

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 school 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.

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 Missioneries 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 Budsdhist 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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