

**IMPACT OF AGITATION OF GORKHAS OF
DARJEELING IN 2017 ON SCHOOL EDUCATION**

**Dissertation Submitted in Partial Fulfilment for Degree of
Master of Philosophy in Education**

Submitted by:

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Regn.No. MZU/M.Phil./483 of 26.04.2018

Under the supervision of

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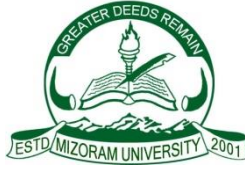


DEPARTMENT OF EDUCATION

SCHOOL OF EDUCATION AND HUMANITIES

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The 11th June, 2019

This is to attest that the research reported in the project entitled “**Impact of Agitation of Gorkhas of Darjeeling in 2017 on School Education**” submitted by Prerna Mukhia (Registration No. **MZU/M.Phil./483 of 26.04.2018**), an M.Phil Scholar of Department of Education, Mizoram University, is a bona fide research work carried out under my guidance and supervision. To the best of my knowledge and belief, the project is an original piece of work in the field of education and has not been submitted in support of an application for any degree or diploma in any institute of learning.

(Prof B.B. MISHRA)

Head of Department

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Supervisor

SRBTC	:	Shree Ramakrishna BT College
WBBSE	:	West Bengal Board of Secondary Education
WBSCTE	:	West Bengal State Council of Technical Education
UNESCO	:	United Nations Educational, Scientific and Cultural Organisation

ABBREVIATIONS AND ACRONYM

ANC	:	Africa National Congress
ASUU	:	Academic Staff Union of University
CBSE	:	Central Board of Secondary Education
DGHC	:	Darjeeling Gorkha Hill Council
DHR	:	Darjeeling Himalayan Railway
DTA	:	Darjeeling Teachers' Association
GESO	:	Graduate Employees and Student Organisation
GJM	:	Gorkha Janmukti Morcha
GMCC	:	Gorkhaland Movement Coordination Committee
GNLF	:	Gorkha National Liberation Front
GTA	:	Gorkhaland Territorial Administration
ICSE	:	Indian Certificate of Secondary Education
NCC	:	National Cadet Corps
NSS	:	National Service Scheme
SASM	:	South African Student Movement

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DECLARATION

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I, Prerna Mukhia (Registration No. **MZU/M.Phil./483 of 26.04.2018**) do hereby declare that the subject matter of this dissertation entitled **“Impact of Agitation of Gorkhas of Darjeeling in 2017 on School Education”** is the record of work done by me, that the contents of this dissertation did not form basis of the award of any previous degree to me or to do the best of my knowledge to anybody else, and that the dissertation has not been submitted by me for any research degree in any other University/Instituted.

This is being submitted to the Mizoram University for the degree of master of Philosophy in Education.

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Dated: Aizawl

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Chapter- I

INTRODUCTION

1.1. Introduction

The term 'education' is a common word, expressed by most of the people who have their own concept. There are numerous clarifications and opinions about education. It can be observed as an institution- social, political, economic. Education is also regarded as a direction for the development of human society. Though, during the course of time, its meaning and objectives have predictable changes. However, the ultimate aim of education is to achieve all round development and enlightenment of the mind, widen the vision, character-building which can be advantageous to the individual himself/herself and to the society and nation at large.

21st century educational institution is being visualised as a place where knowledge will be generated, refined, reinvented, examined, explored and restarted (reference). The educational institution of 21st century can be viewed as an institution where knowledge will be assimilated by both teachers and students. This knowledge will transform into experience, action, wisdom, vision and so on. So overall, education can be regarded as a foundation, which is freed from the control of the static body of knowledge (*Pandey 2001*).

In this age of digitization, life has been transfigured by the latest technology that flattened the need of education for day to day life, so the educational system has to keep itself up-to-date with the latest developments. We,

the human beings have now reached so far, up in the civilization level that we give credit to the education. We are experiencing a world with completely new features a world of globalization and in order to cope with this new world, the need of education for anyone is self-understood.

1.2. Education in Darjeeling Hills

Education plays an important factor in social change. It is also stated as a continuous process for the development of human society. The indigenous systems of education in India were progressively changed by British India education since the beginning of the 19th century. The Charter Act of 1813 compelled the East India Company to take the responsibility of education in India. The indigenous system of education was strapped back releasing missionaries to spread western light and knowledge in the education of Darjeeling Hills. By the Charter Act of 1833, the missionaries in India increased enormously. In 1835, when Darjeeling population was very less, Revd William Macfarlane, a person belonging to a private missionary made a first attempt to reach the education in Darjeeling Hill by opening schools for Lepchas (*the Lepcha language which has been the language of Sikkim which all Tibetans, Bhutias, and the other who entered into the Sikkim spoke*)(Lama, 2009). Till the advent of Revd. W. Macfarlane no vernacular education was developed in the district. Mr Macfarlane considered that education is only the thing required for the development of the district and for raising the people in the scale of civilization. He also assumed that education is required for obtaining the powerful control for his mission work. He marked at placing some opportunities

even in the initial stages of learning to reach each and every child. Revd. William Macfarlane and Mother M. Teresa Mons raised the masses by means of education that resulted in establishing the convent in the year 1846 which was attached to the vernacular department. Mr. William Moran (the tea broker), Mr. R.J. Longhnan, I.C.S., the then district judge of Darjeeling and Capt. Sambler, one of the pioneer of the tea industry provided funds of which original Convent was built. At present, the Loreto Convent providing a well-stocked library, informed laboratory, large dormitory, well-ventilated accessories educates girls in a different field of life, like music, painting, art, etc. manifested by the entertainment. The Wood's Despatch of 1854 demanding more and more educational facilities proclaimed that the government must take the responsibility of educating those groups who were not capable of educating themselves. Such happenings had some airs on the educational needs and aspirations of developing community of hill people of Darjeeling, which later merged the mainstream of national life than the other parts of British dominion in India. Thus, on 20th September 1856, the first Government school was established in Darjeeling consisting of only 33 pupils, later the number was increased up to 36 (*Dewan 2009*).

Earlier, no schools were there in Darjeeling. In the name of educational institutions private tuitions and Buddhist monasteries used to exist in the place. Buddhist scriptures and rituals were the main source of education in Buddhist monasteries. After the arrival of Christian Missionaries, education and the other social work accord the first place of honour in the district of Darjeeling. Christian Missionaries along with their voluntary organizations played a key role to

develop education in British colonial pattern so that the children could be educated. After Revd W. Macfarlane's work in Darjeeling a person named Mr Niebel, belonging to a German Missionary devoted himself towards school work. Mr Macfarlane shortly after the arrival of Mr Niebel fixed up Hindi language as the "lingua franca" (a language used as a means of communication among speakers of other languages) and prepared text-books in it, thinking that he could reach the mass by the means of Hindi tongue which closely resemble of their own. He asked the Government to reward scholarship for those children, whose family were obligated through poverty to earn a living. Gradually the schools began to, started all over the district. Those children appearing in various schools started all over the district. These schools ultimately formed the center of the training school which exists today at Kalimpong District. The St. Paul's School established at Darjeeling by Bishop Cotton in the year 1864 (The school was first started in the year 1845 at Calcutta and was moved to Jalapahar Darjeeling in the year 1864) runs a well-appointed library, a large reading room, a spacious hospital fitted with newest medical appliances which have large enough space to accommodate 20 patients and special rooms for the use of convalescents and an observation ward. Students enrolled in this finest institution are made prepare for several public services examination in India (*Desai, M. 2014*). By 1873 approximately there were 25 schools in the district where 615 boys and girls were enrolled. In the year 1874, the Bhutia Boarding School was established which is attended by all classes of Indians. The Middle English Schools and the Bhutia Boarding School combined in the year 1874 and turned into High school. Roman Catholic Mission in the year 1888 established St. Alphonsus School as a primary

School at Kurseong (the school was later upgraded to high school in the year 1936). The other reputed institution the St. Helen's Convent for girls' established in the year 1890 imparts instruction up to the Senior Cambridge Course. It is under the sister institution that instructs ordinary curriculum to pass through Queen's Hill School opened in 1895 by American Methodist etc. were established. After a large number of Europeans settled in Darjeeling, 10 more schools were established for the children of Europeans and Anglo-Indians. To spread education in Darjeeling, the then Government fully supported the missionaries, as a result of which several missionaries' institutions like St. Joseph's college by Roman Catholic, the Diocesan Girl's High School started in the year 1904, is under the management of the sister of the community of St. John Baptist, Clewer England and Loreto Convent by Church of England. O'Brian an Irish Brother founded Goethals' Memorial School in the year 1906. The school still exists now, and it's one of the most reputed schools in Darjeeling. The Maharani Girls' School (established by Hemlata Sarkar in Oak Lodge possessed by Maharani of Coach Behar) was also established as a primary school in the year 1908 which is the first Indian accomplished and privately seen School for Indian girls. The church of Scotland Missionary also made an equal contribution for meeting primary education in the Darjeeling. By the year 1917 the number of High, Middle, Primary, special, including Training Industrial Schools, etc. were 245 in number, and the number of pupils enrolled was about 6,664. Again in the year 1946-47, there were 322 primary schools, 23 Middle English School, 11 Indian High School, 10 European-Anglo-Indian Schools, 3 Intermediate Colleges, Craft Schools and Teacher Training Schools. The reputed schools of

Kurseong are Victoria Boys; school, Dow Hill girls' School Goethals' Memorial School and St. Helen's Convent. The Victoria Boys; school controlled by the Director of Public Instruction, Bengal and is under the supervision of Inspector of European schools has one of the largest playground, up-to-date gymnasium, a well-stock library containing standard works and book of references. The students of both Dow Hill girls' School and Victoria boys' School were prepared for the Junior School Certificate Examination of the University of Cambridge. The course of studies in this institution includes all Cambridge Local Examinations (*O'Malley, 1999*).

The higher education in Darjeeling has a strong foundation since ages. Darjeeling hosts five famous Colleges. St. Joseph's College established in 1972 is a Catholic Minority co-educational Degree and Post-Graduate College managed by the Darjeeling Jesuits of North Bengal through St. Josephs North Point College Educational Trust. Salesian College set up at Sonada in the year 1938 is a premiere institution managed by the Salesians of Don Bosco affiliated to the University of North Bengal. A UGC certified College located at Sonada and Siliguri offers courses on diverse disciplines on social sciences, humanities commerce, management, technical sciences and other vocational and career-oriented programmes to cater to the needs of the students of this generation. Loreto College founded in the year 1961 as a women's college. At the request of the Government of West Bengal the Irish Branch of the Institute of the Blessed Virgin Mary, the Darjeeling Loreto Educational Society agreed to take care of this management. However, due to the lack of personnel, the Loreto nuns were compelled to hand over the college to the Government of West Bengal. It was

thus renamed as 'Southfield College'. Darjeeling Government College started in the year 1948, is a co-educational government funded college. The college is in North-Point Darjeeling and offered different graduates and post-graduates courses. Kalimpong College a pioneer co-educational institution in Kalimpong affiliated to the University of North Bengal was established by the order of Government on 12th November 1962 with the aim of providing higher education to the people of the backward place of Kalimpong. The College offering B.A./B.Sc./B.Com./Pass and Honours courses provide ample opportunities to the students to participate in extra co-curricular activities like games and sports, debates, welfare magazines, Eco Club, N.S.S., N.C.C. etc. The other Colleges are S.R.K.B.T. College established in 1957, Mirik College established in 2001 etc. Out of 18 colleges in the district, 11 are located in the hill subdivisions and have the capacity to enrol more than 15,000 students. All these colleges are undergraduate college and are affiliated to North Bengal University. After the independence, the State Government has established Industrial Training Institute, Polytechnic Colleges and Nursing centres, commercial and Vocational Institutions under WBSCTE, Engineering, Medical, Technical colleges, Teacher's Training and Nursing Colleges, All Technical Colleges/Institutions including Autonomous Research Institutions of special importance, and technical Universities. After independence, significant change and progress in the rate of literacy have been witnessed in the hilly region of Darjeeling District as a result of which the growth of education among the local ethnic groups was gradually improving. The western education or modern education was broadcasted by the Christian missionaries and the Government officials in conquest of the traditional

indigenous system of education and to feast light of western education. It is this modern educational system that aided the native inhabitants of the hill region, as traditional system had no worth for the extensive mass education (*Tamlong, 2006*).

1.3. History of Gorkhas

As known by the world Gorkhas are the creed of the martial race and initially the dwellers of the Himalayan ranges. This race possesses a distinct culture, language, customs and traditions. Gorkhas are best known by their traditional heavy blende knife, khukuri and their motto-*Kapar Hunu Bhandu Marnu Ramro* (Better die /than be a coward) and the battle cro- *Ayo Gorkhali*. Across the world, Gorkhas are known as vigilant soldiers with all sorts of sincerity, stubbornness kind-heartedness and honest soldiers having superb martial characters. It is found that they set the entire Himalayas as their domicile putting all their sweats, blood and lives. Before the Anglo-Gorkha War of 1st November 1814, the boundary of the former Nepal extended to the Sutlej River in the West, Teesta River in the East, Ganga to the South and to Himalayan Ranges to the North. The Anglo Gorkha war ended with the signing of Sugauli Treaty in 1816. The Treaty's terms and conditions made Nepal loss approximately 1/3rd (40.000 sq.km.) to the East India Company. Shimla, Kumaon, Garhwal. Terailand, Darjeeling, Kurseong, Doars, Siliguri, Nainital and Dehradun areas came under British Empire. Consequently, the Gorkhas living in this area became Indian by the Virtue of Annexation of their lands. Therefore the ethnic Gorkhas

of India are not refugees who came to India in hopes for building economy for their stability (*Sunar, Kawar., and Subba 2000*).

However the history of Gorkhas is an arguable sermon where there is no stable course of history to stand out of the race in Nepal and India. The ancient literary text, traces the race before coming of the British, not after coming of the British. Anyhow the author of the literary text and the Historians holds a various opinion regarding the history of Gorkhas in India. Various groups of thinkers have opined that the term 'Gorkha' has various implications. Some reflect that the term 'Gorkha' has been derived from the term 'Goraknath', the Hindu deity and hence the groups are known as Gorkhas (The story of Matsyendranath). While some other defined that the term 'Gorkha' has been derived from the word 'Gouraksha' meaning the protector of the cattle, hence these people are called 'Gorkha' who protected cattle for worshipping cow as 'Gaumata. Gorkhas immigration history is a history that started in 15th century. The original Gorkhas in India immigrated to western Nepal, Gharwal, Sikkim, Darjeeling and North Eastern Himalayas including Assam to save their cow Dharma from the treacherous attacks of Muslim rulers. The push factor for the immigration to Indian Himalayas from the Nepal Himalayas was poverty, cast rigidities and aspirations for class enrichment. That had led to the emergence of male immigration to Indian mainland (*Munlang*-the land of Mogals) in search of jobs particularly in Indian armies and other forces. It is found that the Gorkhas also joined the army of Kauravas during the great Mahabharata war. In fact, then, was no specific political boundary between present India and Nepal. Whatsoever these multilingual hill people who lived in and around Gorkha district of Nepal

had their tribal principality of Gorkha which was later conquered by Dravya Shah (1559-1570) who founded the Gorkha Kingdom of that principality under Shah Dynasty. The Shahs were the migrants of India from Rajasthan who fled north during the Muslim invasion in India to protect their religion and culture (*Sharma and Das 2011*).

Pritivi Narayan Shah after his father Bhupal Shah's death (under whom the Gorkhas lived in the Chaubisi Rajya, a collection of twenty-four small states) annexed three Newari capitals named 'Katmandu', Lalitpur' and 'Bhaktapur' under Malla Dynasty. The area adjoining Katmandu and other close states were together called Nepal Valley named by a sage called Nemi. After these annexations, the Gorkha Kingdom was settled and was renamed Nepal in 1768 and thus, turns out to be a prevailing force for the occurrence of Nepal Nationalism. In the long run, the Gorkhas residing in Nepal came to be known as Nepalese. These occurrences brought changes in the socio-economic and political system of varied Gorkhas domains along with the change of the name of language into Nepali in 1933 from 'Khaskurakhasa' which was the language of native Gorkha of Nepal, into Nepali (1933). Later on even the term, Gorkha in the National anthem of Nepal was also changed to Nepali in 1951. However, after being defeated in an Anglo-Nepal War (1814-1816). Nepal was compelled to give back many territories which were further extended by 02 Bahadur Shah Son of Pritivi Narayan Shah. Bahadur Shah further expanded the Kingdom all along the Himalayan foothills from Kumaon and Gharwal in the West to the North of India up to Nainital and Sikkim in the East. The decade, when Saugauli Treaty was signed between Nepal and British in 1815 symbolize the entry of Gorkhas

into India after the annexation of Darjeeling, Sikkim and the other neighbouring territories by British colonial India and along with this, the people had to change Nationalities as 'Indian Gorkhas'. In the year 1950 after the Indo-Nepal Treaty was signed, the majority of Nepali people settled in the various parts of the country and only those Nepali were allowed to be called an Indian citizen. They call themselves Bharatiya Nepali or Indian Nepali who are basically under the same shades of 'Indian Gorkhas'. Therefore a large number of Gorkha existed in India before 1816. About one crore Gorkha population live in India today (*Rai 2018*).

