	4.42	2
Retired	10.34	6	10.34	6	20.69	12
Lawyer and Magistrate	0		0		0	
Unspecified or N.A.	12.07	7	0		12.07	7
<b>Total</b>	<b>58.62</b>	<b>34</b>	<b>41.38</b>	<b>24</b>	<b>100.00</b>	<b>58</b>

Kalimpong

Unemployed	1.85	1	3.70	2	5.55	3
Govt. service	14.81	8	7.41	4	22.22	12
Service-non-govt. or semi-govt.	0		1.85	1	1.85	1
Agriculture	12.96	7	1.85	1	14.81	8
Business	7.41	4	14.81	8	22.22	12
Teacher/Professor	3.70	2	3.70	2	7.41	4
Retired	12.96	7	1.85	1	1.85	8
Lawyer & Magistrate	0		0		0	
Unspecified or N.A.	11.10	6	0		11.10	6
<b>Total</b>	<b>64.81</b>	<b>35</b>	<b>35.20</b>	<b>19</b>	<b>100.00</b>	<b>54</b>

Source : Field Study.

Table 10 : Mothers' occupatiuon of College level students (male and female) in Darjeeling, Kurseong and Kalimpong sub-divisions  
Darjeeling

Mothers' Occupation	Boys		Girls		Total	
	%	n	%	n	%	n
Unemployed	0.40	1	0.40	1	0.80	2
Govt. Service	0.40	1	1.20	3	1.61	4
Service-non-govt.	0		0.40	1	0.40	1
Service/Unspecific	1.20	3	2.41	6	3.61	9
Agriculture	0.40	1	0.40	1	0.80	2
Business	1.20	3	4.41	11	5.62	14
Housewives	27.31	68	40.56	101	67.87	169
Teacher/Professor	1.20	3	6.02	15	7.23	18
N.A.	3.61	9	8.43	21	12.05	30
<b>Total</b>	<b>35.75</b>	<b>89</b>	<b>64.26</b>	<b>160</b>	<b>100.00</b>	<b>249</b>
<u>Kurseong</u>						
Unemployed	0		0		0	
Govt. Service	0		0		0	
Service-non-govt.	5.17	3	3.45	2	8.62	5
Service/Unspecific	0		1.72	1	1.72	1
Agriculture	0		0		0	
Business	1.72	1	0		1.72	1
Housewives	44.83	26	33.33	18	78.16	44
Teacher/Professor	5.17	3	5.17	3	10.34	6
N.A.	1.72	1	0		1.72	1
<b>Total</b>	<b>58.62</b>	<b>34</b>	<b>41.38</b>	<b>24</b>	<b>100.00%</b>	<b>58</b>
<u>Kalimpong</u>						
Unemployed	0		0		0	
Govt. Service	0		1.85	1	1.85	1
Service-non-govt.	0		0		0	
Service/Unspecific	0		0		0	
Agriculture	1.85	1	0		1.85	1
Business	0		0		0	
Housewives	61.11	38	27.77	15	88.88	48
Teacher/Professor	1.85	1	3.70	2	5.85	3
N.A.	0		1.85	1	1.85	1
<b>Total</b>	<b>64.81</b>	<b>35</b>	<b>35.20</b>	<b>19</b>	<b>100.00</b>	<b>54</b>

Source : Data collected from the field investigation.

Table 11 : Emotional relationship with father of College level students in Darjeeling Sadar Sub-division

Darjeeling

Emotional relationship with father	Boys		Girls		Total	
	%	n	%	n	%	n
To great extent	1.20	3	12.85	32	14.05	35
Very good & friendly relation	27.70	69	40.17	100	67.87	169
Afraid & not having good relation	1.20	3	1.60	4	2.81	7
N.A.	5.62	14	9.64	24	15.26	38
<b>Total</b>	<b>35.74</b>	<b>89</b>	<b>64.26</b>	<b>160</b>	<b>100.00</b>	<b>249</b>

Kurseong

To great extent		0		0		0
Very good & friendly relation	41.38	24	32.73	19	74.14	43
Afraid & not having good relation	3.45	2	1.72	1	5.17	3
N.A.	13.79	8	6.89	4	20.69	12
<b>Total</b>	<b>58.68</b>	<b>34</b>	<b>41.38</b>	<b>24</b>	<b>100.00</b>	<b>58</b>

Kalimpong

To great extent		0		0		0
Very good & friendly relation	46.29	25	18.51	10	64.80	35
Afraid & not having good relation	1.85	1	1.85	1	3.70	2
N.A.	16.67	9	14.81	8	31.48	17
<b>Total</b>	<b>64.81</b>	<b>35</b>	<b>35.20</b>	<b>19</b>	<b>100.00</b>	<b>54</b>

Source : Data collected from the field investigation.

Table 12 : Emotional relationship with mothers of College level students in Darjeeling Sadar Sub-divisions

Darjeeling

Emotional relationship with mother	Boys		Girls		Total	
	%	n	%	n	%	n
To great extent	1.20	3	13.65	34	14.85	37
Very good & friendly relationship	28.11	70	42.57	106	70.68	176
No good relation & afraid	1.20	3	1.60	4	2.81	7
N.A. unidentified	5.22	13	6.43	16	12.05	30
Total	35.74	89	64.26	160	100.00	249

Kurseong

To great extent		0		0		0
Very good & friendly relationship	41.38	24	31.03	18	72.41	42
No good relation & afraid	3.45	2	1.72	1	5.17	3
N.A. unidentified	13.79	8	8.62	5	22.41	13
Total	58.68	34	41.38	24	100.00	58

Kalimpong

To great extent		0		0		0
Very good & friendly relationship	46.29	25	18.51	10	64.80	35
No good relation & afraid	1.85	1	1.85	1	3.70	2
N.A. unidentified	16.67	3	14.81	8	31.48	17
Total	64.81	35	35.20	19	100.00	54

Source : Data collected from the field investigation.

Table 13 : No. of College level students (male and female) per family in  
Darjeeling, Kurseong and Kalimpong sub-division

