

## 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*

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

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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Table 2.7 : Name of the Indian type schools upgraded into High schools within 1967. Source : West Bengal District Gazetteers, 1980, p.506-507, Chapter XII.

Table 2.8 : Year of conversion of X class school into Higher Secondary schools and the name of the schools with courses offered in H.S.schools in three Hill sub-divisions. Source : West Bengal District Gazetteers, pp.507,508,509, Chapter XII.

Table 2.9 : Namelists of the schools imparting Higher Secondary course : Source : District Inspector of Schools, Darjeeling, 24.6.91.

Table 3.0 : Namelists of the schools imparting education till Class X, Source : District Inspector of Schools, 24.6.91.

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