1.4. Gorkhas of Darjeeling

Darjeeling located in the lower Himalayas at an elevation of 6,700 ft. (2,042.2m) is a small town which has a partially an autonomous status in the north eastern part of West Bengal. The word Darjeeling is derived from the word "Dorje" (meaning thunderbolt in Tibetan) and "Ling" meaning place. Therefore Darjeeling means "The place of Thunderbolt". Darjeeling a headquarters of Darjeeling District is renowned for its tea industry, a splendid view of Kanchenjunga, the third highest mountain in the world and DHR (Darjeeling Himalayan Railway) a UNESCO world heritage site. Because of its scenic beauty, it is regarded as "Queen of Hills" the term coined by Britishers in the 1800s. The three major towns and the sub-divisional headquarters in the district are Kurseong, Siliguri and Mirik. The district can be divided into two broad divisions: the hills and the plains. Total hilly region of the district comes under the Gorkhaland Territorial Administration (GTA), a semi-autonomous

administrative body under West Bengal Government. GTA covers three hills subdivisions of Darjeeling, Kurseong and Mirik and Kalimpong district. The foothill of Darjeeling Himalayas covers Siliguri subdivision and is known as Terai. The district is surrounded by Sikkim in the north, Kishanganj district of Bihar state in the south, Kalimpong district in the east and in the West by Nepal. The sub-division of Kurseong was formed in the year 1891 and the sub-division of Siliguri was formed in the year 1907. The Kalimpong as a sub-division was created development schemes in the year 1916. The partition of Bengal in August 1947 left the districts' boundaries and in the share of West Bengal. The uneven triangle shaped district is a chaotic maze of ridges and narrow valleys. One-third of the total area of the district is covered with forest. The lower slopes of the forest have been cleared for the tea plantation and other cultivation. The valleys have a great range of altitude. As the district lies on the direct path of the southwest monsoon, it receives abundant rainfall. Temperatures vary significantly with the altitude in the district.

There is a good picture of the ethnic composition of the people of Darjeeling District. They are Hindus, Buddhists, and Christians, Muslims or animists. The combined population in the district had been the ethnic groups of Sikkimese, Bhutanese, Tibetan and Nepalese. The people hailing from Nepal and the people speaking Indo-Aryan and Tibeto-Burman languages fitting to various castes and tribes had been in majority since the starting of the immigration into the district. The Darjeeling hills and adjoining plains also have the compositions of Khambu Rai, Gurung, Mangar, Sunwa, Thami, Dewan, Bhujel, newars etc., racially distinctive origins. Earlier the hill region was thinly populated by

'Lepchas' the religion followed by them was 'animistic'. They used to practice shifting cultivation. Soon after the transformation in the composition of the population after the acquisition of the hill region by the British, the Tibetan dominated the Lepchas. The Nepalese took the position in the hill region after the conflict between Nepalese and Sikkimese. Trade and communication development brought the composition of Marwari, Bengali, and Bihari traders to settle in hill region, which resulted towards the occupant of the mixed population of Nepalis, Lepchas, Bhutias, Tibetans, Bengalese, Marwaris, and Beharis in the hill region of Darjeeling district. But in spite of this varied population in Darjeeling hills, the three distinct ethnic groups, i.e. Nepalis, Lepchas and Bhutias are mostly regarded as hill people as they have made this hill region their perpetual home since ages. Those people residing in the hilly region of the district have their own culture, tradition, language, characteristics features and way of living suitable to the hilly environment. The other group of people resides in the plain area of the district and are regarded as plainsmen; they are connected with the hilly people for business concern. The majority of residents in hill area of Darjeeling speak Nepali (*Dewan D.B. 2008*). Thus, Nepali has become a spoken language for the people of Hilly region of Darjeeling. The language (Nepali) is one of the listed language of the 8th schedule, spoken by 28,71, 749 (Census 2001), ethnic nepali Indians, (Indo Aryan, Nepali, Chettri, Bahauns, Jaises and Co.,Indo-Dravidic Kami, Damay, Sarki, Khambu Rai, Gurung, Mangar, Sunwa, Thami, Dewan, Bhujel, newars Schedules tribes(Bhutias, Lepchas, Limbus and Tamangs). Etc.,(*Pemahishey,2013*).

Nepali has been the key language than any of the Tribal language like Lepchas, Bhutias or Tibetan so far as it is concerned here in the hill area of Darjeeling. Nepali composed of several races and the ethnic group is taken as dense population here in Darjeeling. Although each of these races had its own particular dialect and sub-dialect yet the link language is Nepali which is also known as 'Gorkhali' 'Khaskura' 'Parbate' or 'Pahari'(during the British days). The present position of the language is that the 'Sahitya Academy of New Delhi' recognized the Nepali language as one of the 15 major languages of India and it has been recognized as one of the official languages for the district of Darjeeling since 1961 by West Bengal (*Rai 2018*).

Buddhism and Hinduism were the prominent religion prevalent among the early native settlers of the region. The 'Lepchas' profess Buddhism. The Lepchas encompassed from about the middle of the 17th century. The form of Buddhism established at the British was 'Lamaism'. Lamaism is another name of Buddhism. The 'Lamaism' recommends that the 'Gompa' or the Monastery is the centre of the community life of both Lepchas and Bhutias. A 'lama' or the priest is the main bureaucrat of the monastery who performs rituals on behalf of the community. The form of Buddhism predominant in the district is not much higher type. The Nepalese of Darjeeling district are almost all Hindu. The faith of Hinduism as held by the Nepalese of Darjeeling is less arduous than in Nepal and in the Indian Plains. A segment of Nepalese called 'Tamang' professed Buddhism, but they steadily adopt Nepalese form of Hinduism. The Brahman or the priest is very common for those professing Hinduism. The Brahman tells about the fasts and festivals, read the horoscope, take part in the naming ceremony of the newly born

baby, participates in marriages, dead ceremonies, and funeral ceremony with all the rigidity prescribed by Hindu Shastra. A few Nepali castes like 'Brahman', 'Chettri' 'Newars' are fond of elegant rituals in marriage and funeral ceremony. Christianity religion is also accepted by the people residing in the district. Therefore in the hill area of Darjeeling district Hinduism, Buddhism and Christianity are the main prevailing religion. They can broadly categories into Hindus, Buddhist and Christians. Thus it is not difficult to find Buddhist Lepchas or Christian Lepchas and Hindu Nepalese or Christian Nepalese. The Jainism religion is limited only within the Marwaris, the noted business community in the district (*Dewan 2008*).

The people living in the Hill area of Darjeeling District, shares the amalgamation of different culture. The three ethnic groups (Lepchas, Bhutias and Nepalese) belong here. They have different language, culture and customs. They also do not differ much in their habits of drinking and eating. The general occupations of the entire ethnic group are of a similar pattern. Regarding dresses, each ethnic group has the dresses of the places of its origin. They celebrate festivities of their specific tradition and customs according to their own calendar. The ways of living of all these ethnic groups are very similar and certain by the same physical and climatic condition. Economically the hill people are much sheltered. The three ethnic groups mostly have their own agricultural land. The agricultural products, vegetables and other products from villages are brought up in the bazaar of Darjeeling. The three hill tribe follow their respective art, literature, religion, daily works, entertainment, etc. There is a kind of innovative mixed culture in the hilly region of Darjeeling district. Those cultural exchanges

have taken place amongst the people of the different ethnic group. Every community has learned many things from each other and participates in each one's festivals and ceremonies as a consequence of which hill culture has developed.

1.5. History of Gorkhas Agitation in Darjeeling:

The Indo-Nepal Peace and Friendship Treaty of 1950 Slowed down slackened the movement of people between the two nations and hence the cultured and ethnic identity blended to the great extent where the 'Indian Gorkhas' were alleged of being Nepalis from Nepal. Thus because of this Subhas Ghising, the late president of Gorkha National Liberation Front (GNLF) put the blame on article VII and called for its revocation. India after independence, the state reorganization act came in 1956, where many states were formed on the basis of language. Many minority linguistic communities were basically ignored where the Indian Gorkhas stands as an example. The treaty (Indo-Nepal Peace and Friendship Treaty of 1950) was one of the tactics of Subhas Ghising to bring followers together in Darjeeling in Darjeeling. This demand has been carried out through mass movements of two Gorkha organizations, the Gorkha National Liberation Front (1986- 1988) and Gorkha Janmukti Morcha (2007- 2017) (*Roy, 2016*).

The Gorkhas found job opportunities during the colonial period under the East India Company's army and the tea gardens of Darjeeling. Darjeeling laid a firm ground for the Gorkha settlers to work as labourers in the tea garden and in the household of the British officials. Therefore, there is cultural and political

development of the Gorkha Community in Darjeeling. Therefore, it is in the Darjeeling demand for the separate state of Gorkhaland for Gorkhas took shape (*Sharma and Das 2011*). India after independence Darjeeling was merged with the state of West Bengal. Darjeeling a separate district comprising of the hill town of Darjeeling, Kurseong, Kalimpong and some parts of the Terai region was established. The population of hills comprises mainly ethnic Nepalese, and the plains comprise Bengali population. The demand of the ethnic Nepali population led to upsurge a call for the separate state for Darjeeling Autonomy and for the recognition of Nepali language. After the creation of a new state of Sikkim in 1975, Nepali was recognized as an official language under the constitution of India, brought the issue of the separate state of Gorkhaland. The agitation was slackened with the signing of The Darjeeling Gorkha Hill Council (DGHC) Agreement between the Central Government of India, the West Bengal Government and Gorkha National Liberation Front (GNLF) in Kolkata in the year 1988. Thus the establishment of an elected body named GNLF (Gorkha National Liberation Front) in 1988 relaxed the agitation (*Bomjan 2008*).

The marginalization of the Gorkhas stood out sorer in the post-Independent phase of India. In developing nation the arrival of Globalization, Liberalization and Privatization policy in India (1991), brought many changes in developing India. But no arrangements were considered for the Gorkha population who depend upon tea plantation for their livelihood. Their economic living standard remained slag where the sociologist Khemraj Sharma pointed out that “Instead of having two hundred years of history of tea industry in Darjeeling the Government of West Bengal could not enact and implement the provisions of

Minimum. The marginalization of the Gorkhas in India lengthens the economic stability to the political grounds where the identity issues faced by this race in India have led to the demand of a separate state of Gorkhaland. The area of Darjeeling holding the major population of Gorkhas stands as a revolutionary ground which has put forward the demand for an identity in the state of West Bengal (*Sharma, 2017*).

In the year 1980, Subhas Ghisingh the late president of DGHC (Darjeeling Gorkha Hill Council) outstretched the demand for the creation of Separate state Gorkhaland within India, engraved out of hills of Darjeeling and area of Doors and Siliguri Terai adjoining Darjeeling. However, the movement terminated, founding Darjeeling Gorkha Hill Council in 1988. The DGHC controlled the Darjeeling hills over 23 years with some sort of autonomy (*Tamlong, 2006*).

In 1986, again another movement had taken place in the demand of separate state Gorkhaland which resulted in the formation of the semi-autonomous body in 1988 called Darjeeling Gorkha Hill Council (DGHC), to govern certain areas of Darjeeling District. The Government decided not to hold the fourth DGHC election of 2004. That made Subhas Ghisingh the sole care taker of the DGHC until the new Sixth Schedule tribal Council was established, which led a hatred situation among the former councilors of DGHC. Among them, Bimal Gurung the trusted assistant/advisor of Ghisingh decided to backstab from GNLFF (Gorkha National Liberation Front. Bimal quickly made full use of the public support he got for supporting Prashant Tamang (an Indian Idol

contestant from Darjeeling). By taking advantage of the public support Gurung was able to take-over Ghisingh from the seat of power. However, Bimal Gurung formed a new party named Gorkha Janmukti Morcha (GJM) in the year 2007 raising the demand of the separate state of Gorkhaland (*Yogi, 2009*). The movement took a new turn, with the assassination of Madan Tamang, leader of Akhil Bharatiya Gorkha league in 21st may 2010, which is said to be supposedly done by GJM supporters. This led an immediate shutdown in three Darjeeling hills sub-division i.e. Darjeeling, Kurseong and Kalimpong. So following this assassination the party lost popular support from people. On 8th February 2011 again three GJM activists were shot on a padyatra led by Bimal Gurung which led to the violence in Darjeeling and an indefinite strike was called by GJM that lasted 9 days (*Chattopadhyaya, 2010*). On 18th April 2011, GJM candidates won three Darjeeling hill assembly seats in the West Bengal assembly election proving that the demand for the separate state, Gorkhaland was still strong. GJM candidate Trilok Dewan won from Darjeeling constituency, Harka Bahadur Chettri from Kalimpong constituency and Rohit Sharma from Kurseong constituency. Along with Wilson Champramari, an independent candidate supported by GJM won from Kalchini constituency in Doors(*HT,2011*) On 18th July 2011 Gorkhaland Territorial Administration (GTA) a semi-autonomous administrative body for Darjeeling was signed. Mamta Banerjee the present chief minister of West Bengal implied that this would be the end of Gorkhaland Movement. During the West Bengal assembly election of 2011, the Chief Minister had stated that Darjeeling is the integrated part of West Bengal. Bimal Gurung restated that the formation of GTA (Gorkhaland Territorial

Administration) was just another step towards statehood. A Tripartite Agreement was signed where both spoke publicly at the same venue in Pintail village near Siliguri. On 2nd September 2011, a bill for the formation of GTA was passed in the West Bengal Legislative Assembly (*ToI, 2011*). The West Bengal allotted a gazette announcement for the GTA act on 14th March 2012, indicating preparation for the election of GTA. GJM candidates won from 17 constituencies and the rest 28 unchallenged seats in the election of GTA held on 29th July 2012. The GJM also agreed for setting up an autonomous body GTA. Gurung has been the chief executive of GTA. However, the GJM uttered severe dissatisfaction over the functioning of GTA and had revitalized the call for the separate state of Gorkhaland. On 30th July 2013 Gurung resigned from GTA and reintroduced the agitation for Gorkhaland when the Congress working committee unanimously passed a resolution for the formation of separate state Telangana for Andhra Pradesh. This resulted in splaying of demands throughout India, noticeable among them were statehood for Gorkhaland in West Bengal and Bodoland in Assam. GJM called an indefinite strike from 3rd August 2013, the people in the hills were asked to voluntarily stay inside on 13th and 14th August announcing a unique form of protest ‘Janta Bandh’ where there would be no picketing and no use of force (*Roy, 2016*).

The Gorkhaland agitation that took place during June and September 2017, have the total participation of Darjeeling Gorkhas, as well as the Gorkhas residing in the other countries as well. The protest bid by GJM supporters for a separate state of Gorkhaland was initiated after West Bengal Government pronounced that the Bengali language should be the compulsory language in all

the schools across the state. The GJM administered area of Darjeeling, Kurseong and Kalimpong where the majority of the people speak Nepali were not ready to accept the decision of the Government. In the beginning the situation was peaceful but later on the protest exaggerated. The Government later made a decision in the Cabinet meeting held at Raj Bhawan in Darjeeling on June 8th announcing that Bengali would be offered as an optional, second or third language in hills. But, the GJM declined the very decision of Government and reinforced the protest which led to the revitalization of the old demand for the separate state of Gorkhaland. The Movement took a violent turn that compelled the Government to call force for controlling the situation. The situation worsened on June 15th when the police raided the GJM office and seized weapons and the other necessary belongings. The rattles took place between the police and the agitators. Therefore the indefinite strike was called which led to the shut down in the entire region. There were extensive illustrations of violence that include riots, arson, torching of the vehicle, Government properties and houses. Mass rallies were approached regularly by the Gorkhaland Agitators. Many of the Security personnel and the Gorkhaland Supporters were badly injured. Most of the people died. The internet services in the hills were also suspended by the Government for the duration of the shutdown. The people put the allegation on the Government of the violation of human rights (*Chaudhurai, 2017*).

The 2017 agitation in Darjeeling District arose at a time when colleges around the region were enrolling students for graduate courses. Since there are only few colleges in the Hills, a large number of students from Darjeeling Hills apply admission at nearby Siliguri (the plain area of the district). But, due to

strike and internet banned only few students who were outside Darjeeling were able to apply for admission in the colleges of Siliguri in the year 2017. Colleges' students who are pursuing higher studies outside Darjeeling district also couldn't attend the classes for a number of weeks. For the first time in the history of agitation of Darjeeling district, the colleges in the hills skipped admission or the colleges could not hold new admission process following the unrest. The agitation of 2017 has not only brought the life of Darjeeling hilly region to a cessation but also raised a big question on the fate of students appearing in University examination in the year 2017. As per the request of the parents, most of the teachers have gone out of their way to teach the students privately at home. However, some of the students especially the students from the rural areas are not fortunate as their counterparts in the urban areas. They were unable to attend the extra classes because of which they had problem with the completion of syllabus. Internet and cable television remained suspended during the time of the agitation, therefore the students' were unable to access any kind of information and the students applying in the other colleges outside Darjeeling or for any other course headed towards the plain area (Siliguri), to apply for the online application process, but since vehicles were not permitted, the students faced lots of problems. The students who had finished their 12th standard board exams were unable to fill up their college admissions forms due to the suspension of the internet. Thinking that those students might lose a year due to the passing of deadlines for admissions to colleges, the DTA (Darjeeling Teachers' Association) met the district magistrate seeking restoration of Internet services, their demands were rejected by the authorities. Because of

the agitation of 2017, there was a huge variation in the results of the students. This time the students achieved low marks in the University examination. The agitation of 2017 also hampered the school educational system resulting in transferring of schools to the down plain region of Darjeeling District. The Agitation has taken toll on students, their parents, teachers and schools management. The head of the schools met with the Gorkhaland Movement Coordination Committee (GMCC) and asked for the educational institution to be allowed to function. They also wrote a letter to the Union Home Minister Rajnath Singh and West Bengal Chief Minister Mamta Banerjee. But no relaxation was given for the educational institution. The principal of the schools tried their best to minimize the damage that student can suffer due to this agitation. Therefore most college and school students from Darjeeling headed towards Siliguri to join the regular educational system in order to complete their syllabus. Temporary arrangement was made by few hill private schools by renting out rooms marriage halls, vacant residential properties, guest houses, community halls in Siliguri to provide extra classes to their students paying astral rents to ensure classes for secondary and higher secondary students are not disrupted. The parents of those children rented rooms in Siliguri in order to send their children for private classes. But not all students were lucky enough to take extra classes. The Students who were about to appear their class X and XII board exams in few months struggled to complete their syllabus of pre-board exam. As Darjeeling is an international destination and has the boarding facilities many students in and outside India comes to study and reside in the hostel. Thus the boarder students had to leave the hills immediately causing a rift with parents internationally,

especially the students from abroad. Most of the village students also faced problems. The schools and the colleges remained completely closed for 80 days which caused a severe loss for the students who were about to appear pre-board exams and who will be appearing the board exam of 2018. Because of the agitation the board exams which used to be held in the month of February every year has changed its schedule (*Loiwal, 2017*).