<i>Darjeeling</i>						
No. of students of the family	Boys		Girls		Total	
	%	n	%	n	%	n
One	3.61	9	11.65	29	15.26	38
Two	7.63	19	12.85	32	20.48	51
Three	7.23	18	14.46	36	21.69	59
Four	7.23	18	11.65	29	18.88	47
Five	3.61	9	3.21	8	6.83	17
Six	2.00	5	3.61	9	5.62	14
Seven	1.61	4		0	1.61	4
Eight	0.80	2	2.00	5	2.81	7
Nine	0.40	1	1.61	4	2.00	5
Ten	0.80	2	0.40	1	1.20	3
N.A.	0.80	2	2.81	7	3.61	9
<b>Total</b>	<b>35.74</b>	<b>89</b>	<b>64.26</b>	<b>160</b>	<b>100.00</b>	<b>249</b>
<i>Kurseong</i>						
One	13.79	8	5.17	3	18.96	11
Two	8.62	5	6.89	4	15.52	9
Three	20.69	12	15.52	9	36.21	21
Four	8.62	5	5.17	3	13.79	8
Five	5.17	3	3.45	2	8.62	5
Six	1.72	1	1.72	1	3.45	2
Seven		0	3.45	2	3.45	2
Eight		0		0		0
Nine		0		0		0
Ten		0		0		0
N.A.		0		0		0
<b>Total</b>	<b>58.62</b>	<b>34</b>	<b>41.38</b>	<b>24</b>	<b>100.00</b>	<b>58</b>
<i>Kalimpong</i>						
One	1.85	1	3.70	2	5.55	3
Two	9.26	5	1.85	1	11.11	6
Three	7.41	4	9.26	5	16.67	9
Four	20.37	11	14.81	8	35.18	19
Five	5.55	3	3.70	2	9.26	5
Six	7.41	4	0		7.40	4
Seven	7.41	4	1.85	1	9.26	5
Eight	0		0		0	
Nine	3.70	2	0		3.70	2
Ten	0		0		0	
N.A.	1.85	1	0		1.85	1
<b>Total</b>	<b>64.81</b>	<b>35</b>	<b>35.20</b>	<b>19</b>	<b>100.00</b>	<b>54</b>

Source : Data collected from the field investigation.

*Table 14 : Personification of the head of the family of College level students (male and female) in Darjeeling Sadar Sub-division Darjeeling*

Head of the family	Boys		Girls		Total	
	%	n	%	n	%	n
Father	47.79	119	28.11	70	75.90	189
Mother	5.62	14	4.02	10	9.64	24
Grandfather	3.61	9	1.20	3	4.82	12
Grandmother	2.00	5	0		2.00	5
Sister	0		0		0	
Brother	2.81	7	0.80	2	3.61	9
Uncle	0.40	1	0		0.40	1
Aunt	0.40	1	0		0.40	1
N.A.	1.60	4	1.61	4	3.20	8
<b>Total</b>	<b>64.26</b>	<b>160</b>	<b>35.75</b>	<b>89</b>	<b>100%</b>	<b>249</b>
<i>Kurseong</i>						
Father	50.00	29	34.48	20	84.48	49
Mother	3.45	2	5.17	3	8.62	5
Grandfather	1.72	1	0		1.72	1
Grandmother	1.72	1	0		1.72	1
Sister	0		0		0	
Brother	0		0		0	
Uncle	1.72	1	0		1.72	1
Aunt	0		1.72	1	1.72	1
N.A.	0		0		0	
<b>Total</b>	<b>58.62</b>	<b>34</b>	<b>41.38</b>	<b>24</b>	<b>100%</b>	<b>58</b>
<i>Kalimpong</i>						
Father	57.41	31	33.33	18	90.74	49
Mother	5.55	3	0		5.55	3
Grandfather	0		1.85	1	1.85	1
Grandmother	0		0		0	
Sister	0		0		0	
Brother	0		0		0	
Uncle	1.85	1	0		1.85	1
Aunt	0		0		0	
N.A.	0		0		0	
<b>Total</b>	<b>64.81</b>	<b>35</b>	<b>35.20</b>	<b>19</b>	<b>100%</b>	<b>54</b>

*Source : Data collected from the field investigation.*

Table 15 : Ambition and aim in life of College level students (male and female) in Darjeeling, Kurseong and Kalimpong Sub-division

<u>Darjeeling</u>						
Ambition and aim	Boys		Girls		Total	
	%	n	%	n	%	n
No planning	0.80	2	5.62	14	2.43	16
Administrative job	5.62	14	11.65	29	17.27	43
Doctor	0.80	2	0.40	1	1.20	3
Engineer	0		0.40	1	0.40	1
Accountancy	1.20	3	0.80	2	2.00	5
Teacher/Professor	19.68	49	17.27	43	36.95	92
Player-Singer-Dancer/ Fine arts	0		0.40	1	0.40	1
White collar job	0		5.22	13	5.22	13
Business	3.21	8	2.00	5	5.22	13
Non-specific	24.42	11	20.48	51	24.90	62
<b>Total</b>	<b>35.75</b>	<b>89</b>	<b>64.26</b>	<b>160</b>	<b>100%</b>	<b>249</b>
<u>Kurseong</u>						
No planning	10.34	6	5.17	3	15.52	9
Administrative Job	10.34	6	6.90	4	17.24	10
Doctor	0		0		0	
Engineer	0		0		0	
Accountancy	3.45	2	5.17	3	8.62	5
Teacher/Professor	3.45	2	6.89	4	10.34	6
Player-Singer-Dancer/ Fine arts	1.72	1	0		1.72	1
White Coller job	0		6.89	4	6.90	4
Business	12.07	7	3.45	2	15.52	9
Non-specific	17.24	10	6.90	4	24.13	14
<b>Total</b>	<b>58.62</b>	<b>34</b>	<b>41.38</b>	<b>24</b>	<b>100%</b>	<b>58</b>
<u>Kalimpong</u>						
No planning	0		1.85	1	1.85	1
Administrative Job	24.07	13	9.26	5	33.33	18
Doctor	5.55	3	0		5.55	3
Engineer	18.52	10	0		18.52	10
Accountancy	0		0		0	
Teacher/Professor	3.70	2	9.26	5	12.96	7
Player-Singer-Dancer/ Fine arts	0		1.85	1	1.85	1
White Coller job	5.55	3	3.70	2	9.26	5
Business	3.70	2	1.85	1	5.55	3
Non-specific	3.70	2	7.40	4	11.11	6
<b>Total</b>	<b>64.81</b>	<b>35</b>	<b>35.20</b>	<b>19</b>	<b>100%</b>	<b>54</b>

Source : Data collected from the field investigation.

Table 16 : Hobbies of the College level students(male and female) and Cocurricular activities in Darjeeling, Kurseong and Kalimpong sub-division

Darjeeling

Hobby in	Boys		Girls		Total	
	%	n	%	n	%	n
Coin collection	0		4.82	12	4.82	12
Stamp collection	2.00	5	8.03	20	10.04	24
Study or reading	2.41	6	16.47	41	18.88	47
Singing	1.61	4	16.06	40	1.61	4
Dancing	0		5.22	13	5.22	13
Games & Sports	12.45	31	7.63	19	20.08	50
Instrumental Music	4.02	10	1.20	3	5.22	13
Painting	1.20	3	1.20	3	2.41	6
All types	9.64	24	0		9.64	24
Social Service	0.80	2	2.00	5	2.81	7
N.A.	11.61	4	1.61	4	3.21	8
<b>Total</b>	<b>35.75</b>	<b>89</b>	<b>64.26</b>	<b>160</b>	<b>12.85</b>	<b>249</b>