1.6. Agitation and Education

Agitation can be described as a situation in which people protest or argue, especially in public, in order to achieve a particular type of change. Change is inevitable in any mode of development. Agitation in this sense takes place for any form of change or development in an institutional framework i.e. state, country or educational institutions. The act of agitations has been taking place since British rule in India with protests by Indians during the Quit India movement and the non-co-operation movement. A discussion of students' movement in India is reliant on an investigation of political, social and psychological determinants.

The Post-Independent India has seen various changes in the governmental structure. Agitation has been seen as a medium for any demand. Agitation forms the basis of supporting demand. It takes place as a peaceful rally to indefinite strikes and civil disobedience leading to civil wars. As such agitations can be judged in a positive or negative light, while it serves to realize a common goal of development. It can also slow down the economic growth of the country region or state. Agitation prone areas not only affect the economic growth but it also effects the educational system of the region as well. Agitation in educational institutions

is a common phenomenon where teachers, students and staffs demand certain rights. The Student unions in colleges and Universities plays the main role to serve the purpose of schools and the educational system. It also reduces the effectiveness of the educational order. An agitation sometimes effect educational institution damages infrastructure because of violent riots, which hamper students and teachers life. While some agitations gain the support of students, teachers, parents, etc. many a time it sparks the flame of unprofessionalism and long term rivalry leading to the loss of educational standards. However, the idea of agitation cannot be stopped for a few sections of people against hundreds who demanded certain

1.7. Rationale of the Study

The agitation of 2017 had gripped the Darjeeling Hills and left the educational institutions the most worried and affected. In this study, an attempt was made to simply highlight the impact of agitation on the educational system in Darjeeling from June 2017 to September 2017, because for the entire time of agitation all schools of Darjeeling Hills remained close.

The agitation had taken a toll on the students, their parents and the teachers who are the most important stakeholders of education. Students of some of the prestigious schools became refugees as the situation was not settled. Most of the schools hired several private buildings to accommodate class X and XII students to complete the syllabus and to make them ready for board examinations. Thus the comprehensive study highlighted all the important points focusing on the educational system which was affected by the agitation of 2017.

It is observed that the agitation leads to the incompleteness of syllabus. Thus, the present study is significant in investigating the entire magnitude of the scenario.

During the agitation of 2017, the educational institutions of hilly regions of Darjeeling district and Kalimpong district were most affected. Earlier Kalimpong was one of the sub-division of Darjeeling district but since February 2017, Kalimpong was announced as a separate district. The investigator has focused only on the affected rural and urban areas of the hilly region of Darjeeling district. In this study, the investigator focused to find out the impact of agitation on education, educational institutions and different stakeholders of education. The study was basically aimed to analyse the impact of agitation and it came up with some recommendations. As all the schools of Darjeeling Hill were affected by agitation, the researcher tried to include schools of all three boards viz. Central Board of Secondary Education(CBSE), Indian Certificate of Secondary Education (ICSE) and West Bengal Board of Secondary Education (WBSSE) as the sample of the study. Keeping all these things in mind the investigator has shed light in every possible way to fill up the gaps and has tried to proceed to answer the following questions;

- 1) What was the impact of 2017 agitation on school education in Darjeeling?
- 2) What were the problems faced by students during the agitation of 2017 in Darjeeling?

3) What were the problems faced by teachers during the agitation of 2017 in Darjeeling?

4) What were the problems faced by principals during the agitation of 2017 in Darjeeling?

1.8. Statement of the Problem

The problem of the present study is stated as

IMPACT OF AGITATION OF GORKHAS OF DARJEELING IN 2017 ON SCHOOL EDUCATION

1.9. Operational Definition of Key words

Agitation: In this study, the meaning of term ‘agitation’ is the strike of Indian Gorkhas for the Demand of Separate state within India that took place on 2017.

Gorkhas: In this study term ‘Gorkhas’ means the community of people residing in Darjeeling, a small town in the Northern part of West Bengal.

School Education: In this study, the meaning of school education is the secondary and higher secondary school education of Darjeeling Hill area.

1.10. Objectives

1) To find out the impact of agitation of 2017 on school education in Darjeeling.

2) To find out the problems faced by students during the agitation of 2017 in Darjeeling.

3) To find out the problems faced by teachers during the agitation of 2017 in Darjeeling.

4) To find out the problems faced by the principals during agitation of 2017 in Darjeeling.

1.11. Delimitation of the Study

It is not possible or expected for an investigator to examine to the fullest, the phenomenon of the desired study from all possible way. The sparse monetary fund, time constraint and human resource scarcity compelled the researcher to delimit his/her investigation.

1. The researcher has delimited the study to the selected schools of Darjeeling hilly region. The researcher did not focus on the schools of Kalimpong since its announcement as a separate district in February 2017.
2. The researcher has included only those students from secondary and higher secondary classes who appeared in the board examinations of academic year 2017-2018 and passed. Due to time and resource constraints it was not possible to include those students who appeared but failed in the board examinations of academic year 2017-2018.

CHAPTER- II

REVIEW OF RELATED LITERATURE

The literature review considering a vital part of the research process marks a valuable involvement to almost every operational step. It helps to explain the ideas, established the theoretical roots of study and develops research methodology. Later in the course the review of related literature serves to increase and amalgamate our knowledge base in the subject area and also contribute to observe our findings with those of others. Reviewing the literature has been considered as a constant process. It begins before a research problem is confirmed and continuous until the report is completed. The essential source for identifying literature is books, journals, conference papers and internet.

The important functions of literature review are given in the following heads

- 1) Providing a theoretical background to the study

- 2) Helping us contextualise our findings by comparing them with what others have found out in a relation to the area of enquiry.

Ritterband (1974) in his study ethnic power and the public schools: the New York City school strike of 1986 found that the educational issues were displaced by ethnic powers concern. The pro-community forces struggled to keep the schools open but the pro-unions tried to close the schools. It was found that the possibility of success for both sides was essentially a purpose of ethnic character of neighbourhood and school. Black ethnics were more effective in working

through the neighbourhood while white ethnic exerted their influences within the school system.

Falk *et al.*, (1982) studied the professionalism and conflict in a bureaucratic setting: the case of a teachers' strike in which the study basically focused on teacher's political activities, mainly their participation in strikes. The findings showed that, more than non-striker, strikers are professionally oriented. It was found that the strikers pleaded more authority, autonomy and control in the workplace.

Harris *et al.*, (1982) in study of ineffectiveness in teacher bargaining: the anatomy of a first strike found that the strike caused more severe feelings, poor communications, defensive/aggressive behaviour and actual strike actions. The strike was relatively violent in nature. Generally the strike was a disrupting, turbulent period that has affected the community and caused great concern among many of the union-rank-and-file. The school board however stayed firm, and the initial union resolved began to reduce sharply in the expression of the grim realities of strike. None of the union officials or other teacher interviewed felt that the student suffered significantly during the strike.

Delaney (1983) studied the strikes, arbitration and teachers salaries: a behavioural analysis. The findings of the study revealed that strike use affects teachers' salaries but that arbitration use does not. The availability of both arbitration and of the legal or de facto right to strike has analogous effects on salary levels. The salaries increased by 10%. The results also suggested that the arbitration and the strike are used as defensive rather than offensive strategies.

Deshpande (1985) in his study strike threat by college teachers revealed that the earlier mass action by the teachers' body had badly affected the yearly routine of the instructions term examinations and vacations. It took Universities several years to return the regularity once their routine was described.

Dutta (1986) studied the Calcutta University employees' agitation, the findings of the study revealed that the employee union, University authority and the Government blamed on one another and skipped their own responsibility which caused resentment in the academic community. The agitation had an adverse effect and paralysed the institution.

Parmanand (1986) in the study of Indian community in Nepal and the Nepalese community in India: the problem of the National Integration found that the Indian Gorkhas are challenged with number of complication. The suitable resolution to the problems faced by the Indian community of Nepal and the Indian Nepalese conversely can be solve by face to face communication between the Governmental Leader of these two countries.

Hall et al., (1986) in their study effects of education on attitude to protest, revealed that Education does not support the use of violence either by protesters or authorities. The study also identified that, education makes people more opposed to government repression. Education declines support for issues that reflect interest of less educated classes. they also found that Education favours protest among persons remote enough from the protest to lack first- hand knowledge of it.

Moses and Pandian (1987) in study of college teachers' strike in Tamil Nadu: an interim report found that out of 16,000 college and university teachers in Tamil Nadu about 10,000 teachers joined the nation-wide strike, despite state Government and private college management pursued a policy of victimising the dissenting teachers. It was found that most of the new entrants to the teachers' movement came from minority run private colleges which have been well known for mishandling their minority status to victimise dissenting teachers. 80 per cent of the colleges of Tamil Nadu have been affected by the strike.

Rudra (1987) studied teachers' strike: a dissenting view, the findings of the study showed that the two types of agitations by working people are supported, first an agitation for economic betterment by any unprivileged and exploited section of the population and second, an agitation that poses a political challenge to the established social order and strengthens the force they may eventually overturn it. The teacher strike did not fulfil either of these conditions. It has been found that the strike was not aimed at salary increases and the agitation did not have any political content.

Nkinyangi (1991) in student protests in Sub-Saharan Africa showed the dissatisfaction with the structural adjustment reforms had led to an outburst of social unrest. It was found that the Government was forced to appease students. But the students followed fierce agitation rejecting the offer from the Government. They instead demanded official recognition of the newly formed National Organisation of Pupils and Students. They also called for freedom of expression

and a multi-party state. Protest and riots resulted in worsening social and economic condition, injuries, lock-outs, and even death.

Diseko (1992) the study provides a detailed history of South African Student Movement (SASM). The secondary and high schools has been regarded as a major factor. The important among them were dictatorship and the absence of channel through which students could either communicate with their authorities or pursue their grievances. At the end it is contended the dissatisfaction with the limitations of black consciousness led to the establishment of link with the ANC (Africa National Congress). The organisation adhered no particular ideology and also this ideology was unnoticed by the public. The SASM came into existence, clearly adopting the philosophy of ANC, the move away from black consciousness politics particular among secondary and high schools pupil seemed abrupt. It is assumed that the student involved in the formation of SASM had originally to find a conceptual framework which could provide them with better understanding of the programme of action to bring about change. Their political development gave hints about several traditions of struggle.

Ng (1993) in study of strike activities and post-strike perceptions among university faculty showed that the faculty members play an active role in past union meeting and the members who have attended the study session mostly got involved in picketing and in picket line that has been organised during the strike. Investigation or the analysis of this post-strike perceptions showed that the faculty's attitudes towards the effectiveness of the strike, strike length, and back-

to-work legislation were directly associated to the militancy of the faculty during the strike.

Righi (1993) in the study scab, crossing the picket line in a teacher strike revealed that the strike took place in a small western town in school district with the total student of about 1,800 consisting of three elementary schools, a middle school, and a high school. It was found that the teachers were not successful in assigning their first-ever contract which gave a call to the strike in the beginning of the school year. The issue highlighted the length of contract and salary. It was found that the district call for a substitute teachers. The gist of the strike was found to be tremendously hostile, which had adversely affected the education and it was found to be very destructive, disruptive event.

Singer (1994) studied the faculty strike in the Israeli universities and it was found that the faculties of seven major universities declared a teaching strike. Classes of those universities i.e. Hebrew University of Jerusalem, the Weizmann Institute of Science, the Technion, Tel Aviv University, Ball-Ilan University, Haifa University and Ben Gurion University were suspended. Nearly 4,500 professors and lecturers stopped teaching. Almost 90,000 under-graduate and graduate students were not taught during this strike. All work associated with teaching such as grading papers, reading theses, and advising was suspended.

Deshpande (1998) in his study college teachers' strike: an assessment found that the moderately immediate settlement of the questions of the new pay scales and payment of debts are major gain for the teachers of University and colleges. The gain for them was substantial although they have not got all they had asked for. It

was found that the strike was tremendously successful, not much notice was taken by the public in general or even by the student body. The strike had no effects; in fact life went on much the same way even during the strike period.

Wise (1998) in chronicle of student strike in Africa: the case of Burkina Faso found that the student at the University of Ouagadougou went on general strike for three months. The strike caused due to the devastation of democratic rights within Burkinabe society, resulting in the assassination of former President Thomas Sankara and the rise to the power of current president Blaise Compaore. It has been witnessed that, it was the worst student strike in the history of Burkina Faro. The student leader eventually ceded to the will of the government. The strike finally failed when the student leader realised the disturbing scope of the events which surpassed both their initial expectations and their ability to manage.

Dasgupta (1999) studied the ethnic problems and movements for autonomy in Darjeeling, the findings of the study revealed that the complexities of the ethnic problems were embedded in the demands and the following movements for autonomy which came to the surface from time to time in the district of Darjeeling in West Bengal. The problem of ethnic identity of the Gorkhas of Darjeeling is fundamentally an internal affair of India that is associated to the general problem of the rough development of different nationalities in India. The positive alternative is to approach the same problem on the premises national integration based on the twin processes of class struggle and democratic decentralisation of power.

Grayson (1999) studied the student hardship and support for a faculty strike, the findings of the study revealed that the strike caused the greatest inconvenience/trouble and greatest embarrassment for the student and the administration. It was found that the students tackled with the academic and economic hardship during and after the strike. Only a few students were in the favour of strike. In comparison attitude towards unions in general were the best predictor of the support.

Mervis (2003) studied the Yale graduate students prepare to strike graduate employees and student organisation (GESO) at Yale voted for joining two reorganised unions, on behalf of support staff in a strike unless school administration agree for discussing process over the right to unionize. Students' organizers vowed to stay out of their labs and classroom for five days, going from their duties as researcher and teacher assistants in hundreds of undergraduate courses. GESO set up picket lines, but administration insisted faculty member to maintain normal class schedules and to pick up the slack left by absent teaching assistance.

Wickens *et al.*, (2007) in their study Student Strike and Copying Following a University Strike in Canada found out that the more students' plan has been significantly affected by labour dispute. It worsened the students' academic and career progress. The financial situation was deteriorated leading towards the more anger and anxiety. Only the few students were satisfied with their academic programme, and many of the student realised or felt that they had been treated unfairly during this job action.

Bose (2008) in the study from agitation to institutionalization: the student anti-sweatshop movement in the new millennium provided a general idea of the student anti-sweatshop movement and discussed that the movement has been slightly successful at changing politics. It was found that the movement was not benefit for worker and for students.

Meena and Bhattacharjee (2008) in their study revealed that the Gorkhaland Agitation headed by Gorkha Janmukti Morcha(GJM) threatened to alter the political balance in North Bengal. The demand of new Gorkhaland state has the credible leading to an ethnic conflict between different communities in the region. The DGHC that has been provided the significant autonomy by the Government of West Bengal has been more or less in controlling the situation of hills, with progressively more troublesomeland distribution problems, water crisis, educational issues, employment, health and sanitation, and a crucial lack of transparency in distributing economic packages to various sectors of the hill economy. The result of this report revealed that the people residing in north Bengal are chocked to experience one of the poorest kinds of economic blockades, which might give birth to the other problems, rather than solving any of the existing ones, or it may either lead to ethnic rioting.

Giri (2008) in the study revealed that the straightforward point about Gorkhaland is identity and not the development. The Movement is different from other movements for separate state like Telengana, Vidharb, Bundelkhand which is for development. It was observed that the movement is not a fight against state government but for preserving the identity of Gorkhas.

Padmanabhan (2009) in political agitations and the teacher's movement- the case of Malabar (1920-1995) found that the movement turned out to be very powerful. The educational efforts made during the agitation by opening rival schools, literacy classes, reading rooms, libraries and mid day meal programmes appealed the masses.

Giguere and Lalonde (2010) in their study "Why Do Student Strike" Direct and Indirect Determinants of Collective Action participations" investigate affective and strategic determinants of participations in the collective action by investigating rational decision making process and captivating a multidimensional approach to collective identity. The most frequently observed positive arguments regarding strike were the preservation to equal access to education, the preservation of norms of social justice within the province of Quebec and reaching Government for listening students' claim. The most commonly observed negative arguments concerning strike were the formation of negative image of students in the eye of public and perceived a lack of negotiations prior to strike. The most recurrent reported collective actions were participating in the students' union rallies, picket line participation, participating in public demonstrations and office occupation, and other form of support.

Rojas (2010) studied the power through institutional work: acquiring academic authority in the 1968 third world strike, the findings of the study revealed that student succeeded in creating picket lines and occupying offices and classroom. Later the intensity of strike worsened when a rally twisted into a fight with

police, which brought the campus administration much criticism from both student activists and anti-student opponents.

Johnson (2011) in the study do strikes and work-to-rule campaigns change elementary school assessment results? .The results showed that there was a large reduction in academic achievement related with strike at disadvantage schools in grade 3 and grade 6, and similarly the results associated with work-to-rule campaign also reduced. The effect was enormous and extended to the mid-point of the social and economic ascent of schools.

Borah (2012) studied the impact of politics and concerns with the Indian education system. The results of the study suggested that loopholes, corruption and political interference in educational arena cannot be overlooked or ignored in anyway. However, there is a hope for tremendous change which will make us appreciate our education system on its pluses and find new ideas for motivating the government and responsible authorities to have an eye on the minuses and take the necessary steps to leverage the education system up.

Ajayi (2013) in his work ASUU (Academic Staff Union of University) Strikes and Academic performance of Students in Ekiti state University studied that the strike interrupted the academic schedule of the universities, because of which students' academic performance was affected. It has been observed that the students' performance in academic activities are hampered so much that the good and excellent students end up graduating with poor grades.

Baker (2013) studied the industrial actions in schools: strikes and student achievement, the result of the study showed that teacher strike in grades 5 or 6

have negative, statistically significant impact on test score growth between grade 3 and grade 6. The major impact is on math scores: 29% of the standard deviation of test scores across school/grade cohorts. Lesser impacts are estimated for scores in reading and writing tests. The highest effects of the strike were in the year the strike occurs.