Kurseong

Coin collection	0		3.45	2	3.45	2
Stamp collection	3.45	2	12.07	7	15.52	9
Study or reading	5.17	3	6.90	4	12.07	7
Singing	3.45	2	1.72	1	5.17	3
Dancing	1.72	1	0		1.72	1
Games & Sports	13.79	8	6.90	4	20.69	12
Instrumental Music	13.79	8	3.45	2	17.24	10
Painting	0		0		0	
All types	0		0		0	
Social service	8.62	5	0		8.62	5
N.A.	8.62	5	6.90	4	15.52	9
<b>Total</b>	<b>58.62</b>	<b>34</b>	<b>41.38</b>	<b>24</b>	<b>100%</b>	<b>58</b>

Kalimpong

Coin collection	5.55	3	0		5.55	3
Stamp collection	5.55	3	0		5.55	3
Study or reading	12.96	7	3.70	2	16.67	9
Singing	7.41	4	0		7.41	4
Dancing	0		3.70	2	3.70	2
Games & Sports	16.67	9	1.85	1	18.52	10
Instrumental music	5.55	3	7.41	4	12.96	7
Painting	3.70	2	1.85	1	5.55	3
All types	0		0		0	
Social service	5.55	3	16.67	9	22.22	12
N.A.	1.85	1	0		1.85	1
<b>Total</b>	<b>64.81</b>	<b>35</b>	<b>35.20</b>	<b>19</b>	<b>100%</b>	

Source : Data collected from the field investigation.

Table 17 : Interest in Co-curricular activities - College level students

Darjeeling

Co-curricular activities	Boys		Girls		Total	
	%	n	%	n	%	n
Games & Sports	12.85	32	25.70	64	38.55	96
Dramatics	0.80	2	9.24	23	10.04	25
Musical concert	6.43	16	6.43	16	12.85	32
Debate	0.80	2	6.83	17	7.63	19
Study & academic activities	0		0.80	2	0.80	2
Social service	6.02	15	6.83	17	12.85	32
N.C.C.	1.61	4	1.20	3	2.81	7
All types	5.62	14	3.61	9	9.24	23
N.A.	1.61	4	3.61	9	9.24	13
<b>Total</b>	<b>35.75</b>	<b>89</b>	<b>64.26</b>	<b>160</b>	<b>100.00</b>	<b>249</b>

Kurseong

Games & Sports	17.24	10	20.69	12	37.93	22
Dramatics	10.34	6	0		10.34	6
Musical conceert	3.45	2	3.45	2	6.90	4
Debate	8.62	5	1.72	1	10.34	6
Study & academic activities	8.62	5	10.34	6	18.97	11
Social service	6.90	4	5.17	3	12.96	7
N.C.C.	3.45	2	0		3.45	2
All types	0		0		0	
N.A.	0		0		0	
<b>Total</b>	<b>64.81</b>	<b>34</b>	<b>35.20</b>	<b>24</b>	<b>100.00</b>	<b>58</b>

Kalimpong

Games & Sports	18.52	10	22.22	12	40.74	22
Dramatics	11.11	6	1.85	1	12.96	7
Musical concert	3.70	2	3.70	2	7.41	4
Debate	9.26	5	1.85	1	10.34	6
Study & academic activities	9.26	5	3.70	2	12.96	7
Social service	9.26	5	1.85	1	11.11	6
N.C.C.	3.70	2	0		3.70	2
All types	0		0		0	
N.A.	0		0		0	
<b>Total</b>	<b>64.81</b>	<b>35</b>	<b>35.20</b>	<b>19</b>	<b>100.00</b>	<b>54</b>

Source : Data collected from the field investigation.

Table 18 : Preference to the subjects of College level students in Darjeeling, Kurseong and Kalimpong Sadar Sub-divisions

<i>Darjeeling</i>						
Preference of the subjects	Boys		Girls		Total	
	%	n	%	n	%	n
Vernacular	8.03	20	4.82	12	12.85	32
Language	5.22	13	21.69	54	26.91	67
Social science	8.43	21	6.83	17	15.26	38
Earth science	4.82	12	12.85	32	17.67	44
Life Science	2.41	6	4.42	11	6.83	17
Physical science	0.80	2	0.80	2	1.61	4
Mathematics & Computer	2.00	5	2.00	5	4.02	10
Physical Education	0.80	2	4.02	10	4.82	12
Work education	0.40	1	0		0.40	1
General science	1.20	3	3.61	9	4.82	12
N.A.	1.61	4	3.21	8	4.82	12
<b>Total</b>	<b>35.75</b>	<b>89</b>	<b>64.26</b>	<b>160</b>	<b>100.00</b>	<b>249</b>
<i>Kurseong</i>						
Vernacular	5.17	3	6.70	4	12.07	7
Language	17.24	10	15.52	9	32.76	19
Social science	10.34	6	8.62	5	18.96	11
Earth science	0		1.72	1	1.72	1
Life science	0		0		0	
Physical science	17.24	10	0		17.24	10
Mathematics & Computer	3.45	9	6.89	4	10.34	6
Physical Education	0		0		0	
Work education		0		0		0
General science	1.72	1	1.72	1	3.45	2
N.A.	3.45	2	0		3.45	2
<b>Total</b>	<b>58.62</b>	<b>34</b>	<b>41.38</b>	<b>24</b>	<b>100.00</b>	<b>58</b>
<i>Kalimpong</i>						
Vernacular	1.85	1	12.96	7	14.81	8
Language	9.26	5	3.70	2	12.96	7
Social science	9.26	5	3.70	2	12.96	7
Earth science	5.55	3	9.26	5	14.81	8
Life science	1.85	1	0		1.85	1
Physical science	3.70	2	0		3.70	2
Mathematics & Computer	18.52	10	1.85	1	20.37	11
Physical education	0		0		0	
Work education	0		0		0	
General science	9.26	5	3.70	2	12.96	7
N.A.	5.55	3	0		5.55	3
<b>Total</b>	<b>64.81</b>	<b>35</b>	<b>35.20</b>	<b>19</b>	<b>100.00</b>	<b>54</b>

Source : Data collected from the field investigation.

*Table 19 : Tuition given at Home to the College level students(male and female) in Darjeeling,Kurseong and Kalimpong sub-divisions*

*Darjeeling*

<i>Tutored at home</i>	<i>Boys</i>		<i>Girls</i>		<i>Total</i>	
	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>
Father	2.41	6	3.21	8	5.62	14
Mother	0		1.20	3	1.20	3
Brother	1.20	3	3.21	8	4.42	11
Sister	0		1.20	3	1.20	3
Tutor	1.61	4	0.40	1	2.00	5
Uncle	0		0.40	1	0.40	1
Aunt	0		0		0	
Both Father & Mother	1.61	4	1.61	4	3.21	8
None	18.07	45	47.39	118	65.46	163
N.A.	10.84	27	5.62	14	16.47	41
<b>Total</b>	<b>35.75</b>	<b>89</b>	<b>64.26</b>	<b>160</b>	<b>100%</b>	<b>249</b>