Ediyang *et al.*, (2013) in the study of effect of strike action on human development among social studies secondary school students in Uyo local government area of Akwa Ibom State, Nigeria showed that the strike action assimilated in the secondary schools significantly influence the performance of students in social studies and the learning effectiveness of the students.

Wenner (2013) studied Gorkhaland Movement that demand a separate state in India to be carved out of West Bengal displays that although the movement challenges the distribution of power over territory it does so by using a “pan Indian grammar,” to borrow Baruah’s terminology. This is reflected in imaginative geographies that endow the demanded territory with meaning and render it as ethno-scape, while at the same time offering it as a viable part of an imagined Indian nation. The Gorkhas attempt to bridge the gap between the “national” and “regional” and challenged dominant identity ascriptions. In doing so, they stress their multiple belongings and affiliations. In this way the Indian nation is created at various levels of society. It was found that, Gorkhas attempt to legitimize their demand for a new administrative boundary between Darjeeling and West Bengal, while at the same time drawing on deep resources to mobilize the population for an ethno-nationalist struggle.

Sarkar (2014) to analyse the dynamic process of peace initiative and conflict resolution Sarkar developed an alternative perspective and categorised them through the explanation of macro historical theories of ethnicity and elicited views. He also discussed the colonial Government in Darjeeling district categorising 'Backward Tract' and 'Schedule Areas' that created cultural narrowness among the hill dwellers. Sarkar emphasized about the events in the post-independence scenario when there was the demand of Indian Gorkha League regarding the recognition of Nepali language in the right schedule of Indian Constitution. He concised concerning the inclination of hill leaders in the electoral politics to encourage the ethnic identities for political gains. Sarkar also highlighted the political practice as in the differences between the central and state Government while the Gorkhaland movement was on the verge of enlarging the movement. He discussed the analysis of the changed repertoire of the movement for the years and state response thereof.

Oskarsson *et al.*, (2016) in their study estimating the Impact of Education on Political Participation: Evidence from Monogzyotic twins in United States, Denmark and Sweden revealed that, in all three countries the relationship between education and political participation is highly confused by genes. Familiar environment was found in all three countries.

Singh (2017) in his study a case study of student unrest in Himachal Pradesh University found that educational problem, placement services, behaviour of employees and transparency are the main causes that lead towards student unrest. The study shows that more than female students' male students were in the

favour of students' union election. However the students did not support the interference of political parties in the University campus.

CHAPTER- III

METHODOLOGY AND PROCEDURE

Research methodology includes all the methods that are used for conduction of research. Therefore the method is a style of conducting a research work, determined by the nature of the problem. 2In other words, all those methods which are used by the researcher during the course of studying his/her research problem area termed as research methods (*Kothari 2004*).

The research methodology is a way to systematically solve the research problem. It can be understood as a science of studying on how research is done scientifically. Research methodology as such helps in the study of the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them. Researchers also need to understand the assumptions underlying various techniques and they need to know the criteria by which they can decide that certain techniques and procedures will be applicable to certain problems and others will not. This means that it is necessary for the researcher to design his methodology for his problem (*Kothari 2004*).

This chapter identifies the plan and procedure adopted by the researcher in the present research study. The methodology and procedure that the researcher has followed is discussed in the following manner.

3.1 Methodology

3.2 Population and sample

3.3 Sources of Data

3.4 Tool used for Data Collection

3.5 Procedure of Tools Construction

3.6 Procedure for Data Collection

3.7 Statistical Treatment of Data

3.1. Methodology

The descriptive survey method has been used in the present study. The major purpose of the descriptive research is a description of the state of affairs as it exists at present. They are restricted not only to fact finding but may often result in the formulation of important principles of knowledge and solution of significant problems concerning local, state, national and international issue. Descriptive research is more than just a collection of data, they involve measurement, classification, analysis, comparison, and interpretation (*Koul 2014*). The main characteristic of this method focuses on the fact that the researcher has no control over the variables. The researcher can only report what has happened and what is happening. This method is beneficial for investigating a variety of educational problems and issues.

3.2. Population and Sample

The population may be defined as any recognizable and well-specified group of individuals. It may also be regarded as universe (*Singh, 2008*).

The target population for the present study comprised of all government and non-government schools of Central Board of Secondary Education (CBSE),

Indian Certificate of Secondary Education (ICSE) and West Bengal Board Secondary Education (WBBSE) of Darjeeling Hill area. The population of this study also includes other stakeholders of secondary and higher secondary schools, which were:

- (i) All students of secondary and higher secondary classes of the academic year 2017-2018.
- (ii) Teachers who were dealing syllabus of secondary and higher secondary classes in the academic year 2017-2018.
- (iii) Principals of secondary and higher secondary schools.

The researcher chose the schools of hilly region of Darjeeling because the hilly regions were most affected area during the agitation 2017. The reason behind choosing different stakeholders as; principals, teachers and students as a population of the study is that, principals being the head of the institution had to look into all the affairs of schools, they had the liabilities to run the schools at the time of agitation also. The teachers had to deal with the syllabus of the school and the students were the one, who suffered most academically because of the agitation. Hence the conclusions drawn from these stakeholders of the Darjeeling Hill area would be more relevant for generalization

3.2.1 Sample and Sampling Technique

A sample is a small proportion of the population that is selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it was

drawn (*Best and Khan, 2009*). Sampling procedures deliver generalities on the basis of a relatively small proportion of the population (*Koul, 2014*).

To select the appropriate and representative number of samples, 30 schools of Darjeeling hill area (15 rural and 15 urban) were selected through simple random sampling technique. To select other stakeholders different sampling techniques were used which are as follow:

To select the appropriate and a representative number of samples, 30 schools of CBSE, ICSE and West Bengal Board of Darjeeling Hill area (rural and urban) were selected through simple random sampling technique (Appendix- A).

Table No – 3.1
Sample Size and Sampling Technique of the Study

Unit	Sample Size	Sampling Technique
Regular Students	200 (from rural and from urban area of Darjeeling Hills). 30 schools were selected as a sample and from these schools 3- 5 students were selected for an interview as the population of the study comprise students who appeared in board examination in the	Simple Random Sampling Technique. Students who have completed 10 th class board examination and were in 11 th Class, and the students who have completed 12 th class board examination and were in College 1 st year/1 st semester.

	<p>year 2018. So the investigator selected 100 students who appeared in 10th class board examination in the academic session 2017-2018 and 100 students from colleges, who appeared in the 12th class board examination in the academic session 2017- 2018. Out of 7 colleges investigator selected 5 colleges randomly and selected 20 students from each college randomly (Appendix- B).</p>	
Teachers	100 (rural area and urban area)	Incidental Sampling (Teachers, who had dealt with classes of secondary and higher secondary education in the session 2017-18 and who were present at the time of data collection were selected as a

		sample)
Principals	30 (rural area and urban area)	All principals of randomly selected schools

3.3. Sources of Data

In order to conduct the research, the researchers rely on two types of data sources; primary sources and secondary sources. Usually data can be collected from both the sources.

a) Primary data: Data collected directly from the first-hand experience is identified as primary data. Primary sources are eyewitness accounts of events reported by an actual participations or direct witness of an event (*Singh, 2008*). In the present study, sources of data involved were students, teachers and the principals of schools of Darjeeling hill area.

b) Secondary data: Data which has been already available is called secondary data. Secondary sources are accounts of an event not actually witnessed by the reporter (*Best and Kahn, 2009*). The investigator has also gathered data from secondary sources such as relevant documents about Gorkhaland Agitation from the district library of Darjeeling District, library of Southfield College, Darjeeling Newspaper, articles and news on impact of agitation, board examination results and books and journals (Printed and online) in order to review the previous studies.

3.4 Tool used for Data Collection

Keeping in mind the objectives of the study, and in order to collect the required data for the study the following tools were developed by the investigator with the help of supervisor.

- i) Interview schedule for students.
- ii) Interview schedule for teachers.
- iii) Interview schedule for principals.

3.4.1 Description of Tools

The Semi- structured interview schedules were prepared by the investigator for principals, teachers and students. The major purposes of this study were to find out the impact of agitation of 2017 on school education of Darjeeling, to find out the problems faced by students during the agitation of 2017 in Darjeeling, to find out the problems faced by teachers during the agitation of 2017 in Darjeeling, and to find out the problems faced by the principals during agitation of 2017 in Darjeeling. As per the objectives of the study it was decided to collect data using the semi-structured interview schedules as it provides an opportunity to the investigator to develop a good connection among the interviewees and also helps to provide correct information. The interview schedule for students comprised of 21 items. The interview schedule for teachers comprised of 30 items. The interview schedule for principals comprised of 30 items. The interview schedule had a cover letter with a consent form regarding confidentiality of the data. The purpose for the information was being sought with a request to cooperate. Since, this was an interview schedule so any doubt related to information was cleared by researcher herself. The closed-ended questions included in the schedule were of 'Yes', 'No' and 'Can't Say' type where they were in response for a suitable option, while some others were open ended one for more detailed replies.

3.5. Procedure of Tools Construction

While preparing the tools due attention was given to its content, language and structure. The questions of the tools were designed in such a way so as to allow and stimulate the respondent to provide the required information.

3.5.1. Interview Schedule for Students:

A semi- structured interview was prepared by the investigator for the students keeping in mind the impact of 2017 agitation on schools, the status of 2018 board examination and problem faced by students and views of the students regarding agitation. Some questions were constructed with ‘Yes’, ‘No’ and ‘Can’t Say’ option and other questions were open ended one. All responses were recorded by the investigator. All the items were prepared in English language. It comprised of 21 items covering the following dimensions;

- Impact of agitation on school institutions.
- Celebrations of different occasion.
- Status of 2018 board examination
- Status of syllabus
- Shifting of schools
- Transportation problems
- Extra classes for completion of the course
- The problem concerning academic performance
- Inconvenience caused by the agitators

3.5.2. Validation of Tool for Students

To establish the validity of Interview schedule for students' content validity has been established by the researcher. At, first step 31 questions were prepared and presented for scrutiny to experts, (faculties of department of Education MZU, faculties of Sikkim university and some principals and teachers of secondary and higher secondary schools of Darjeeling) They were requested to view the items. The questions were further modified with the consultations of experts and supervisor. The items of the tools were scrutinized, reviewed and approved with some suggestions. 6 items have been dropped, 5 have been merged and some 2 items have been modified. The final questions concerning 21 items for students were prepared. So the final interview schedule for students was prepared with 21 items (Appendix-C).

3.5.3. Interview Schedule for Teachers

A semi- structured interview was prepared by the investigator for teachers keeping in mind the impact of 2017 agitation on schools, board examination, problem faced by teachers and views of teachers regarding agitation. Some questions were constructed with 'Yes', 'No' and 'Can't Say' option and other questions were open ended one. All responses were recorded by the investigator. All the items were prepared in English language. It comprised of 30 items covering the following dimensions.

- Impact of agitation on school institutions
- Celebration of different occasions
- Status of 2018 board examination

- Status of students' academic performance
- Extra classes to complete the syllabus
- Status of Syllabus/course
- Shifting of schools
- School administration
- Safety
- Transportation problem
- Salary issue
- Views on agitation
- Inconvenience caused by the agitators

3.5.4. Validation of Tool for Teachers

To establish the validity of Interview schedule for teachers' content validity has been followed by the researcher. At, first step 40 questions were developed and presented for scrutiny to experts, (faculties of department of Education MZU, faculties of Sikkim university and some principals and teachers of secondary and higher secondary schools of Darjeeling) They were requested to view the items. The questions were further modified with the consultations of experts and supervisor. The items of the tools were scrutinized, reviewed and approved with some suggestions. 5 items have been dropped, 6 items have been merged and 2 items have been modified. The final questions concerning 30 items for teachers were prepared. So the final interview schedule for teachers was prepared with 30 items.

3.5.5. Interview Schedule for Principals

A semi- structured interview was prepared by the investigator for principals, keeping in mind the impact of 2017 agitation on schools, board examination, and problems faced by them and views of principals regarding agitation. Some questions were constructed with ‘Yes’, ‘No’ and ‘Can’t Say’ options and some other questions were open ended one. All responses were recorded by the investigator. All the items were prepared in English language. The interview schedule comprised of 30 items covering the following dimensions.

- Impact of agitation on school institutions
- Celebration of different occasions
- Status of 2018 board examination
- Status of students’ academic performance
- Extra classes
- Status of Syllabus/course
- Shifting of schools
- Pressure regarding the liabilities of schools
- School administration
- Safety
- Transportation problem
- Salary issue
- Views on agitation
- Inconvenience caused by the agitators

3.5.6. Validation of Tool for Principals

To test and establish the validity of Interview schedule for principals' content validity has been followed by the researcher. At, first step 38 items were prepared by investigator and were presented for scrutiny to experts, (faculties of department of Education MZU, faculties of Sikkim university and some principals and teachers of secondary and higher secondary schools of Darjeeling) They were requested to view the items. 38 questions for principals were prepared for the study to be carried on. The questions were further modified with the consultations of experts and supervisor. The items of the tool were scrutinized, reviewed and approved with some suggestions. 4 Some items have been dropped, 5 have been merged and 4 some items have been modified. So, the final interview schedule for principals was prepared with 30 items.

3.6. Procedure of Data Collection.

After the development of the interview schedule, the investigator personally visited all schools to get required data for the present study. Prior permission had been taken from the principals of different schools. With the consent of the principals, the interview was conducted to students, teachers, and principal himself/herself. After giving an introduction and purpose about the present study, interview was conducted by using semi- structured interview schedule to 200 students, 100 teachers and 30 principals. Where it was possible a random selection was made for the representative sample. The investigator gave surety to students,

teachers and principals that the collected data would be used for the research purpose only and it would be kept confidential.

3.7. Statistical Treatment of Data

The data collected through the interview schedule were analyzed by using frequency and percentages. As the interview schedules were semi-structured, the responses received from the students, teachers and principals were analyzed by using content analysis.

Chapter- IV

ANALYSIS AND INTERPRETATION OF DATA

In the previous chapter, the investigator discussed the population, sample & sampling technique adopted to select a representative sample, sources of data collection, tools used for the collection of data, the procedure of data collection, organisation of data and the statistical tools and techniques used for analysing the data.

This chapter deals with the statistical treatment of the collected data from the selected sample. It represents how the investigator interpreted the collected data with the help of different statistical techniques. The collected data consists of qualitative in nature. Therefore, the collected data were analysed by the investigator by using qualitative techniques of analysis. In order to achieve the objectives of the present study as per the set standards, the collected data were statistically analysed by employing frequency and percentage.

OBJECTIVES:

Following were the objectives of the study:

4.1. Objective No. 1: To find out the impact of agitation of 2017 on school education in Darjeeling.

4.2. Objective No. 2: To find out the problems faced by students during the agitation of 2017 in Darjeeling.

4.3. Objective No. 3: To find out the problems faced by teachers during the agitation of 2017 in Darjeeling.

4.4. Objective No. 4: To find out the problems faced by the principals during

agitation of 2017 in Darjeeling.

4.1. Objective No. 1: To find out the impact of agitation of 2017 on school education in Darjeeling.

The table given below is related to the perception of principals regarding their support to the agitation

Table No. 4.1
Perception of Teachers and Principals about the Incident of the Agitation in Darjeeling

Respondent	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Teachers	(19) 38%	(18) 36%	(13) 26%	(17) 34%	(15) 30%	(18) 36%	(36) 36%	(33) 33%	(31) 31%
Principals	(7) 50%	(3) 21.4%	(4) 28.6%	(5) 31.3%	(3) 18.8%	(8) 50%	(12) 40%	(6) 20%	(12) 40%

Table No. 4.1 shows 19 (38%) teachers and 7 (50%) principals from the rural areas of Darjeeling Hills were in the favour of agitation and 18 (36%) teacher and 3 (21.4%) principals of rural areas said that they were not in the favour of agitation. 13 (26%) of teachers and 4 (28.6%) of principals from rural areas hesitated to respond to this question. Whereas 17 (34%) teachers and (5) 31.3% principals of urban areas reported that, they support the agitation. 15 (30%) teachers and 3 (18.8%) principals from the urban areas said that they were not in the support of the agitation. Remaining 18 (36%) teachers and 8 (50%) principals from the urban areas did not say anything in the response to this question. Total, 36 (36%) teachers and 12 (40%)

principals supported agitation, 33 (33%) teachers and 6 (20%) principals were against the agitation and remaining 31 (31%) teacher and 12 (40%) principals did not say anything in the response to this question.

The analysis of the above table reveals that some teachers and principals were in favour of agitation and some were not. A very high percentage of the teachers and principals hesitated to answer the question either.

The table given below is the responses of students, teachers, and principals about the continuation of classes during the agitation.

Table No. 4.2
Continuation/Suspension of Classes during the Agitation of 2017

Responses	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Continuation of class (Students)	(27) 23.3%	(89) 76.7%	(0) 0	(43) 51.2%	(40) 47.6%	(1) 1.2%	(70) 35%	(129) 64.5%	(1) 5%
Schools closed (Teachers)	(35) 70%	(13) 26%	(2) 4%	(28) 56%	(18) 36%	(4) 8%	(63) 63%	(31) 31%	(6) 6%
Schools closed (Principal)	(11) 78.6%	(3) 21.4%	(0) 0	(9) 56.3%	(5) 31.3%	(2) 12.5%	(20) 66.7%	(8) 26.7%	(2) 6.7%

The above table indicates the status of the school and classes at the time of the agitation in the Darjeeling Hills. As it is mentioned in **Table No. 4.2**, 27 (23.3%) students of the rural areas of Darjeeling Hills reported that classes were continued during the agitation of 2017. 89 (76.7%) students of the rural areas reported that classes were not continued at the time of agitation of 2017. 43 (51.25%) students who were studying in the schools of urban areas of Darjeeling Hills reported that classes were continued during the agitation of 2017 whereas, 40 (47.6 %) students of urban areas reported that classes were not continued during the agitation of 2017 and remaining 1 student of urban area did not say anything in the response to this question. Total 70 (35%) students responded 'Yes', for the same question, 129 (64.5%) Students responded 'No' for the same question and remaining 1 (5%) student did not say anything in the response to this question.