*Kurseong*

Father	5.17	3	3.45	2	8.62	5
Mother	0		6.90	4	6.89	4
Brother	1.72	1	5.17	3	6.89	4
Sister	1.72	1	0		1.72	1
Tutor	1.72	1	3.45	2	5.17	3
Uncle	0		0		0	
Aunt	0		0		0	
Both Father & Mother	0		0		0	
None	41.38	24	22.41	13	63.79	37
N.A.	8.62	5	0		8.62	5
<b>Total</b>	<b>58.62</b>	<b>34</b>	<b>41.38</b>	<b>24</b>	<b>100.00</b>	<b>58</b>

*Kalimpong*

Father	12.96	7	5.55	3	18.52	10
Mother	5.55	3	0		5.55	3
Brother	16.67	9	3.70	2	20.37	11
Sister	1.85	1	0		1.85	1
Tutor	1.85	1	1.85	1	3.70	2
Uncle	7.40	4	0		7.41	4
Aunt	0		0		0	
Both Father & Mother	0		0		0	
None	18.52	10	16.67	9	35.18	19
N.A.	0		7.41	4	7.41	4
<b>Total</b>	<b>64.81</b>	<b>35</b>	<b>35.20</b>	<b>19</b>	<b>100%</b>	<b>54</b>

*Source : Data collected from the field investigation.*

*Table 1: Educational qualifications of Guardians in Darjeeling, Kurseong and Kalimpong Subdivisions*

	Male		Female		Total	
	n	%	n	%	n	%
Illiterate	2	2.00	1	1.00	3	3.00
Primary	5	5.00	-	-	5	5.00
Matric /S.F./Secondary	9	9.00	3	3.00	12	12.00
I.A.,H.S.,PUC,Higher						
Secondary	10	10.00	7	7.00	17	17.00
M.B.B.S./B.E.,B.Com./B.A./B.Sc.						
Graduate level	35	35.00	15	15.00	50	50.00
M.A./M.Sc./M.Com.						
Post-graduate	6	6.00	2	2.00	8	8.00
N.A.	5	5.00	0	-	5	5.00
<b>Total</b>	<b>72</b>	<b>72%</b>	<b>28</b>	<b>28%</b>	<b>100</b>	<b>100%</b>

Kurseong

Illiterate	3	6.66	0	-	3	6.66
Primary	4	8.88	0	-	4	8.88
Matric/S.F./ Secondary	4	8.88	3	6.66	7	15.66
I.A.,H.S.,PUC,Higher						
Secondary	4	8.88	8	17.78	12	26.67
M.B.B.S./B.E./B.A./B.Sc./B.Com.						
Graduate level	6	13.33	7	15.56	13	28.89
M.A./M.Sc./M.Com./						
Post-Graduate level	2	4.44	1	2.22	3	6.66
N.A.	3	6.66	0	-	3	6.66
<b>Total</b>	<b>26</b>	<b>57.78</b>	<b>19</b>	<b>42.22</b>	<b>45</b>	<b>100%</b>

Kalimpong

Illiterate			1	2.22	1	2.22
Primary	-	-	-	-	-	-
Matric/S.F./Secondary		1	2.22	4	8.88	5
I.A.,H.S.,PUC,Higher						
Higher Seco.	3	6.66	5	11.11	8	17.78
MBBS/BE/B.A./B.Sc./B.Com.						
Graduate level	15	33.33	10	22.22	25	55.56
M.A./M.Sc./M.Com.						
Post-Graduate	4	8.88	2	4.44	6	13.33
N.A.	-	-	-	-	-	-
<b>Total</b>	<b>23</b>	<b>51.11</b>	<b>22</b>	<b>48.89</b>	<b>45</b>	<b>100%</b>

Source : Data collected from the field investigation.

**Table 2 : Professional qualification of Guardians of Darjeeling, Kurseong & Kalimpong Sub-divn.**

Darjeeling

	Male		Female		Total	
	n	%	n	%	n	%
LL.B.	2	2.00	0		2	2.00
Commerce	2	2.00	0		2	2.00
Accountancy	1	1.00	0		1	1.00
Medicine	7	7.00	2	2.00	9	9.00
Engineering	3	3.00	0		3	3.00
Shorthand/Typing/Computer Course /Technology Literary Certificate	4	4.00	4	4.00	8	8.00
J.B.T./B.Ed.	3	3.00	10	10.00	13	13.00
N.A.	50	50.00	12	12.00	62	62.00
<b>Total</b>	<b>72</b>	<b>72.00</b>	<b>28</b>	<b>28.00</b>	<b>100</b>	<b>100.00</b>

Kurseong

LL.B.	1	2.22	0		1	2.22
Commerce	1	2.22	0		1	2.22
Accountancy	1	2.22	1	2.22	2	4.44
Medicine	2	4.44	0		2	4.44
Engineering	2	4.44	0		2	
Shorthand/Typing/Computer Course/ Technology Literary Certificate	2	4.44	3	6.66	5	11.11
J.B.T./B.Ed./P.Ed.	11	24.44	12	26.67	23	51.11
N.A.	6	13.33	3	6.66	9	20.00
<b>Total</b>	<b>26</b>	<b>57.78</b>	<b>19</b>	<b>42.22</b>	<b>45</b>	<b>100%</b>

Kalimpong

LL.B.	0		0		0	
Commerce	2	4.44	2	4.44	4	8.88
Accountancy	1	2.22	2	4.44	3	6.66
Medicine	2	4.44	0		2	4.44
Engineering	1	2.22	0		1	2.22
Shorthand/Typing/Computer Course/ Technology Literary Certificate	1	2.22	2	4.44	3	6.66
J.B.T./B.Ed./P.Ed.	8	17.78	8	17.78	16	35.56
N.A.	8	17.78	8	17.78	16	35.56
<b>Total</b>	<b>23</b>	<b>51.11</b>	<b>22</b>	<b>48.89</b>	<b>45</b>	<b>100.00</b>

Source : Data collected from field investigation.

Table 3 : Distribution of Male and Female Guardian of Darjeeling, Kurseong and Kalimpong Sub-divisions in terms of Religion.

	Darjeeling Guardians	Kurseong Guardians	Kalimpong Guardians
Muslim	4% (4)	4.44 (2)	4.44(2)
Christian	5% (5)	4.44 (2)	13.33(6)
Buddhist	22%(22)	44.44(20)	24.44(11)
Hindu	69%(69)	68.88(31)	57.77(26)
N.A.			
	100% 100	100% 45	100% 45

Table 4 : Marital status of male and female guardians of Darjeeling, Kurseong and Kalimpong sub-divisions

Darjeeling

Marital status	Male	Female	Total
1. Unmarried	1% (1)	1% (1)	2% (2)
2. Married	70%(70)	18% (18)	88% (88)
3. Widow/Widower	0	2% (2)	2%(2)
4. Divorced	1% (1)	7% (7)	8% (8)
5. N.A.	0	0	0
Total	72%72	28% 28	100% 100

Kurseong

1. Unmarried	0	6.67 (3)	6.67(3)
2. Married	53.33 (24)	35.56 (16)	88.59(40)
3. Widow/Widower	4.44 (2)	0	4.44 (2)
4. Divorced	-	-	-
5. N.A.	-	-	-
Total	54.78 (26)	42.22%(19)	100% 45

Kalimpong

1. Unmarried	2.22 (1)	6.67(3)	8.89 (4)
2. Married	46.67 (21)	37.78(17)	84.44 (38)
3. Widow/Widower	2.22 (1)	0	2.22 (1)
4. Divorced	0	4.44(2)	4.44 (2)
5. N.A.	-	-	-
Total	58.11 (23)	48.89(22)	100% 45

Source.: Data collected from the field investigation.

Table 5 : Family Composition of Guardians, Male and Female in Darjeeling, Kurseong and Kalimpong sub-divisions.

	Darjeeling Guardians	Kurseong Guardians	Kalimpong Guardians
1. Joint	37% (37)	48.89% (22)	37.78%(17)
2. Single	63% (63)	51.11%(23)	62.22%(28)
	(100)	100% (45)	100%(45)

Table 6 : Length of Service of male and female Guardians of Darjeeling, Kurseong and Kalimpong Sub-Divisions.

Darjeeling

	Male	Female	Total	
		%	%	%
1. From 5 to 10 years		4(4)	2(2)	6(6)
2. From 11 to 15 years		4(4)	2(2)	6(6)
3. From 16 to 20 years		4(4)	5(5)	9(9)
4. From 21 to 25 years		21(21)	6(6)	27(27)
5. From 26 to 30 years		10(10)	2(2)	12(12)
6. From 31 to 35 years		8(8)	0	8(8)
7. From 36 to 40 years		4(4)	1(1)	5(5)
8. Above 40 years		-	-	-
N.A.		17(17)	10(10)	26(26)
<b>Total</b>		% (72)	% (28)	% (100)

Kurseong

1. From 5 to 10 years	2.22(1)	4.44(2)	6.67(3)
2. From 11 to 15 years	4.44(2)	6.67(3)	11.11(5)
3. From 16 to 20 years	11.11(5)	4.44(2)	15.56(7)
4. From 21 to 25 years	6.67(3)	8.89(4)	15.56(7)
5. From 26 to 30 years	17.78(8)	8.89(4)	26.67(12)
6. From 31 to 35 years	11.11(5)	4.44(2)	15.56(7)
7. From 36 to 40 years	2.22(1)	-	2.22(1)
8. Above 40 years	-	-	-
N.A.	2.22(1)	4.44(2)	6.67(3)
<b>Total</b>	57.78(26)	42.22(19)	100%(45)

Kalimpong

1. From 5 to 10 years	4.44(2)	4.44(2)	8.88(4)
2. From 11 to 15 years	13.33(6)	2.22(1)	15.56(7)
3. From 16 to 20 years	-	6.67(3)	6.67(3)
4. From 21 to 25 years	13.33(6)	4.44(2)	17.78(8)
5. From 26 to 30 years	-	20.00(9)	20.00(9)
6. From 31 to 35 years	13.33(6)	8.88(4)	22.22(10)
7. From 36 to 40 years	4.44(2)	2.22(1)	6.67(3)
8. Above 40 years	2.22(1)	0	2.22(1)
N.A.	-	-	-
<b>Total</b>	58.11(23)	48.89(22)	100%(45)

Source : Data collected from the field investigation.

Table 7 : Distance and Mode of Conveyance Between Home and Place of work of Guardians in Darjeeling, Kurseong and Kalimpong.

	Darjeeling		Kurseong		Kalimpong	
	%	n	%	n	%	n
1. Half to four kilometre walking distance	82.00	(82)	75.56	(34)	68.89	(31)
2. Four to eight kms. by bus or taxi	8.00	(8)	6.67	(3)	15.56	(7)
3. 18 to 40 kms by bus or shared taxi	0		11.11	(5)	4.44	(2)
4. Not mentioned	10.00	(10)	6.67	(3)	11.11	(5)
5.N.A.	-		-		-	
<b>Total</b>	<b>100%</b>	<b>(100)</b>	<b>100%</b>	<b>(45)</b>	<b>100%</b>	<b>(45)</b>

Table 8 : Locality of Birth of the Guardians of Darjeeling, Kurseong and Kalimpong Sub-Divisions.

Locality of Birth	Darjeeling Guardians	Kurseong Guardians	Kalimpong Guardians
1. Darjeeling	76.00(76)	20.00(9)	8.89(4)
2. Kalimpong	3.00(3)	11.11(5)	88.89(40)
3. Kurseong	4.00(4)	62.22(26)	-
4. Other parts of West Bengal	5.00(5)	-	-
5. Other parts of India	9.00(9)	6.67(3)	2.22(1)
6. Nepal/Singapore	3.00(3)		
<b>Total</b>	<b>100%(100)</b>	<b>100%(45)</b>	<b>100%(45)</b>

Table 9 : Area of place of birth : Data collected from the Guardians of Darjeeling, Kurseong and Kalimpong Sub-Divisions.

	(1)	(2)	(3)
Urban	(1) 90.00(90)	(2) 68.89(31)	(3) 60.00(27)
Rurban	-	15.56(7)	2.22(1)
Rural	10.00(10)	15.56(7)	37.78(17)
N.A.			
<b>Total</b>	<b>100%(100)</b>	<b>100%(100)</b>	<b>100%(100)</b>

Source : Data collected from the field investigation.

Table 10 : Salary of the Male and Female Guardians of Darjeeling, Kurseong and Kalimpong Sub-Divisions

Darjeeling

Salary/Income (Rs.)	Male		Female		Total	
	n	%	n	%	n	%
1. From 101-500	1	(1%)	1	(1%)	2	(2%)
2. From 501-1000	8	(8%)	2	(2%)	10	(10%)
3. From 1000-2501	6	(6%)	4	(4%)	10	(10%)
4. From 2501-5000	36	(36%)	13	(13%)	49	(49%)
5. From 5001-7500	13	(13%)	3	(3%)	16	(16%)
6. From 7501-10000	2	(2%)	2	(2%)	3	(4%)
7. Unidentified	6	(6%)	3	(3%)	9	(9%)
<b>Total</b>	<b>72</b>		<b>28</b>		<b>100</b>	<b>(100%)</b>

Kurseong

1. From 101-500	-	-	-
2. From 501-1000	-	1(2.22)	1(2.22)
3. From 1001-2501	2(4.44)	-	2(4.44)
4. From 2501-5000	8(17.78)	5(11.11)	13(28.89)
5. From 5001-7500	2(4.44)	3(6.67)	5(11.11)
6. From 7501-10000	2(4.44)	-	2(4.44)
7. Unidentified	12(26.67)	10(22.22)	22(48.89)
<b>Total</b>	<b>26(57.78)</b>	<b>19(42.22)</b>	<b>45(100%)</b>

Kalimpong

1. From 101-500	1(2.22)	-	1(2.22)
2. From 501-1000	-	-	-
3. From 1001-2501	1(2.22)	2(4.44)	3(6.67)
4. From 2501-5000	3(6.67)	6(13.33)	9(20.00)
5. From 5001-7500	2(4.44)	-	2(4.44)
6. From 7500-10000	2(4.44)	-	2(4.44)
7. Unidentified	14(31.11)	14(31.11)	28(62.22)
<b>Total</b>	<b>23(100%)</b>	<b>22(48.89%)</b>	<b>45(100%)</b>

Source : Data collected from the field investigation.