35 (70%) teachers and 11 (78.6%) principals from the rural areas of Darjeeling Hills reported that schools were closed during the entire time of the agitation. Whereas 13(26%) of the teachers and 3 (21.4%) of the principals reported that schools in the rural areas of Darjeeling Hills were open during the entire time of the agitation. Only 2 (4%) teachers did not say anything in response to this question. 28 (56%) teachers and 9 (56.3%) principals of the urban areas of Darjeeling Hills reported that schools were closed during the entire time of the agitation and 18 (36%) teachers and 5 (31.3%) principals of the urban areas reported that schools were open during the entire time of the agitation. Remaining 4 (8%) teacher from the urban areas and 2 (12.5%) principals of urban areas did not say anything in response to this question. Total 63 (63%) teachers and 20 (66.7%) principals of Darjeeling Hills responded "Yes" for the same question which means schools were

closed. 31 (31.3%) and 8 (26.7%) responded “No” which means schools were open. Remaining 6 (6%) teachers’ and 2 (6.7%) principal did not say anything, in response to this question.

Therefore, it is clear from the above table that, compare to the schools of the urban areas the schools of the rural areas could not continue the classes during the agitation period. A detailed analysis of the table also reveals that the majority of the schools were closed during the entire time of agitation (TET: P & N Aug 12, 2017) Most of the schools of the rural areas remained closed. Only a few schools of rural areas were open. The schools in urban areas, however, manage to keep the schools open during the agitation period.

National events like 15th August (Independence Day), Teachers' Day, Republic Day, and Children's Day, etc. are usually celebrated in all educational institutions of India. Such events are prioritized and institutions are given some amount of relaxation at the time of strikes and civil disputes for the celebrations. Table No. 4.2 shows and analyses whether schools in the Darjeeling Hills were given exemption from the civil strike to celebrate such events.

Table No. 4.3

Organisation of Events during Agitation Period

Respondent	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Students	(4) 3.4%	(112) 96.6%	(0) (0)	(10) 11.9%	(74) 88.1%	(0) (0)	(14) 7%	(186) 93%	(0) 0
Teachers	(17) 34%	(32) 64%	(1) 2%	(12) 24%	(38) 76%	(0) 0	(29) 29%	(70) 70%	(1) 1%
Principals	(8) 57%	(6) 42.9%	(0) 0	(7) 43.8%	(9) 56.3%	(0) 0	(15) 50%	(15) 50%	(0) 0

The above table (**Table No. 4.3**) shows that 4 (3.4%) students, 17 (34%) teachers and 8 (57%) principals of the schools of rural areas of Darjeeling Hills reported that events like 15th August, Teachers' day, etc. were organised and continued as scheduled during the period of agitation. 112 (96.6%) students, 32 (64%) teachers and 6 (42.9%) principals of the schools of the rural areas responded that the events like 15th August, Teachers' day, etc, were not celebrated. Only 1

(2%) of the teacher from the rural area did not say anything in response to this question. 10 (11.9%) students, 12 (24%) teachers and 7 (43.8%) principals of the urban areas of Darjeeling Hills responded “Yes” for the same item which means, events like 15th August, Teachers’ day, etc. were celebrated in the schools during the period of agitation and remaining 74 (88.1%) students, 38 (76%) teachers and 9 (56.3%) principals said ‘No’ in the response of the same item. Total 14 (7%) students, 29 (29%) teachers and 15 (50%) principals of Darjeeling Hills said that the event like 15th August, Teachers’ day, etc., celebrated according to the scheduled program. Remaining 186 (93%) students, 70 (70%) teachers and 15 (50%) principals reported that because of agitation they couldn’t organise the events either.

The analysis of the above table clarifies that most of the schools of the rural and urban areas of Darjeeling Hills could not organise the events like 15th August, teacher’s day because of the agitation. At the same time difference may be observed in the responses of the students, teachers, and principals regarding their responses for the same item, i.e. ‘did the events like 15th August, teacher’s day, etc., organised by schools on different occasion continued as per schedule’. It may be that, as such events are considered as an important part of curricular activities some schools took initiatives for organising such events during the period of agitation. Teachers and principals should participate

In many cases of agitation torn areas, it is evident to notice certain incidents like damaging or burning of property, riots, financial crises, death, etc. Therefore, the table given below shows that whether such kind of incidents at the educational institution of Darjeeling took place or not.

Table No. 4.4

Ravages during Agitation

Respondent	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Students	(7) 6%	(103) 88.8%	(6) 5.2%	(16) 19%	(62) 73.8%	(6) 7.1%	(23) 11.5%	(165) 82.5%	(12) 6%
Teachers	(6) 12%	(42) 84%	(2) 4%	(4) 8%	(45) 90%	(1) 2%	(10) 10%	(87) 87%	(3) 3%
Principals	0	(14) 100%	0	(1) 6.3%	(15) 93.8%	0	(1) 3.3%	(29) 96.7%	0

The above table (**Table No. 4.4**) indicates the responses given by the students, teachers, and principals regarding 'was there any apprehension/incidents like burning of school property, riots, etc. In the response, 7(6%) students and 6 (12%) teachers from rural areas of Darjeeling Hills said that, such incidents took place during the period of agitation whereas 103 (88.8%) students, 42 (84%) teachers, and 100% principals of the rural areas of Darjeeling Hills revealed that the incidents like burning of the school property, riots did not take place. Remaining 6 (5.2%) students and 2 (4%) teacher of rural areas did not say anything in response to

this question. The responses given by 16 (19%) students, 4 (8%) teachers, and 6.3% principals of schools of urban areas of Darjeeling Hills indicate that, incidents like burning of school property; riots etc., happened at the time of agitation and remaining 6 (7.1%) students and 1 (2%) teachers of urban areas of Darjeeling Hills did not say anything in the response to this question. Total 23 (11.5%) students, 10 (10%) teachers and 1 (3.3%) principals of Darjeeling Hills, responded 'Yes' for the same item, whereas, 165 (82.5%) students, 87 (87%) teachers, and 29 (96.7%) principals responded 'No' for the same item and remaining 12 (6%) students and 3(3%) teachers did not say anything in the response of this item.

The analysis of the above table (Table No. 4.4) clears that the majority of the responses indicate that, the incidences like the burning of the school property, riots, etc., did not take place in the Darjeeling Hills at the time of agitation 2017. Only a few students, teachers and principals reported that apprehension/incidents like burning of school property, riots, etc., took place during the agitation period. Therefore, it can be said that such incidents happened only in a few places as sometimes; such agitation may take a violent turn. The result of the present study is consistent with the findings of the study conducted by Harris et al., (1982).

The social chaos affects the structured forms of society during the agitation period. The extremity of the strikes involves social disturbances. In such cases, the government takes measures to provide security to the schools or other governmental institutions. The table given below shows that whether the schools were provided security by the government for the safeguard of the students, teachers and the property or not.

Table No. 4.5**Security Measures in front of Schools**

Respondent	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Students	(9) 7.8%	(107) 92.2%	0	(4) 4.8%	(79) 94%	(1) 1.2%	(13) 6.5%	(186) 93%	(1) 5%
Teachers	(11) 22%	(38) 76%	(1) 1%	(17) 34%	(33) 66%	0	(28) 28%	(71) 71%	(1) 1%
Principals	0	(14) 100%	0	(1) 6.3%	(14) 87.5%	(1) 6.3%	(1) 3.3%	(28) 93.3%	(1) 3.3%

Table No. 4.5 shows that 9 (7.8%) students and 11 (22%) teachers of the rural areas of the Darjeeling Hills said that there were the security measures provided by Government in front of the schools at the time of the agitation for the safety of students and teachers, whereas 107 (92.2%) students, 38 (76%) teachers, and all the principals 14 (100%) of the rural areas of Darjeeling Hills said that such type of security measures was not provided by the Government at the time of agitation. Only 1 (1%) teacher did not say anything in response to this question. 4 (4.8%) students, 17 (34%) teachers and 1 (6.3%) principal of the urban areas of Darjeeling Hills responded 'Yes' for the same item, which means that the security measures were provided by the government at the time of agitation. At the same time, 79 (94%) students, 33 (66%) teachers and 14 (87.5%) principals of the urban areas reported that security measures were not provided by the government during the agitation period. Only 1 (1.2%) students of urban did not say anything in

response to this question. Total 13 (6.5%) students, 28 (28%) teachers and 1 (3.3%) principals of Darjeeling Hills said that security measures were provided by the government at the time of the agitation for the safety of both teachers and student. 186 (93%) students, 71 (71%) teachers, and 28 (93.3%) principals responded 'No' which means, an initiative like providing security measures were not taken by the government at the time of agitation. Remaining 1 (5%) student, 1 (1%) teacher, and 1 (3.3%) principal did not say anything in the response to this question.

Therefore, it is clear from the above analysis that, the enough of security measures were not provided by the government during the time of the agitation for the safety of school going students, teachers, and principals in the Darjeeling Hills. Only a few students and teachers reported that the security measures were provided by the government at the time of agitation. Thus, it can say that such kind of security measures was provided only in the few schools of Darjeeling Hills. It may be because some schools might have requested for security.

The agitation had a great effect on educational institutions. However, several schools recovered the loss of classes by initiating extra classes after the agitation. The teachers at the time of the agitation tried to minimise the damages in every possible manner. Therefore, they took necessary actions as an organization/adjustment of the classes. They voluntarily invited the students to different places where classes were given unofficially. The solutions fixed by the schools like; rented buildings, shifting the schools temporarily to the other areas, etc. was not possible for the few schools. Therefore, the teachers were asked to complete

the remaining syllabus as such in their particular resident, during the agitation period.

Table No. 4.6
Extra Classes were taken by Teachers to Complete the Course

Responses	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
The school conducted extra classes (Students)	(96) 82.8%	(20) 17.2%	0	(66) 78.6%	(15) 17.9%	(3) 3.6%	(162) 81%	(35) 17.5%	(3) 1.5%
Classes taken unofficially (Teachers)	(30) 60%	(19) 38%	(1) 2%	(36) 72%	(14) 28%	0	(66) 66%	(33) 33%	(1) 1%
Classes taken unofficially (Principals)	(10) 71.4%	(4) 28.6%	0	(6) 37.5%	(8) 50%	(2) 12.5%	(16) 53.3%	(12) 40%	(2) 6.7%
Taught at home (Teachers)	(3) 6%	(42) 84%	(5) 10%	(8) 16%	(37) 74%	(5) 10%	(11) 11%	(79) 79%	(10) 10%

From the above table (**Table No.4.6**) we can see that 96 (82.8%) students of the rural areas of Darjeeling Hills reported that, extra classes were conducted after the agitation, and 20 (17.2%) students of the rural areas revealed that, extra classes were not conducted, in their areas. 66 (78.6%) students of the urban areas of the Darjeeling Hills said 'Yes' for the same item, that is teachers took the initiative of conducting extra classes in their areas whereas 15 (17.9%) students responded 'No' for the same item, which means no extra classes were conducted. Remaining 3 (3.6%) students of urban areas did not say anything in response to this question. Therefore, total 162 (81%) of students of Darjeeling Hills reported that extra classes

were conducted after the agitation. 35 (17.2%) students reported that extra classes were not conducted and 3 (1.5%) students did not say anything in the response to this question.

As it is mentioned in **Table No. 4.6** 30 (60%) teachers and (10) 71.4% principals of the schools of rural areas of Darjeeling Hills reported that classes were taken unofficially during the agitation period, whereas 19 (38%) teachers and 4 (28.6%) principals of the schools of the rural areas reported that classes were not taken unofficially. Remaining 1 (2%) teachers of rural areas did not say anything in response to this question. 36 (72%) teachers and 6 (37.5%) principals of the schools of the urban areas of Darjeeling Hills reported that classes were taken unofficially. 14 (28%) teachers and 8 (50%) principals of urban areas responded 'No' for the same question. Remaining 2 (12.5%) principals of urban areas did not say anything in the response to this question. Total 66 (66%) teachers and 16 (53.3%) principals of Darjeeling Hills reported that classes were taken unofficially during the period of agitation. 33 (33%) teachers and 12 (40%) principals revealed that classes were not taken unofficially at the time of agitation. Remaining 1 (1%) teacher and 2 (6.7%) principals did not say anything in the response to this question.

The above table (**Table No 4.6**) shows that 3 (6%) teachers of the rural areas of Darjeeling Hills reported that they (teachers) were asked to complete the course at their home. 42 (84%) teachers of rural areas reported that they (teachers) were not asked for such condition, and the remaining 5 (10%) teachers of rural areas did not say anything in the response to this question. 8 (16%) teachers of the urban areas of Darjeeling Hills also said that they were requested to teach their students at their

own places. 37 (74%) teachers of urban areas reported that they were not asked to take such initiatives. Remaining 5 (10%) teachers of the urban areas did not say anything in the response to this question. Total 11 (11%) teachers of Darjeeling Hills reported that teachers were asked to complete the course at their own houses, 79 (79%) teachers responded 'No' for the same question and remaining 10 (10%) teachers did not say anything in the response to this question.

A detailed analysis of the above table reveals that the majority of the schools in the rural and urban areas conducted extra classes, in order to avoid academic loss of students.

The majority of the teachers from rural as well as from urban areas and the majority of the principals from the rural areas of Darjeeling Hills reported that classes were taken unofficially during the period of agitation. It may be that, although the school institutions were asked to keep close by the agitators at the time of agitation, principals of the schools might have adopted certain measures to take classes. It may be that informing students to come to school without a uniform. So, the agitators may not know that the schools are being run.

The principals of the schools tried their best to get some relaxations for the educational institutions. Therefore, some of the schools were provided vacant buildings by municipalities in the vicinity for the continuation of the classes and some of the students from Darjeeling were sent to another part of the district to join the regular educational system in order to complete their syllabus. In this case, the study aims to find out that the students who were residing far from the school were provided with transportation facilities or not.

Table No. 4.7
Transportation facility was provided to Students and Teachers during
Agitation

Respondent	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Students	(18) 15.5%	(98) 84.5%	0	(10) 11.9%	(71) 84.5%	(3) 3.6%	(28) 14%	(169) 84.5%	(3) 1.5%
Teachers	(4) 8%	(44) 88%	(2) 4%	(3) 6%	(42) 84%	(5) 10%	(7) 7%	(86) 86%	(7) 7%
Principals	(1) 7.1%	(13) 92.9%	0	(1) 6.3%	(15) 93.8%	0	(2) 6.7%	(28) 93.3%	0

As it is mentioned in Table No 4.7 18 (15.5%) students, 4 (8%) teachers and 1 (7.1%) principal of the rural areas of Darjeeling Hills reported that transportation facilities were provided during the agitation to avoid academic loss. 98 (84.5%) students, 44 (88%) teachers and 13 (92.9%) principals of the rural areas reported that transportation facilities were not provided during the agitation period and remaining 2 (4%) teacher of rural areas did not say anything in the response to this question. 10 (11.9%) students, 3 (6%) teachers and 1 (6.3%) principal of the urban areas of Darjeeling Hills responded 'Yes' for the same question which means transportation facilities were provided to their place during the agitation. 71 (84.5%) students, 42 (84%) teachers and 15 (93.8%) principals responded 'No' for the same question and remaining 3 (3.6%) students and 5 (10%) teachers of urban areas did not say anything in the response to this question. Total 28 (14%) students, 7 (7%)

teachers and 2 (6.7%) principals of the Darjeeling Hills reported that transportation facilities were provided during the time of agitation. 169 (84.5%) students, 86 (86%) teachers and 28 (93.3%) principals said that transportation facilities were not provided by the schools during the period of agitation. Remaining 3 (1.5%) students and 7 (7%) teachers did not say anything in response to this question.

From the analysis of the above table, it can be said that transportation facilities were not provided by all schools during the period of agitation in the Darjeeling Hills for the continuation of the classes.

The principal of the schools tried their best to minimise academic loss. Therefore, temporary arrangements were made and some of the schools were temporarily shifted to the other areas of the district. The students from Darjeeling headed towards plain areas to join the regular educational institution, paying astral rents.

Table No. 4.8

Shifting of Schools for Commencement of Classes during Agitation Period

Responses	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
(Students)	(9) 7.8%	(107) 92.2%	0	(11) 13.1%	(73) 86.9%	0	(20) 10%	(180) 90%	0
(Teachers)	0	(41) 98%	(1) 2%	(14) 28%	(35) 70%	(1) 2%	(22) 22 %	(76) 76%	(2) 2%
(Principals)	0	(14) 100%	0	(2) 12.5%	(14) 87.5%	0	(2) 6.7%	(28) 93.3%	0

Table no. 4.8 reveals that 9 (7.8%) students of the schools of rural areas of Darjeeling Hills reported that, schools were temporarily shifted to the areas beyond Darjeeling. 107 (92.2%) students, 41 (98%) teachers and 14 (100%) principals of the rural areas reported that schools were not shifted to the other areas beyond Darjeeling Hills. 11 (13.1%) students, 14 (28%) teachers and 2 (12.5%) principals of the schools of the urban areas reported that schools were shifted to the other areas during agitation. 73 (86.9%) students, 35 (70%) teachers, and 14 (87.5%) principals responded 'No' for the same question, which means schools, were not

shifted anywhere. Only 1 (2%) teacher of urban areas did not say anything in the response to this question. Total 20 (10%) students, 22 (22%) teachers and 2 (6.7%) principals of Darjeeling Hills reported that schools were temporarily shifted to the other areas beyond Darjeeling Hills to avoid academic loss. 180 (90%) students, 76 (76%) teachers and 28 (93.3%) principals reported that schools were not shifted to the other areas beyond Darjeeling Hills.

From the above analysis, it is exposed that the majority of the schools were not shifted to the other areas beyond Darjeeling Hills to conduct classes. Schools in the urban areas of Darjeeling Hills anyhow managed to shift the schools temporarily beyond Darjeeling as compared to the schools of rural areas to avoid any kind of disruption. The majority of the schools of Darjeeling Hills were not temporarily shifted during the agitation of 2017. It may be that some parents also might have suggested for this step.

Temporary arrangements like hiring rented buildings were also adopted by the authorities of the school communities in order to run the classes.