Table 11 : Secondary source of income of the male and female guardian of Darjeeling, Kurseong and Kalimpong Sub-Divisions.

<u>Darjeeling</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
1. From other family members	16(16%)	16(16%)	32(32%)
2. Landed Property	4(4%)	3(3%)	7(7%)
3. Agriculture	2(2%)	0	2(2%)
4. Business	8(8%)	3(3%)	11(11%)
5. Service	-	-	-
6. Medical Service	3(3%)	-	3 (3%)
7. Pension	-	-	-
8. Nil	33(33%)	3(3%)	36(36%)
9. N.A.	6(6%)	3(3%)	9(9%)
<b>Total</b>	<b>72(72%)</b>	<b>28(28%)</b>	<b>100(100%)</b>

<u>Kurseong</u>	<u>Male</u>		<u>Female</u>		<u>Total</u>	
	n	%	n	%	n	%
1. From other family members	5	(11.11)	7	(15.56)	12	(26.67)
2. Landed property	0		2	(4.44)	2	(4.44)
3. Agriculture	-		-		-	
4. Business	4	(8.89)	0		4	(8.89)
5. Service	-		1	(2.22)	1	(2.22)
6. Medical Service	2	(4.44)	0		2	(4.44)
7. Pension	2	(4.44)	0		2	(4.44)
8. Nil	-		-		-	
9. N.A.	13	(28.89)	9	(20.00)	22	(48.89)
<b>Total</b>	<b>26</b>	<b>(57.98)</b>	<b>19</b>	<b>(12.02)</b>	<b>45</b>	<b>(100)</b>

<u>Kalimpong</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
1. From other family members	5(11.11)	2(4.44)	7(15.56)
2. Landed property	-	3(6.67)	3(6.67)
3. Agriculture	-	-	-
4. Business	2(4.44)	3(6.67)	5(11.11)
5. Service	1(2.22)	4(8.89)	5(11.11)
6. Medical Service	-	-	-
7. Pension	-	-	-
8. Nil	-	-	-
9. N.A.	15(33.33)	10(22.22)	25(55.56)
<b>Total</b>	<b>23(58.11%)</b>	<b>22(48.87%)</b>	<b>45(100%)</b>

Source : Data collected from the field investigation.

Table 12 : Primary Occupation of the Guardians of Darjeeling, Kurseong and Kalimpong Sub-Divisions

Darjeeling

	Male		Female		Total	
	%	n	%	n	%	n
1. Government service (Semi-Government)	22 %	(22)	12%	(12)	34 %	(34)
2. Private Service	20%	(20)	3%	(3)	23%	(23)
3. Business	18%	(18)	5%	(5)	23%	(23)
4. Lawyer	2%	(2)	-		2%	(2)
5. Teaching	6%	(6)	6%	(6)	12%	(12)
6. Pension holder	4%	(4)	-		4%	(4)
7. Housewife			2%	(2)	2%	(2)
<b>Total</b>	<b>72%</b>	<b>(72)</b>	<b>28%</b>	<b>(28)</b>	<b>100%</b>	<b>(100)</b>

Kurseong

1. Government Service (Semi-Government)	20.00(09)	8.89(04)	28.89%(13)
2. Private Service	11.11(05)	6.67(03)	17.78(8)
3. Business	13.33(06)	0	13.33(6)
4. Lawyer	2.22(01)	0	2.22(1)
5. Teaching	4.44(02)	15.56(07)	20.00(9)
6. Pension Holder	6.67(03)	0	6.67(3)
7. Housewife	-	11.11(05)	11.11(5)
N.A.	-	-	-
<b>Total</b>	<b>57.78(26)</b>	<b>42.22(19)</b>	<b>100% (45)</b>

Kalimpong

1. Government Service (Semi-Government)	24.44(11)	13.33(6)	37.78(17)
2. Private Sector	15.56(7)	8.89(4)	24.44(11)
3. Business	4.44(2)	6.67(3)	11.11(5)
4. Lawyer	-	-	-
5. Teaching	6.67(3)	15.56(7)	22.22(10)
6. Pension holder	-	-	-
7. Housewife	-	4.44(2)	4.44(2)
N.A.	-	-	-
<b>Total</b>	<b>58.11(23)</b>	<b>48.89(22)</b>	<b>100%(45)</b>

Source : Data collected from the field investigation.

Table 13 : Partner's Qualifications from the Male and Female Guardians of Darjeeling, Kurseong and Kalimpong Sub-Divisions.

Darjeeling

Partner's Qualification	Male (Wife's Qualification)		Female(Husband's Qualification)		Total	
	n	%	n	%	n	%
1. Illiterate	(8)	8.00			(8)	8.00
2. Primary	(4)	4.00	(1)	1.00	(5)	5.00
3. S.F.Matric/Secondary	(23)	23.00	-		(23)	23.00
4. Higher Secondary	(6)	6.00	(1)	1.00	(7)	7.00
5. Graduate	(25)	25.00	(14)	14.00	(39)	39.00
6. Post-Graduate	-		(5)	5.00	(5)	5.00
7. Not available	(6)	6.00	(7)	7.00	(13)	13.00
<b>Total</b>	<b>(72)</b>	<b>72%</b>	<b>(28)</b>	<b>28%</b>	<b>(100)</b>	<b>100%</b>

Kurseong

Partner's qualification	Male (Wife's qualification)		Female(Husband's qualification)		Total	
	n	%	n	%	n	%
1. Illiterate	-		-		-	
2. Primary	(2)	4.44	-		(2)	4.44
3. S.F./Matric/Secondary	(11)	24.44	(2)	4.44	(13)	28.89
4. Higher Secondary	(2)	4.44	(2)	4.44	(8)	17.78
5. Graduate	(7)	15.56	(8)	17.78	(15)	33.33
6. Post-Graduate	(1)	2.22	(3)	6.69	(4)	8.89
7. Not available	(3)	6.66	(4)	8.89	(7)	15.56
<b>Total</b>	<b>(26)</b>	<b>57.78</b>	<b>(19)</b>	<b>42.22</b>	<b>(45)</b>	

Kalimpong

1. Illiterate	(2)	4.44	(1)	2.22	(3)	6.67
2. Primary	-		-		-	
3. S.F./Matric/Secondary	(5)	11.11	(3)	6.67	(8)	17.78
4. Higher Secondary	(3)	6.67	(2)	4.44	(5)	11.11
5. Graduate	(10)	22.22	(9)	20.00	(19)	42.22
6. Post-Graduate	-		(1)	2.22	(1)	2.22
7. Not available	(3)	6.67	(6)	13.33	(9)	20.00
<b>Total</b>	<b>(23)</b>	<b>51.11</b>	<b>(22)</b>	<b>48.89</b>	<b>(45)</b>	<b>100%</b>

Source : Data collected from the field investigation.

Table 14 : Partner Occupations for the male and female guardian of Darjeeling, Kurseong and Kalimpong Sub-divisions.

Darjeeling

	Male (Wife's Occupation)		Female(Husband's Occupation)		Total	
	n	%	n	%	n	%
1. Unemployed						
2. Government service	(7)	7.00	(9)	9.00	(16)	16.00
3. Private Service	(4)	4.00	(5)	5.00	(09)	9.00
4. Service - Semi-Government						
Teaching etc.	(7)	7.00	(2)	2.00	(09)	9.00
5. Business	(1)	1.00	(8)	8.00	(09)	9.00
6. Law	-		-		-	
7. Housewife	(50)	50.00	-		(50)	50.00
8. N.A.	(3)	3.00	(4)	4.00	(07)	7.00
<b>Total</b>	<b>(72)</b>	<b>72%</b>	<b>(28)</b>	<b>28%</b>	<b>(100)</b>	<b>100%</b>

Kurseong

1. Unemployed	-		-		-	
2. Government Service	(2)	4.44	(7)	15.56	(9)	20.00
3. Private Service	-		(2)	4.44	(2)	4.44
4. Service - Semi-Government						
Teaching etc.	(1)	2.22	(3)	6.66	(4)	8.88
5. Business	(3)	6.64	(1)	2.22	(4)	8.88
6. Law	-		-		-	
7. Housewife	(13)	28.89	-		(13)	28.89
8. N.A.	(07)	15.56	(6)	13.33	(13)	28.89
<b>Total</b>	<b>(26)</b>	<b>57.78</b>	<b>(19)</b>	<b>42.22</b>	<b>(45)</b>	<b>100%</b>

Kalimpong

1. Unemployed	-		-		-	
2. Government Service	(03)	6.66	(6)	13.33	(9)	20.00
3. Private Service	(02)	4.44	(3)	6.66	(5)	11.11
4. Service - Semi-Government						
Teaching etc.	(04)	8.88	(2)	4.44	(6)	13.33
5. Business	-		(4)	8.88	(4)	8.88
6. Law	-		(2)	4.44	(2)	4.44
7. Housewife	(14)	31.11	-		(14)	31.11
8. N.A.	-		(5)	11.11	(5)	11.11
<b>Total</b>	<b>(23)</b>	<b>51.11</b>	<b>(22)</b>	<b>48.89</b>	<b>(45)</b>	<b>100%</b>

Source : Data collected from the field investigation.

Table 15 : No. of children of Male and Female Guardian in Darjeeling, Kurseong and Kalimpong Sub-Divisions

No. of children	Darjeeling			Kurseong			Kalimpong		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Within three children	61%	26%	87%	42.22%	35.57%	77.78%	35.56%	37.78%	73.33%
More than three children	9%	1%	10%	6.67%	0	6.67%	13.33%	4.44%	17.78%
N.A.	2%	1%	3%	8.89%	6.67%	15.55%	2.22%	6.67%	8.89%
<b>Total</b>	<b>72%</b>	<b>28%</b>	<b>100%</b>	<b>57.78%</b>	<b>42.22%</b>	<b>100%</b>	<b>51.11%</b>	<b>18.89%</b>	<b>100%</b>

Table 16 : The Children's qualification of the male and female guardians of Darjeeling.

First child	Sons		Daughters		Total
	( )		( )		
1. K.G. Nursery	(02)	1.82	(07)	6.36	8.18 (09)
2. Primary	(17)	15.45	(07)	6.36	21.81 (24)
3. Secondary	(16)	14.55	(22)	20.00	34.55 (38)
4. Higher Secondary	(05)	4.55	(05)	4.55	9.01 (10)
5. Graduate	(08)	7.27	(12)	10.91	18.18 (20)
6. Post-Graduate	(04)	3.64	(02)	1.82	5.45 (06)
7. N.A.	(01)	0.90	(02)	1.82	2.73 (03)
<b>Total</b>	<b>(53)</b>	<b>48.18</b>	<b>(57)</b>	<b>51.82</b>	<b>% (110)</b>

  

Second child					
1. K.G. Nursery	-	-	-	-	-
2. Primary	(12)	17.91	(10)	14.93	32.84 (22)
3. Secondary	(15)	22.39	(13)	19.40	41.79 (28)
4. Higher Secondary	(05)	7.46	(03)	4.48	18.94 (08)
5. Graduate	(05)	7.46	(04)	5.97	13.43 (09)
6. Post-Graduate	-	-	-	-	-
7. N.A.	-	-	-	-	-
<b>Total</b>	<b>(37)</b>	<b>55.22</b>	<b>(30)</b>	<b>44.77</b>	<b>100% (67)</b>

  

Third child					
1. K.G. Nursery	-	-	-	-	-
2. Primary	(05)	20%	(05)	20%	40% (10)
3. Secondary	(02)	8%	(04)	16%	24% (06)
4. Higher Secondary	(03)	12%	(02)	8%	20% (05)
5. Graduate	(02)	8%	(02)	8%	16% (04)
6. Post-Graduate	-	-	-	-	-
7. N.A.	-	-	-	-	-
<b>Total</b>	<b>(12)</b>	<b>17.91</b>	<b>(13)</b>	<b>19.40</b>	<b>100% (25)</b>

Source : Data collected from the field investigation.

Table 17 : The Children's qualifications of the Male and Female guardians of Kurseong.

First child

	<u>Sons</u>	<u>Daughters</u>	<u>Total</u>
1. K.G.Nursery	(2) 4.08	(1) 2.04	6.12(3)
2. Primary	(8)16.33	(4) 8.16	24.49(12)
3. Secondary	(7)14.28	(3) 6.12	20.41(10)
4. Higher Secondary	(3) 6.12	(2) 4.08	10.20(5)
5. Graduate	(6)12.24	(3) 6.12	18.37(9)
6. Post-Graduate	(1) 2.04	(1) 2.04	2.04(2)
7. N.A.	(5)10.20	(3) 6.12	16.33(8)
<b>Total</b>	<b>(27)65.30</b>	<b>(14)34.69</b>	<b>% (41)</b>

Second Child

1. K.G.Nursery	(1) 2.70	-	2.70(01)
2. Primary	(6)16.22	(3) 8.10	24.32(09)
3. Secondary	(8)21.62	(7)18.92	40.54(15)
4. Higher Secondary	(4)10.81	(3) 8.10	18.92(07)
5. Graduate	(3) 8.10	(2) 5.14	13.51(05)
6. Post-Graduate	-	-	-
7. N.A.	-	-	-
<b>Total</b>	<b>(22)59.46</b>	<b>(15)40.54</b>	<b>% (37)</b>

Third child

1. K.G.Nursery	(1) 4.76	(1) 4.76	9.52(7)
2. Primary	(3)14.29	(5)23.81	38.10(8)
3. Secondary	(3)14.29	(4)19.04	33.33(7)
4. Higher Secondary	(1) 4.76	-	4.76(1)
5. Graduate	(1) 4.76	(2) 9.52	14.29(3)
6. Post-Graduate	-	-	-
7. N.A.	-	-	-
<b>Total</b>	<b>(9)42.86</b>	<b>(12)57.14</b>	<b>% (21)</b>

Source : Data collected from the field investigation.