Table No 4.9

Hired Rented Buildings for Commencement of Classes during Agitation Period

Responses	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Teachers	(6) 12%	(41) 82%	(3) 6%	(11) 22%	(29) 58%	(10) 20%	(17) 17%	(70) 70%	(13) 13%
Principals	(1) 7.1%	(10) 71.4%	(3) 21.4%	(5) 31.3%	(10) 62.5%	(1) 6.3%	(6) 20%	(20) 66.7%	(4) 13.3%

The above table (**Table No 4.9**) reveals that 6 (12%) teachers and 1 (7.1%) principals of the rural areas of Darjeeling Hills said that rental buildings were being used to run classes during the agitation period. 41 (82%) teachers and 10 (71.4%) principals of rural areas said 'No' for the same question, which means no such initiative, had taken. Remaining 3 (6%) teachers and 3 (21.4%) principals belonging to the rural areas did not say anything in the response to this question. 11 (22%) teachers and 5 (31.3%) principals of the urban areas of Darjeeling Hills reported that rental buildings were being used to run classes during the agitation period to minimise academic loss. 29 (58%) teachers and 10 (62.5%) principals of the urban areas said 'No' for the same question. Remaining 10 (20%) teachers and 1 (6.3%) principal of urban area did not say anything in the response to this question. Total 17

(17%) teachers and 6 (20%) principals of Darjeeling Hills reported that rental buildings were being used to run classes during the agitation period. 70 (70%) teachers and 20 (66.7%) principals responded 'No' for the same question i.e., no rental buildings were hired to run classes. Remaining 13 (13%) teachers and 4 (13.3%) principals did not say anything in the response to this question.

From the above analysis, it can be said that most of the schools did not hire any rental buildings to run the classes. But, compared to the schools of rural areas the schools of urban areas hired the rented building to continue the classes, during the period of agitation. It may be that because of the lack of facilities, schools of the rural areas couldn't take this initiative.

The educational institution tries to accomplish many shortcomings like conduction of the classes due to the strike by renting out buildings. However, the rented infrastructure may or may not have fulfilled the educational standard of school institutions like teaching-learning aids, smart classes, etc. Therefore, the table given below will show whether rented infrastructure fulfilled the requirements of a standard curriculum.

Table No. 4.10
Perception of Teachers and Principals regarding Lack of Infrastructural Facilities in Rented Building

Responses	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Teachers	(6) 100 %	(0)	(0)	(11) 100%	(0)	(0)	(17) 100 %	(0)	(0)
Principals	(1) 100 %	(0)	(3)	(5) 100%	(0)	(0)	(6) 100 %	(0)	(0)

Table No 4.10 reveals about the availability of infrastructural facilities in the rented building. It is clear from table no. 4.9 that only 6 teachers from the rural areas and 11 teachers from urban areas reported that the school administration had hired a building for the commencement of the classes. The same was reported by 1 principal of rural areas and 5 principals of urban areas. It is clear from table no. 4.10 that all the teachers and principals who were taking classes in the rented building were

facing the problem of infrastructural facilities in that building. As it is shown in the table that 100% of teachers and principal of rural areas of Darjeeling Hills said that there was a lack of infrastructural facilities in the hired buildings. The same thing was reported by teachers and principals of urban areas. Total 17 (100%) teachers and 6 (100%) principals reported that rented buildings had not infrastructural facilities as regular schools. When it was further asked, teachers and principals responded that there was unavailability of certain facilities like smart classes, proper blackboard/whiteboard, laboratory and its equipment, in those buildings which they had hired for the commencement of the classes. They reported that for better learning and understanding ICT and other teaching-learning materials are required. Organizing classes in rented buildings would have negatively affected students' learning from somewhere

From the analysis of the above table, it can be said there was a lack of facilities in the rented buildings which they had hired for the commencement of classes.

One of the major challenges before anyone at the time of agitation is regarding the salary. Therefore, the table given below will reveal about the status of the salary of teachers and principals at the time of agitation.

Table No. 4.11

Responses of Teachers and Principals regarding Salary Issues

Responses	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Salary was the major problem (Teachers)	(27) 54%	(19) 38%	(4) 8%	(18) 36%	(26) 52%	(6) 12%	(45) 45%	(45) 45%	(10) 10%
Salary was the major problem (Principal)	(10) 71.4%	(3) 21.4%	(1) 7.1%	(7) 43.8%	(7) 43.8%	(2) 12.5%	(17) 56.7%	(10) 33.3%	(3) 10%
No salary was given (Teachers)	(25) 50%	(19) 38%	(6) 12%	(16) 32%	(34) 68%	0	(41) 41%	(43) 43%	(6) 6%
No salary was given (Principal)	(8) 57.1%	(6) 42.9%	0	(7) 43.8%	(8) 50%	(1) 6.3%	(15) 50%	(14) 46.7%	(1) 3.3%

Table No. 4.11 shows that 27 (54%) teachers and 10 (71.4%) principals of rural areas of Darjeeling Hills reported that salary was the major crisis during the agitation period. 19 (38%) teachers and 3 (21.4%) principals of rural areas said that salary was not a major problem at the time of agitation. Remaining 4 (8%) teachers

and 1 (7.1%) principal of rural area did not say anything about the salary. 18 (36%) teachers and 7 (43.8%) principals of the urban areas of Darjeeling Hills had an opinion that salary was the major problem. 26 (52%) teachers and 7 (43.8%) principals of the urban areas said that the salary was not a major problem, and remaining 6 (12%) teachers and 2 (12.5%) principals of urban areas did not say anything about this. Total 45 (45%) teachers and 17 (56.7%) principals of rural and urban areas were of the opinion that the salary issue created a major problem during the agitation period. 45 (45%) teachers and 10 (33.3%) principals were of the opinion that the issue of salary did not create much problems and remaining 10 (10%) teachers and 3 (10%) principals did not say anything about salary issues.

25 (50%) teachers and 8 (57.1%) principals of the rural areas of Darjeeling Hills reported that no payment was given due to schools being closed for the entire months of agitation. 19 (38%) teachers and 6 (42.9%) principals of the rural areas of Darjeeling Hills reported that salary was given for the entire months of the agitation. Remaining 6 (12%) teachers of rural areas did not say anything in the response to this question. 16 (32%) teachers and 7 (43.8%) principals of urban areas of Darjeeling Hills responded 'Yes' for the same question. 34 (68%) teachers and 8 (50% principals) of urban areas responded 'No' for the same question and the remaining 1 (6.3%) principal of urban area did not say anything in the response to this question. Total 41 (41%) teachers and 15 (50%) principal from rural and urban areas of Darjeeling Hills reported that no payment was given due to schools were closed during the entire time of agitation. 43 (43%) teachers and 14 (46.7%) principals reported that payment was given during the agitation. Remaining 6 (6%) teachers and 1 (3.3%) principal did not say anything in the response to this question.

The total score shows that teachers and principals of the rural areas had a problem with the salary. Although the salary was not a major problem for the teachers and principals of the urban areas, few teachers and principals of the urban areas reported, that they faced problems regarding salary. Overall, it was not a major problem for teachers and principals. The result of the present study is similar to the findings of the study conducted by Delaney (1983).

A detailed analysis of the above table also reveals that, according to the majority of teachers and principals of rural areas, the salary was not given due to schools being closed during the entire months of agitation.

The agitation played a major setback which may cause failure in the completion of syllabus. Therefore, the table given below shows, whether there was pressure from the school administration to complete the course or not.

Table No. 4.12

Pressure from School Administration to Complete the Course

Respondent	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Teachers	(10) 20%	(33) 66%	(7) 14%	(19) 38%	(27) 54%	(4) 8%	(29) 29%	(60) 60%	(11) 11%
Principals	(11) 78.6%	(3) 21.4%	0	(9) 56.3%	(7) 43.8%	0	(20) 66.7%	(10) 33.3%	0

As it is mentioned in **Table No. 4.12** 10 (20%) teachers and 11 (78.6%) principals of rural areas of Darjeeling Hills said that there was a pressure from school administration to complete the course. 33 (66%) teachers and 3 (21.4%) principals of rural areas of Darjeeling Hills reported that there was no such pressure from the school administration. Remaining 7 (14%) teachers of rural areas did not say anything in response to this question. 19 (38%) teachers and 9 (56.7%) principals of the schools of urban areas reported that there was a pressure from school administration to complete the course. 27 (54%) teachers and 7 (43.8%) principals of the urban area said that there was no such pressure from the school administration. Remaining 4 (8%) teachers did not say anything in the response to this question. Total 29 (29%) teachers and 20 (66.7%) principals of Darjeeling Hills,

said that there was a pressure from the school administration to complete the course. 60 (60%) responses of teachers and 10 (33.3%) responses of principals indicate that there was no such pressure from the school administration. Remaining 11 (11%) teachers did not say anything in response to this question.

From the analysis of the above table, it can be said that teachers had not any pressure from the administration to complete the course. On the other hand, principals felt much burdened and pressurized from authorities regarding the effective completion of courses. It may be that principals not only felt burden regarding completion of the syllabus but also, being the head of the institution he/she might have felt a burden regarding all the affairs of the school.

The agitation of 2017 lasted for 105 days, which was considered as the longest agitation in the Darjeeling Hills compare to the earlier Agitations. The agitation affected the lifestyle of the people, the economic standard and educational standard as well. In relation to such questions of change, this table helps us to analyse the major consequences in the 2017 agitation rather than the earlier agitations.

Table No. 4.13
Perception of Teachers and Principals regarding Consequences of Agitation of 2017

Respondent	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Teachers	(32) 64%	(10) 20%	(8) 16%	(19) 38%	(6) 12%	(25) 50%	(51) 51%	(16) 16%	(33) 33%
Principals	(9) 64.3%	(4) 28.6%	(1) 7.1%	(8) 50%	(8) 50%	0	(17) 56.7%	(4) 13.3%	(9) 30%

Table No. 4.13 shows, 32 (64%) teachers and 9 (64.3%) principals of the schools of rural areas of Darjeeling Hills said that agitation of 2017 had wider consequences than earlier agitations. 10 (20%) teachers and 4 (28.6%) principals of the rural areas of Darjeeling Hills said 'No' for the same question and remaining 8 (16%) teachers and 1 (7.1%) principal of the rural areas did not say anything in response to this question. 19 (38%) teachers and 8 (50%) principals of the urban areas of Darjeeling Hills were of the opinion that agitation of 2017 had wider consequences than earlier agitation. 6 (12%) teachers and 8 (50%) principals of urban areas of Darjeeling Hills said 'No' for the same question. Remaining 25

(50%) teachers from the urban areas did not say anything in response to this question. Total 51 (51%) teachers and 17 (56.7%) principals of Darjeeling Hills said 'Yes' for the same question. 16 (16%) teachers and 4 (33.3%) principals said 'No' for this question and the remaining 33 (33%) of teachers and 9 (30%) principals did not say anything in the response to this question.

Therefore, from the analysis of the above table, it can be seen that the majority of the teachers and principals from rural as well as from urban areas were in the opinion that agitation of 2017 had wider consequences than earlier agitation that took place in Darjeeling district. Since the agitation of 2017 is the longest agitation in the history of Darjeeling District and since this agitation had much effect on education, thus, the principals and teachers might have considered that the agitation of 2017 had wider consequences than earlier agitations.

4.2. Objective No. 2: To find out the problems faced by students during the agitation of 2017.

The strike caused a long pause, in the academic curriculum or timetable of the school, which might disturb the students' progress in the academic field when the schools reopened.

Table No. 4.14
Problems faced by Students in Restarting Academic Activities

Respondent	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Students	(97)	(19)	0	(65)	(14)	(5)	(162)	(33)	(5)
	83.6%	16.4%		77.4%	16.7%	6%	81%	16.5%	2.5%

The above table (**Table No. 4.14**) reveals that 97 (83.6%) students of schools of rural areas of the Darjeeling Hills said that, they faced the problem in restarting the academic activities. 19 (16.4%) students of rural areas said that they did not face any kind of problem in restarting academic activities. 65 (77.4%) students of the urban areas of Darjeeling Hills said 'yes' for the same question. 14 (16.7%) students of the urban areas of Darjeeling Hills responded 'No' for the same question. 5 (6%) students of the urban areas of Darjeeling did not say anything in response to this question. Total 162 (81%) students of Darjeeling Hills said that there was a problem with restarting academic activities. 33 (16.5%) students were in the opinion that, no such problem was there in restarting academic activities and the remaining 5 (2.5%) of students did not say anything in response to this question.

Therefore, it is clear from the above analysis that, majority of the students from rural as well as from urban areas faced problem in restarting academic activities after the agitation of 2017. It may be because of the long gap, led by the agitation.

Certain initiatives were taken by some of the schools, like shifting schools, hiring buildings, or volunteer students by inviting to their places for group study. But all the students may not be fortunate enough, or it may be difficult for them to cover the distance. Therefore the table given below will help us to know, the percentage of the students who attended the classes.

Table No. 4.15
Responses of Students regarding Missing Extra Classes

Respondent	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Students	(95) 81.9%	(21) 18.1%	0	(41) 48.8%	(43) 51.2%	0	(136) 68%	(64) 32%	0

Table No. 4.15 shows that 95 (81.9%) students belong to the schools of the rural areas of Darjeeling Hills reported that they were asked to join the classes during the agitation period but they missed those classes. 21 (18.1%) students of the rural areas reported that they attended their classes during the period of agitation. 41 (48.8%) students of urban areas of Darjeeling Hills said 'Yes' for the same question.

43 (51.2%) students of urban areas of Darjeeling Hills said 'No' for the same question. Total 136 (68%). Students said that they missed the classes. 64 (32%) students reported that they did not miss those classes.

Therefore, it is clear from the above analysis that, when the students were asked to join the classes during the agitation period, most of the students from rural areas missed the classes as compared to the students of the urban areas. The overall analysis of the above table reveals that the majority of the students missed the classes. The reason may be that the students belonging to the rural areas might have faced the transportation problem as the schools they were studying might have located in urban areas, may be far from their areas. This may not be the major problem for the students of the urban areas, as most of the schools are located near their own locality.

Agitation is usually a time of a chaotic environment. It is a time where we get to see many social disturbances like angry agitators, rallies, arsons, and picketers. This affects the innocent public like students, teachers, government workers, etc. This table helps us to get that such a situation occurred or not.

Table No. 4.16
Responses of Students regarding Inconvenience Caused by the Agitators

Respondent	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Students	(20) 17.2%	(88) 75.9%	(8) 6.9%	(29) 34.5%	(49) 58.3%	(6) 7.1%	(49) 24.5%	(137) 68.5%	(14) 7%

The above table (**Table No. 4.16**) reveals that 20 (17.2%) students of the schools of rural areas of Darjeeling Hills reported that the agitators had not allowed them to go to the schools. 88 (75.9%) students of rural areas reported that there was no any kind of inconvenience caused by the agitators. 8 (6.9%) students belonging to the rural areas did not say anything in the response to this question i.e., whether there was any inconvenience caused by the agitators or not. 29 (34.5%) students of the schools of urban areas of Darjeeling Hills reported that agitators did not allow the students to enter into the school at the time of agitation. 49 (58.3%) students of urban areas said 'no' in the response to the same question and remaining 6 (7.1%) students from the urban areas did not say anything in the response to this question. Total 49 (24.5%) students of Darjeeling Hills reported that agitators had not allowed them to go to the schools. 137 (68.5%) students reported that there was not any kind

of inconvenience caused by the agitators and 14 (7%) students did not say anything in response to this question.

From the analysis of the above table, it can be said that only a few students reported that, agitators did not allow the students to enter in the schools during the period of agitation. The majority of the students reported that there was not any kind of inconvenience caused by the agitators. It is also clear from the above analysis that, such a situation mostly occurred in the urban areas as the schools in urban were open even after declaring shut down.

The agitation caused a long period of a gap in the academic schedule of the year. There might be so many cases of the unfinished syllabus, irregular classes, and limited study materials, due to which examinations would be rather more difficult than other normal years.

Table No. 4.17

Perception of Students regarding the Difficulty of Board Examination

Respondent	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Students	(95) 81.9%	(17) 14.7%	(4) 3.4%	(65) 77.4%	(13) 15.5%	(6) 7.1%	(160) 80%	(30) 15%	(10) 5%

As it is mentioned in the **Table No. 4.17**, 95 (81.9%) students of rural areas of Darjeeling Hills said that examination was conducted immediately after the agitation

so that it was difficult for them. 17 (14.7%) students of rural areas said that examination conducted immediately after the agitation was not difficult for them. Remaining 4 (3.4%) students of rural areas did not say anything in the response to this question, whereas 65 (77.4%) students of urban areas responded that examination conducted immediately after the agitation and because of this it was difficult for them. At the same time, 13 (15.5%) students of urban areas said that the examination conducted immediately after the agitation was not so difficult for them. Remaining 6 (7.1%) students of urban areas did not say anything in the response to this question. Total 160 (80%) students said 'yes' for the same question, 30 (15%) students said 'No' for the same question and remaining 10 (5%) students did not say anything in the response to this question.

Therefore, from the analysis of the above table, it can be seen that the majority of the students had an opinion that, the examination was conducted immediately after the agitation and therefore it was difficult for them. It may be quite obvious that due to several factors like long gap, incompleteness of syllabus, irregularity of classes' etc. students might have felt that, examination conducted immediately after the agitation was difficult.

The agitation caused a long gap in the academic schedule, because of which it may not be possible to complete the course or syllabus on time. However, initiating extra classes after the agitation was seen as the most common factor, adopted by most of the schools in order to complete the syllabus, especially for the students appearing boards, although it was in rush.

Table No. 4.18
Responses of Students about the completion of the Syllabus

Respondent	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Students	(49) 42.2%	(67) 57.8%	0	(43) 51.2%	(37) 44%	(4) 4.8%	(92) 46%	(104) 52%	(4) 2%

The above table (**Table No. 4.18**) indicates the response given by students regarding the completion of the syllabus. 49 (42.2%) students of schools of rural areas of Darjeeling Hills reported that the syllabus was completed on time. 67 (57.8%) students of the rural areas reported that the syllabus was not completed on time. 43 (51.2%) students of the schools of urban areas of Darjeeling Hills said 'Yes' for the same question, 37 (44%) students of schools of urban areas of Darjeeling Hills responded 'No' for the same question, and remaining 4(4.8%) students of urban areas of Darjeeling Hills did not say anything in the response to this question. Total 92 (46%) students of Darjeeling Hills, said that the syllabus was not completed on time. 104 (52%) students reported that the syllabus was completed on time. Remaining 4 (2%) students did not say anything in the response to this

question.

The detailed analysis of the above table reveals that the schools in the rural areas lacked behind completing the syllabus compared to the schools of the urban areas. But the majority of the students reported that the syllabus was completed on time. It may be because of, many schools adopted certain measures like initiating extra classes because of which they were able to complete syllabus on time.

Students' progress is an important part of the education process. The board exams are one of the most important exams in students' life. Even after having successfully tackled, the students may suffer from so many of the hurdles, because of which they may not be able to perform, according to their standard.

Table No 4.19
Perception of Students about their Performance in Board Examination

Respondent	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Students	(89) 76.7%	(25) 21.6%	(2) 1.7%	(63) 75%	(15) 17.9%	(6) 7.1%	(152) 76%	(40) 20%	(8) 4%

As it is mentioned in **Table No. 4.19**, 89 (76.7%) students of the schools of rural areas of Darjeeling Hills had an opinion that they have got a low percentage compared to their standard. 25 (21.6%) students of rural areas said that they are satisfied with their percentage. 2 (1.7%) students of rural areas did not say anything in response to the same question. 63 (75%) of students of the schools of the urban areas of Darjeeling Hills had an opinion that they achieved a low percentage

compared to their standard. 15 (17.9%) students of urban areas responded 'No' for the same question. Remaining 6 (7.1%) students of the urban areas did not say anything in the response to this question. Total 152 (76%) students of Darjeeling Hills said 'Yes' for the same question, 40 (20%) students said 'No' for this question, and remaining 8 (4%) students did not say anything in response to this question

The analysis of the above table reveals that the majority of students from rural as well as from urban areas achieved a low percentage compared to their standard. As with the earlier findings, it is stated that the syllabus was completed on time. So it may be that, although syllabus was completed on time but maybe in a rush. Thus, it may be one of the major reasons that students could not get a good percentage in the board examinations.

As the agitation caused a long pause in an academic schedule, most of the teachers have gone out of their way to give private tuitions as per the request of parents. The complexity arose in the students' educational life due to the agitation of 2017, there is a chance that most of the teachers and parents try to motivate their children to get engaged in the study while some students engaged in self-study by themselves during the gap.

Table No. 4.20
Engagement of Students in Studies during the Agitation

Responses	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Students joined private tuitions	(43) 37.1%	(73) 62.9%	0	(55) 65.5%	(29) 34.5%	0	(98) 49%	(102) 51%	0
Got engaged in self-study	(70) 60.3%	(44) 37.9%	(2) 1.7%	(57) 67.9%	(20) 23.8%	(7) 8.35%	(127) 63.5%	(64) 32%	(9) 4.5%

Table No. 4.20 shows that 43 (37.1%) students of the schools of the rural areas reported that they joined private tuitions during the agitation period. 73 (62.9%) students of rural areas said that they did not join private tuitions during the period of agitation. 55 (65.5%) students of the urban areas of Darjeeling Hills said that they joined private tuitions during the agitation period. 29 (34.5%) students of the urban areas said 'No' for the same question. Total 98 (49%) of students of Darjeeling Hills reported that they joined private tuitions during the agitation period and 102 (51%) of students said 'No' for the same question.

As it is mentioned in **Table No. 4.20**, 70 (60.3%) students of the rural areas of Darjeeling Hills reported that they were engaged in self-study during the period of agitation. 44 (37.9%) students of rural areas said 'No' for the same question, which means they could not engage themselves in the study, during the agitation period. 2 (1.7%) students of rural areas of Darjeeling Hills did not say anything in the response to this question. 57 (67.9%) students of the urban areas of Darjeeling Hills reported that they were engaged in self-study during the agitation period. 20 (23.8%) students of the urban areas of Darjeeling Hills said that they could not engage themselves in self-studies. 7 (8.35%) students of urban areas did not say anything in response to this question. Total 127 (63.5%) students of Darjeeling Hills said 'Yes' for the same question, 64 (32%) students said 'No' for the same question and remaining 9 (4.5%) students did not say anything in the response to this question.

From the analysis of the above table, it can be said that most of the students of the urban areas joined private tuitions as compare to the students of rural areas. The above analysis also reveals that the majority of the students of both rural as well as from urban areas got engaged in self-study during the period of agitation.

As the complex situation arose and since classes were suspended at the time of agitation, the students might be afraid of failing or getting low marks. Therefore the students at that time might have adopted new study habits, which may be resulted in the change of study habits.

Table No. 4.21
Change in the Study Habits of Students

Respondent	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Students	(83)	(30)	(3)	(67)	(12)	(5)	(150)	(42)	(8)
	71.6%	25.9%	2.6%	79.8%	14.3%	6%	75%	21%	4%

Table No. 4.21 Table No. 4.21 shows that 83 (71.6%) students of rural areas of Darjeeling Hills had an opinion that, their study habits changed during the period of agitation. 30 (25.9%) students of rural areas of Darjeeling Hills had an opinion that there was no such change in their study habit during the agitation period. Remaining 3 (2.6%) students of rural areas did not say anything in response to this question. 67 (79.8%) students of urban areas of Darjeeling Hills had an opinion that there was a certain change in their study habit during the agitation. 12 (14.3%) students of the urban areas of Darjeeling Hills said 'No' in response to the same question. Remaining 5 (6%) students of urban areas did not say anything in the response to this question. Total, 150 (75%) students of Darjeeling Hills said that their study habits changed during the agitation period. 42 (21%) students said that there was not any change in their study habit during the agitation period and the remaining 8 (4%) students did not say anything in the response to the same question.

The analysis of the above table reveals that the majority of the students from rural as well as from the urban areas of Darjeeling Hills said that, they found a certain change in their study habits during the period of agitation. It may be that the students utilised their time effectively during the gap, which resulted in some positive change in their study habits.

The agitation that took place in the year 2017 in the Darjeeling Hills lasted for too long, that made academic activities very difficult. But sometimes, this kind of agitation will open up the windows of new opportunities as well. Agitation in some sense can take for any form of change or development. Therefore, the table given below will help us to know whether the agitation of 2017 was beneficial to the students' academic interest or not.

Table No. 4.22

Perception of Students' about Benefits of Agitation to their Academic Interest

Respondent	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Students	(20) 17.2%	(92) 79.3%	(4) 3.4%	(4) 4.8%	(71) 84.5%	(9) 10.7%	(24) 12%	(163) 81.5%	(13) 6.5%

As it is mentioned in the **Table No. 4.22**, 20 (17.2%) students rural areas of Darjeeling Hills said that the agitation was beneficial to their academic interest. 92 (79.3%) students of rural areas had an opinion that agitation of 2017 was not

beneficial to their academic interest. Remaining 4 (3.4%) students of rural areas did not say anything in response to this question. 4 (4.8%) students of urban areas of Darjeeling Hills said that agitation was beneficial for them as (it was reported by some students that they found it advantageous for their academic interest). 71 (84.5%) students of the urban areas said 'No' in response to this question. Remaining 9 (10.7%) of students did not say anything in the response to this question. Overall, 24 (12%) of students of Darjeeling Hills said that the agitation of 2017 was beneficial to their academic interest. 163 (81.5%) of students said that agitation of 2017 was not beneficial at all for their academic interest, and the remaining 13 (6.5%) of students did not say anything in the response to this question.

From the analysis of the above table it can be said that, according to the majority of students of rural as well as from the urban areas of Darjeeling Hills, agitation of 2017 was not beneficial or favourable to their academic interest. As the agitation mostly affected education, the students might have felt that it was not beneficial to their academic interest.

The indefinite strike that took place in the year 2017 in the Darjeeling Hills crippled the activities of the Darjeeling educational system by disrupting the academic schedule, programme, and plans. This may cause stress in students' academic performance, which may certainly lead students to be tensed up or to lose confidence in an academic career.

Table No 4.23
Perception of Students about Effect of Agitation on their Academic Performance

Responses	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Lost confidence in academic career	(87) 75%	(24) 20.7%	(5) 4.3%	(47) 56%	(24) 28.6%	(13) 15.5%	(137) 67%	(48) 24%	(18) 9%
Affected academic performance	(96) 82.8%	(17) 14.7%	(3) 2.6%	(63) 75%	(15) 17.9%	(6) 7.1%	(159) 79.5%	(32) 16%	(9) 4.5%

Table No. 4.23 reveals that 87 (75%) students of rural areas of Darjeeling Hills reported that agitation affected by losing confidence in their academics. 24 (20.7%) students of rural areas said that agitation of 2017 did not lead the students to lose confidence in their academic career. 5 (4.3%) students of rural areas did not say anything in response to the same question. 47 (56%) students of urban areas of Darjeeling Hills reported that agitation affected their confidence to excel in their

academics, negatively. 24 (28.6%) students of the urban areas said 'No' in response to this question and the remaining 13 (15.5%) of students did not say anything in the response to this question. Overall, 137 (67%) of students of Darjeeling Hills said that agitation of 2017 affected their confidence negatively. 48 (24%) of students reported that agitation did not affect them in losing confidence in their academics. Remaining 18 (9%) students of Darjeeling Hills did not say anything in the response to this question.

Table No. 4.23 shows that 96 (82.8%) students of rural areas of Darjeeling Hills had an opinion that, their academic performance was affected by the agitation of 2017. 17 (14.7%) students of rural areas said that agitation did not affect their academic performance. Remaining 3 (2.6%) students of rural areas did not say anything in the response to this question. 63 (75%) students of urban areas of Darjeeling Hills had an opinion that agitation affected their academic performance. 15 (17.9%) students of urban areas said 'No' for the same question, and 6 (7.1%) students did not say anything in response to this question. Overall, 159 (79.5%) students of Darjeeling Hills said that their academic performance was affected by the agitation of 2017. 32 (16%) students said that their academic performance was not affected by the agitation at all. Remaining 9 (4.5%) of students did not say anything in the response to this question.

The analysis of the above table reveals that the majority of students from rural as well as from the urban areas of Darjeeling Hills reveal that agitation leads the students to lose confidence in their academic career. The analysis also reveals that the majority of students from rural as well as from urban areas reported that their academic performance was affected by the agitation of 2017. As the educational

system was the one which was mostly affected by agitation at that time, thus, the students might have lost confidence in their academics as well as they felt that their academic performance was badly affected by it. The result of the present study is similar to the findings of Dutta (1986) Moses and Pandian (1987) Righi (1993) Grayson (1999) Wickens et al., (2007) but it is inconsistent with the findings of the study conducted by Deshpande (1998) Ediyang et al., (2013).

Agitation can be described as a situation, where people protest or argue, in order to achieve a particular type of change. In this sense, agitation takes place for any form of change or development in an institutional framework i.e. state, country or educational institutions. But according to few people agitation should not disturb academic institutions. The table given below will help us to know the response of the students about the occurrence of agitation

Table No. 4.24
Perception of Students regarding Occurrence of Agitation

Respondent	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Students	(95) 81.9%	(17) 14.7%	(4) 3.4%	(59) 70.2%	(13) 15.5%	(12) 14.3%	(154) 77%	(30) 15%	(16) 8%

Table No. 4.24 shows that 95 (81.9%) students of rural areas of Darjeeling Hills had an opinion that agitation should take place but without disturbing academic activities. 17 (14.7%) students of rural areas of Darjeeling Hills responded that academics should not be disturbed by agitations. Remaining 4 (3.4%) students of

rural areas did not say anything I response to this question. 59 (70.2%) students of urban areas of Darjeeling Hills had an opinion that agitation should take place without disturbing academics whereas 13 (15.5%) students of urban areas were of the opinion that, agitation should not disturb academics and 12 (14.3%) students of urban areas did not say anything in response to this question. Overall, 154 (77%) students of Darjeeling Hills said 'Yes' for the same item, 30 (15%) students said 'No' for the same question and remaining 16 (8%) students did not say anything in the response to this question.

The analysis of the above table reveals that the majority of the students of the Darjeeling Hills areas said that agitation should not disturb academic institutions. But at the same time, some students mentioned that disturbance to some extent can be considered. The result of the present study is similar to the findings of the study conducted by Hall et al., (1986).

4.3. Objective No. 3: To find out the problem faced by teachers during the agitation of 2017

Several measures had been adopted by the school authorities to avoid academic loss of students. Some teachers had gone out of their way to teach the students privately in the other rented buildings, or in the other areas beyond Darjeeling. So, in this case, there may be some feelings among the teachers of being unsafe at the time of agitation.

**Table No. 4.25
Perception of Teachers about Safety during Agitation**

Responses	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Safety of their own during agitation	(25) 50%	(17) 34%	(8) 16%	(20) 40%	(21) 42%	(9) 18%	(45) 45%	(38) 38%	(17) 17%
Safety of female teachers during agitation	(9) 18%	(32) 64%	(9) 18%	(15) 30%	(25) 50%	(10) 20%	(24) 24%	(57) 57%	(19) 19%

Table No. 4.25 discusses the perception of teachers for their own safety and the safety of female teachers of their school. When it was asked that whether they were feeling safe at the time of agitation, 25 (50%) teachers from the rural areas of Darjeeling Hills responded that, they were not feeling safe during agitation. At the same time, 17 (34%) teachers from the rural areas responded that they were feeling safe at the time of agitation. 8 (16%) teachers from the rural areas did not say anything in response to this question. 20 (40%) teachers of the urban areas of

Darjeeling Hills reported that they were not feeling safe during agitation. At the same time 21 (42%) teachers of the urban areas of Darjeeling Hills, said that they were feeling safe at the time of agitation. 9 (18%) teachers of the urban areas did not say anything in the response of the same question. Overall, 45 (45%) teachers of Darjeeling Hills said 'Yes' for the same question, 38 (38%) teachers said 'No' for the same question and remaining 17 (17%) teachers did not say anything in the response to this question.

When it was asked to them about the safety of female teachers, 9 (18%) teachers of rural areas of Darjeeling Hills responded that female teacher were not safe during the agitation period. At the same time, 32 (64%) teachers of the rural areas reported that female teachers were also safe during the agitation period. 9 (18%) teachers of the rural areas did not say anything in response to this question. 15 (30%) teachers of the urban areas of Darjeeling Hills said that female teachers were not safe during the agitation period. At the same time, 25 (50%) teachers of the urban areas reported that female teachers were also safe during the agitation period. 10 (20%) teachers of the urban areas did not say anything in response to this question.

Overall 24 (24%) teachers of Darjeeling Hills responded that female teachers were not safe at the time of agitation and at the same time 57 (57%) teachers said that female teachers were also safe at that time and remaining 19 (19%) teachers did not say anything in the response to this question.

From the table, it is clear that the majority of teachers from the rural areas responded that they were not feeling safe at the time of agitation. At the same time, the majority of teachers of the urban areas had a feeling of safety during agitation

time. It might be that principals and teachers of both; rural as well as urban areas took the responsibility of running schools. But security measures were mostly provided in the urban areas compared to the rural areas. Therefore, it may be that teachers of the urban areas felt that they were safe whereas teachers of the rural areas felt that they were not safe at the time of agitation. It may also be that only a few schools of rural areas were opened at the time of agitation. The overall majority of teachers were not feeling safe during the agitation period. It is also cleared that, majority of teachers from rural as well as from urban areas, felt that, female teachers were also safe during the agitation period. As, no apprehension like riots, burning of school property took place at the time of agitation, there is no question of threat to female teachers either.

The table given below is related to the perception of teachers regarding the consequences of education for the long term.

Table No. 4.26
Perception of Teacher regarding loss of education because of Agitation 2017

Respondent	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Teachers	(14) 28%	(35) 70%	(1) 2%	(13) 26%	(30) 60%	(7) 14%	(27) 27%	(65) 65%	(8) 8%

Table No. 4.26 reveals that 14 (28%) teachers of rural areas of Darjeeling Hills responded that, there is no any far-reaching loss of education because of 2017 agitation. At the same time, 35 (70%) teachers of rural areas said that there is far-

reaching loss of education because of 2017 agitation. Only one teacher from the rural areas did not say anything in response to this question. 13 (26%) teachers of the urban areas of Darjeeling Hills reported that there is no any far-reaching loss of education because of the agitation. 30 (60%) teachers of the urban areas said that there is far-reaching loss of education due to the agitation of 2017. Remaining 7 (14%) teachers of the urban areas did not say anything in the response to this question. Total 27 (27%) teachers of Darjeeling Hills said 'Yes' for the same question. 65 (65%) teachers said 'No' for the same question and remaining 8 (8%) teachers did not say anything in the response to this question.

From the analysis of the above table, we can say that majority of the teachers from rural as well as from the urban areas of Darjeeling Hills reported that there is a far-reaching loss of education because of 2017 agitation of Darjeeling Hills. It can be seen that the agitation of 2017 holds the longest agitation in the history of Darjeeling District.

Teacher's salary was not paid during the entire time of agitation. Therefore the major problem of the teachers at that time was unpaid salary. The table given below will help us to know, whether the teachers of Darjeeling Hills were facing problems related to issue or not.

Table No. 4.27
Salary Issue of Teachers

Respondent	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Teachers	(14) 28%	(24) 48%	(12) 24%	(5) 10%	(27) 54%	(18) 36%	(19) 19%	(51) 51%	(30) 30%

Table No. 4.27 reveals that 14 (28%) teachers from the rural areas of Darjeeling Hills reported that, the issue of salary created a problem. 24 (48%) teachers of the rural areas reported that the issue of salary did not create any problem for school administration. Remaining 12 (24%) teachers of the rural areas did not say anything in the response to this question. At the same time, 5 (10%) teachers of the urban areas of Darjeeling Hills reported that the issue of salary was the major problem. 27 (54%) teachers of the urban areas reported that the issue of salary did not create any problem. Remaining 18 (36%) teachers of the urban areas did not say anything in the response to this question. Overall, 19 (19%) teachers of Darjeeling said 'Yes' for the same question, 51 (51%) teachers said 'No' for the same question and remaining 30 (30%) teachers did not say anything in the response.