Table 18 : The Children's Qualification of the Male and Female Guardians of Kalimpong

First child

	Sons	Daughters	Total
1. K.G.	(1) 2.08	-	2.08(1)
2. Primary	(5)10.42	(2) 4.16	14.58 (7)
3. Secondary	(4)18.33	(1) 2.08	10.42 (5)
4. Higher Secondary	(4)16.67	(4)28.33	16.67(8)
5. Graduate	(8)16.67	(8)16.67	33.33 (16)
6. Post-Graduate	-	(1) 2.08	2.08 (1)
7. N.A.	(10)20.83	-	20.83(10)
<b>Total</b>	<b>(32)66.67</b>	<b>(16)33.33</b>	<b>% (48)</b>

Second child

1. K.G.	-	(1) 3.85	3.85(1)
2. Primary	(1) 3.85	(1) 3.85	7.69(2)
3. Secondary	(5)19.23	(2) 7.69	26.92(7)
4. Higher Secondary	(5)19.23	(2) 7.69	26.92(7)
5. Graduate	(5)19.23	(3)11.54	30.78(8)
6. Post-Graduate	(1) 3.85	-	3.85(1)
7. N.A.	-	-	-
<b>Total</b>	<b>(17)65.38</b>	<b>(9)34.61</b>	<b>% (26)</b>

Third child

1. K.G.	-	-	-
2. Primary	(1) 5%	(01) 5%	10% (2)
3. Secondary	(4)20%	(05)25%	45% (9)
4. Higher Secondary	(2)10%	-	10% (2)
5. Graduate	(2)10%	(4)20%	30% (6)
6. Post-graduate	-	(1) 5%	5% (1)
7. N.A.	-	-	-
<b>Total</b>	<b>(9)45%</b>	<b>(11)55%</b>	<b>100%(20)</b>

Source : Data collected from the field investigation.

Table 19. Level of satisfaction with the study of children, data from the male and female guardians in Darjeeling, Kurseong and Kalimpong sub-divisions.

Level of Satisfaction with study of children	Darjeeling Guardian		Kurseong Guardian		Kalimpong Guardian	
	%	n	%	n	%	n
1. Not satisfied	14%	(14)	8.88	(4)	6.67	(3)
2. To little extent	6%	(6)	11.11	(5)	6.67	(3)
3. To great extent	5%	(5)	8.88	(4)	2.22	(1)
4. Indifferent	62%	(62)	22.22	(10)	57.78	(26)
5. N.A.	13%	(13)	48.89	(22)	26.67	(12)
<b>Total</b>	<b>% (100)</b>		<b>100%(45)</b>		<b>100%(45)</b>	

Table 19A : Planning for children's education by the guardian of Darjeeling, Kalimpong and Kurseong Sub-divisions

Planning for Children's Education	Darjeeling Guardians		Kurseong Guardians		Kalimpong Guardians	
	%	n	%	n	%	n
1. Secondary level	4%	(4)	13.33	(6)	2.22	(1)
2. Graduate Level	23%	(23)	24.44	(11)	17.78	(8)
3. Post-Graduate Level	26%	(26)	26.67	(12)	24.24	(11)
4. Civil Service	2%	(2)	-		6.67	(3)
5. Depends on children themselves	19%	(19)	13.33	(06)	17.78	(8)
6. Technical Line	4%	(04)	-		4.44	(02)
7. Not Specific	22%	(22)	22.22	(10)	26.67	(12)
<b>Total</b>	<b>% . 100</b>		<b>100%(45)</b>		<b>100%(45)</b>	

Table 19 B : Planning for children's occupation by the guardians of Darjeeling, Kurseong and Kalimpong Sub-divisions

Occupations Preferred	Darjeeling Guardians		Kurseong Guardians		Kalimpong Guardians	
	%	n	%	n	%	n
1. Business	3%	(3)	4.44	(2)	4.44	(2)
2. Lawyer	3%	(3)	2.22	(1)	2.22	(1)
3. Administraqtor	11%	(11)	15.55	(7)	11.11	(5)
4. Agriculturist	0		0		0	
5. Technologist	4%	(4)	2.22	(1)	2.22	(1)
6. Engineer	12%	(12)	11.11	(5)	4.44	(2)
7. Doctor	16%	(16)	15.56	(7)	20.00	(9)
8. Teacher	10%	(10)	6.67	(3)	17.78	(8)
9. Army/Navy/Air force/ Police	2%	(02)	2.22	(01)	4.44	(2)
10. Depends on Children	22%	(22)	17.78	(08)	13.33	(6)
11. N.A.	17%	(17)	22.22	(10)	20.00	(9)
<b>Total</b>	<b>% (100)</b>		<b>100%(45)</b>		<b>100%(45)</b>	

Source : Data collected from the field investigation.

Table 19C : Help rendered towards students by the guardians in Darjeeling, Kurseong and Kalimpong Sub-divisions

Facilities rendered towards students	Darjeeling Guardians	Kurseong Guardians	Kalimpong Guardians
1. Tutions and other help	32% (32)	15.56(07)	26.67(12)
2. Personal Help	22%(22)	26.67(12)	26.67(12)
3. Indifferent	27%(27)	8.89(04)	17.78(8)
4. Unspecific/N.A.	19%(19)	48.89(22)	28.89(13)
	% (100)	100%(45)	100%(45)

Table 19D : Scholarship received by the children of the Male and Female Guardians of Darjeeling, Kurseong and Kalimpong Sub-Divisions

Recipient of scholarship	Darjeeling guardians	Kurseong guardians	Kalimpong guardians
1. Government Source	7%(7)	11.11(5)	6.67(3)
2. Non-Government Source	8%(8)	2.22(1)	11.11(5)
3. Not Specific	85%(85)	86.67(39)	82.22(37)
	% (100)	100% (45)	100%(45)

Table 19 E : Problem regarding education of children, from the Male and Female Guardians of Darjeeling, Kurseong and Kalimpong Sub-Divisions.

Problem regarding education of children	Darjeeling Guardians	Kurseong Guardians	Kalimpong Guardians
1. No Problem	48% (48)	28.89(13)	20.00(9)
2. Disciplinary Problem	10% (10)	4.44(2)	6.67(3)
3. Problem of admission in College and School	15% (15)	13.33(6)	20.00(9)
4. Financial Problem	17% (17)	2.22(1)	15.56(3)
5. N.A.	10% (10)	51.11(23)	37.78(17)
<b>TOTAL</b>	100% (100)	100%(45)	100%(45)

Source : Data collected from the field investigation.