Therefore, the analysis of the above table reveals that the issue of salary didn't create many problems. It may be that, since the teachers were not receiving a salary during the entire time of agitation, it might have been the major problem. But, the finding shows that the salary issue was not a big problem. It may be that they, they

receive their salary in a bulk after the agitation.

The year 2017 was fraught with considerable difficulties for teachers. Most of the teachers at that time were busy with managing the schedules, such as making temporary arrangement for the students, holding meetings among themselves to overcome the situation. All these factors might be contributed to adding up the extra workload on the part of the teacher. The table given below shows that whether the teachers felt more burdened during the agitation and after the agitation.

Table No. 4.28
Perception of Teachers regarding the Workload

Responses	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Workload increased during the agitation	(26) 52%	(22) 44%	(2) 4%	(34) 68%	(16) 32%	0	(60) 60%	(38) 38%	(2) 2%
Work load increased after the agitation	(47) 94%	(3) 6%	(3) 6%	(40) 80%	(9) 18%	(1) 2%	(87) 87%	(12) 12%	(1) 1%

As it is mentioned in **Table No. 4.28**, 26 (52%) teachers of rural areas of Darjeeling Hills reported that the workload increased during the agitation. At the same time, 22 (44%) teachers of rural areas said that the workload did not increase during the agitation period. Remaining 2 (4%) teachers of the rural areas did not say anything in the response to this question. 34 (68%) teachers of the urban areas of Darjeeling Hills said that workload increased during the agitation period. 16 (32%)

teachers from the urban areas reported that there was no extra burden during the agitation period. Overall, 60 (60%) teachers of Darjeeling Hills responded 'Yes' for the same question. 38 (38%) teachers said 'No' for the same question and remaining 2 (2%) teachers did not say anything in the response.

47 (94%) teachers of rural areas of Darjeeling Hills reported that the workload increased after the agitation. At the same time, 3 (6%) teachers of rural areas said 'No' for the same question, which means workload had not increased after the agitation. Remaining 3 (6%) teachers of the rural areas did not say anything in the response to this question. 40 (80%) teachers of the urban areas of Darjeeling Hills said that workload increased after the agitation. 9 (18%) teachers of the urban areas reported that there was no extra burden after the agitation. Remaining One teacher of the urban areas did not say anything in response to this question. Overall, 87 (87%) teachers of Darjeeling Hills responded 'Yes' for the same question. 12 (12%) teachers said 'No' for the same question and only one teacher did not say anything in the response.

The analysis of the above table reveals that the majority of the teachers from rural as well as from urban areas said that their workload was increased a lot during and after the agitation.

During the agitation period, the Darjeeling school authorities decided to make arrangement for students who were going to face board examination in the year 2018. As the on-going shutdown in the Darjeeling Hills showed no signs of being withdrawn and schools remain suspended indefinitely. Therefore some schools started functioning as an off-site for the students of classes 10 and 12, as a result of which some of the teachers had to move away from their places to take classes.

Table No. 4.29

Responses of Teachers about measures taken by them in order to complete the Course

Respondent	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Teachers	(5) 10%	(43) 86%	(2) 4%	(14) 28%	(32) 64%	(4) 8%	(19) 19%	(75) 75%	(6) 6%

The above table (**Table No. 4.29**) reveals that 5 (10%) teachers of rural areas of Darjeeling Hills responded 'Yes' when it was asked 'whether they were away from their places without their family, to take classes'. These classes were especially announced for the students studying in 10th and 12th standard. Whereas 43 (86%) teachers of the rural areas reported that, they had not shifted anywhere in order to complete their syllabus. Remaining 2 (4%) teachers of the rural areas did not say anything in the response to this question. 14 (28%) teachers of the urban areas of Darjeeling Hills said that they were away from their place, without their family to take classes. 32 (64%) teachers of the urban areas of Darjeeling Hills said 'No',

which means they had not shifted anywhere in order to complete their syllabus. Remaining 4 (8%) teachers of the urban areas did not say anything in the response to this question. Total 19 (19%) teachers of Darjeeling Hills said 'Yes', 75 (75%) teachers said 'No' and remaining 6 (6%) teachers did not say anything in the response.

The analysis of the above table reveals that only very few teachers from the rural and urban areas were away from their places, in order to take classes. If we made a comparison, most of the teachers of the urban areas had shifted to the other place, compared to the teachers of rural areas.

As most of the reputed schools are located in urban areas, the principals and teachers of those schools tried their best to minimise the damages. Therefore they took the initiative of shifting their schools to the other places which were not affected by the agitation. But the majority of the teachers from rural as well as from urban areas did not shift anywhere in order to complete the syllabus.

The table given below is related to the perception of teachers regarding agitators, when it was asked, whether agitators misbehaved while going to schools or not. The table given below will help us to know, the response of teachers regarding this item.

Table No. 4.30

Perception of Teachers regarding Inconvenience caused by the Agitators

Respondent	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Teachers	(7) 14%	(42) 84%	(1) 2%	(14) 28%	(36) 72%	(1) 2%	(21) 21%	(77) 77%	(2) 2%

Table No. 4.30 shows that 7 (14%) teachers of rural areas of Darjeeling Hills reported that agitators misbehaved with them while going to the schools during the time of agitation. 42 (84%) teachers of rural areas said 'No' for the same question, which means that there was not any kind of inconvenience caused by the agitators. One teacher of the rural areas did not say anything in response to this question. 14 (28%) teachers of urban areas of Darjeeling Hills responded 'Yes' for the same question, which means that agitators misbehaved with them while going to the schools during the agitation. 36 (72%) teachers said that there was not any kind of inconvenience caused by the agitators. Only one teacher did not say anything in response to this question. Total 21 (21%) teachers of Darjeeling Hills said 'Yes' for the same question, 77 (77%) teachers said 'No' and remaining 2 (2%) teachers did not say anything in the response.

From the analysis of the above table, it can be said that such kind of situation was only in very few places. It may be that such situations occur only at those places where agitation was violent in nature.

At the time of agitation, teachers might be worried about the completion of the syllabus, whether they will be able to cover up the whole syllabus or not. The analysis given below will help us to know the responses of teachers regarding this dimension.

Table No. 4.31

Observation of Teachers regarding the Completion of Syllabus

Respondent	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Teachers	(39) 78%	(8) 16%	(3) 6%	(41) 82%	(5) 10%	(4) 8%	(80) 80%	(13) 13%	(7) 7%

Table No. 4.31 reveals about the concern of teachers to finish the course on time. It can be observed from the table that 39 (78%) teachers of rural areas of Darjeeling Hills reported that they were worried about the syllabus/course, whether it will be finish on time or not. At the same time, 8 (16%) teachers of the rural areas were not worried about it. Remaining 3 (6%) teachers of the rural areas did not say anything in the response to this question. 41 (82%) teachers of the urban areas of Darjeeling Hills were also worried about the completion of courses. 5 (10%)

teachers of urban areas were not worried about it. Remaining 4 (8%) teachers of the urban areas did not say anything in response to this question. Total 80% teachers said ‘Yes’ for the same question, 13 (13%) teachers said ‘No’ for the same question and remaining 7 (7%) teachers did not say anything in the response to this question.

The analysis of the above table reveals that the majority of the teachers from rural as well as from urban areas were concerned about the completion of the course before the examination.

As the consequences of agitation 2017 are far-reaching, teachers were expected to perform the task effectively even when they were facing difficulties from unmet needs, which add up the work load on teachers, especially during such a chaotic situation. This analysis will highlight the responses of teachers who felt that at the time of agitation they were under extra pressure than normal days.

Table No. 4.32

Perception of Teachers about Hidden Pressure for Completing the Course

Respondent	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Teachers	(26) 52%	(20) 40%	(4) 8%	(19) 38%	(20) 40%	(11) 22%	(45) 45%	(40) 40%	(15) 15%

The above table (**Table No 4.32**) shows that 26 (52%) teachers of rural areas of Darjeeling Hills were agreed with that ‘there was a hidden pressure on teachers to

complete the course during the agitation'. 20 (40%) teachers of rural areas said that there was not any hidden pressure for the completion of the course. Remaining 4 (8%) teachers of the rural areas did not say anything in the response to this question. 19 (38%) teachers of urban areas of Darjeeling Hills were agreed with that 'there was a hidden pressure on teachers to complete the course on time during the agitation'. 20 (40%) teachers of the urban areas said that there was not any hidden pressure for the completion of the course. Remaining 11 (22%) teachers of the urban areas did not say anything in the response to this question. Total 45 (45%) teachers of Darjeeling Hills said 'Yes' for this question, 40 (40%) teachers said 'No' and remaining 15 (15%) teachers did not say anything in the response to this question.

A detailed analysis of the above table reveals that compare to the teachers of the urban areas, teachers of the rural areas had an opinion that there was a hidden pressure on teachers to complete the course during the agitation period. Compare to the schools of rural areas, schools of urban areas were open. Therefore, it might be that teachers of the rural areas were more pressurise than the teachers of the urban areas.

The political unrest sometimes may affect the educational institutions and also sudden break in the studies. A long gap in the studies due to agitation might cause the students to lose interest in their studies and also the political unrest sometimes may affect the educational institution. Therefore, the table given below will help to know, the responses of different stakeholders regarding this.

Table No. 4.33
Responses of Teachers about the Effect of Agitation on Education

Responses	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Agitation had an adverse effect on education	(42) 87%	(6) 12%	(2) 4%	(35) 70%	(6) 12%	(9) 18%	(77) 77%	(12) 12%	(11) 11%
Agitation caused students to lose interest in their studies	(33) 66%	(13) 26%	(4) 8%	(37) 74%	(8) 16%	(5) 10%	(70) 70%	(21) 21%	(9) 9%

Table No. 4.33 shows that 42 (87%) teachers of rural areas of Darjeeling Hills responded that, the agitation of 2017 had an adverse effect on education. At the same time, 6 (12%) teachers of rural areas said that the agitation of 2017 did not affect education, adversely. Remaining 2 (4%) teachers of the rural areas did not say anything in the response to this question. 35 (70%) teachers of urban areas of Darjeeling Hills had an opinion that the agitation of 2017 adversely affected the education. Whereas 6 (12%) teachers of the urban areas said that, the agitation of

2017 has not affected adversely the education. Remaining 9 (18%) teachers of the urban areas did not say anything in the response to this question. Overall 77 (77%) teachers of Darjeeling Hills said 'Yes' for the same question, 12 (12%) teachers said that agitation of 2017 had an adverse effect on education and remaining 11 (11%) teachers did not say anything in the response of the same question.

33 (66%) teachers of rural areas of Darjeeling Hills said that for students, agitation played a role to lose interest in their studies. 13 (26%) teachers of rural areas said that agitation because of agitation students had not lost interest in their studies. Remaining 4 (8%) teachers of the rural areas did not say anything in the response to this question. 37 (74%) teachers of the urban areas of Darjeeling Hills responded that the agitation of 2017 caused students to lose interest in their studies. At the same time, 8 (16%) teachers of the urban areas said that agitation did not lead the student to lose interest in their studies. Remaining 5 (10%) teachers of the urban areas did not say anything in the response to this question. Total 70 (70%) teachers reported that students lost interest in their studies. 21 (21%) teachers said that agitation did not lead students to lose interest in studies and remaining 9 (9%) teachers did not say anything in the response to this question.

The analysis of the above table reveals that the majority of teachers from rural as well as from the urban areas of Darjeeling Hills said that the agitation of 2017 adversely affected the education of Darjeeling Hills. It also can be said that the majority of teachers from rural as well as from urban areas responded, that agitation caused students to lose interest in their studies. This result is consistent with the findings of Dutta (1986) Moses and Pandian (1987) Righi (1993) Grayson (1999) Wickens *et al.*, (2007).

The table given below will help us to know the opinion of teachers regarding the student's performance in board examination and the teachers' perception of board examinations result.

Table No 4.34
Responses of Teachers about the Performance of Students in the Board Examination

Responses	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Students could not perform better in board examination	(32) 64%	(14) 28%	(4) 8%	(38) 76%	(12) 24%	0	(70) 70%	(26) 26%	(4) 4%
Board exam results are adversely affected	(31) 62%	(16) 32%	(3) 6%	(35) 70%	(12) 24%	(3) 6%	(66) 66%	(28) 28%	(6) 6%

As it is mentioned in **Table No. 4.34**, 32 (64%) teachers of rural areas of Darjeeling Hills reported that the students could not perform better in the board examination of 2018 because of agitation. At the same time, 14 (28%) teachers of the rural areas reported that agitation of 2017 has not affected students' performance in the board examination. 4 (8%) teachers of rural areas did not say anything in response to this question. 38 (76%) teachers of the urban areas of Darjeeling Hills reported that students could not perform better in the examination because of agitation. At the same time, 12 (24%) teachers of the urban areas said that students'

performance was not much affected by agitation. Overall, 70 (70%) teachers of Darjeeling Hills were agreed with that students could not perform better in the examination because of agitation. 26 (26%) teachers said 'No' which means they do not agree that the agitation had an effect on students' performance and remaining 4 (4%) did not say anything in response to this question.

31 (62%) teachers of rural areas of Darjeeling Hills reported that 2018 board examination results were adversely affected by the agitation of 2017. Whereas 16 (32%) teachers of rural areas said that, the agitation had not much impact on 2018 board exam results. Remaining 3 (6%) teachers of the rural areas did not say anything in the response to this question. 35 (70%) teachers of urban areas reported that the agitation of 2017 has an adverse effect on board exam results. At the same time, 12 (24%) teachers of the urban areas said that the agitation had not any impact on board exam results of 2018. Remaining 3 (6%) teachers of the urban areas did not say anything in the response to this question. Total, 66 (66%) teachers of Darjeeling Hills responded 'Yes' for the same question, 28 (28%) teachers responded 'No' for the same question, and remaining 6 (6%) teachers did not say anything in the response of the same question.

A detailed analysis of the above table reveals that the majority of teachers from rural as well as from urban areas reported that, students could not perform better in the board examination, because of agitation. The analysis also clarifies that, according to the majority of teachers from rural as well as from urban areas, the results of board examination are adversely affected because of the agitation.

The table given below discusses, about the perception of teachers' about the role of principals to take all the reasonable steps to keep the school open at the time of agitation.

Table No. 4.35
Perception of Teachers regarding the Principal's Responsibilities during Agitation

Respondent	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Teachers	(12) 24%	(17) 34%	(21) 42%	(7) 14%	(15) 30%	(28) 56%	(19) 19%	(32) 32%	(49) 49%

From the above table (**Table No. 4.35**) it is clear that 12 (24%) teachers of rural areas of Darjeeling Hills said that, a principal should take all the reasonable steps to keep the school open at the time of agitation. Whereas, 17 (34%) teachers of the rural areas had an opinion that it was not only the duty of the principal to take all the reasonable steps to keep the school open. Remaining 21 (42%) teachers of the rural areas did not say anything in the response to this question. 7 (14%) teachers of urban areas of Darjeeling Hills reported that it was the duty of the principal to take all the responsible steps to keep the school open at the time of agitation. 15 (30%) teachers of the urban areas had an opinion that it was not only the duty of a principal to keep the school open. Remaining 28 (56%) teachers of the urban areas did not say anything in the response to this question. Total, 19 (19%) teachers of Darjeeling Hills said 'Yes which means during the agitation, at first principals should take a wiser step regarding all the affairs of schools. 32 (32%) teachers said 'No' for the

same question, which means that it is not only the duty of principals to take care of the each and every matter of the school. Remaining 49 (49%) teachers did not say anything in the response to this question.

The analysis of the above table reveals that majority of the teachers from rural as well as from the urban areas of Darjeeling Hills had an opinion that, it is not only the duty of the principal to take all the reasonable steps, to keep a school open during the time of agitation. Majority of teachers thinks that both teachers and principals should take a wise decision and look into all the affairs of schools especially during a chaotic situation.

Since the agitation of 2017 had an adverse effect on educational institutions and most notably the students faced the consequences. Majority of students had an opinion that political issues should be kept away from academics. The table below will help to give a clear picture of what teachers think.

Table No. 4.36

Perception of Teachers regarding involvement of Political Issues in Educational Institution

Respondent	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Teachers	(41)	(5)	(4)	(35)	(4)	(11)	(76)	(9)	(15)
	82%	10%	8%	70%	8%	22%	76%	9%	15%

The above table (**Table No 4.36**) reveals that according to 41 (82%) of teachers of rural areas of Darjeeling Hills it was unwise to involve political issues in academics. At the same time according to 5 (10%) teachers of rural areas, the

involvement of politics is considered to be accepted to some extent. Remaining 4 (8%) teachers of the rural areas did not say anything in the response of the same question. According to 35 (70%) of teachers of the urban areas of Darjeeling Hills, it was unwise to involve political issues in academics. Whereas according to 4 (8%) teachers of the urban areas, the political involvement is sometimes considered to be acceptable in some situations. Remaining 11 (22%) teachers of the urban areas did not say anything in the response. Total, 76 (76%) teachers of Darjeeling Hills said 'Yes' which means schools should be kept away from politics. 9 (9%) teachers said 'No' which means sometimes schools should be equally involved and remaining 15 (15%) teachers did not say anything in the response of the same question.

The analysis of the above table reveals that, according to the majority of teachers from rural as well as from urban areas, it was unwise to involve political issues in an educational institution. Some teachers felt that political involvement sometimes may be acceptable in the educational institution but since the majority of teachers had a perception, the agitation of 2017 had seriously affected education, they might also have felt that the politics should be kept far away from an educational institution.

4.4. Objective No. 4: To find out the problems faced by the principals

At the time of agitation, several measures had been adopted by the school authorities to avoid academic loss some teachers had gone out of their ways to teach the students. So, in this case, principals being the head of the institution might be some feelings of being unsafe as there were organising the schedule unofficially.

Table No.4.37
Perception of Principals about Safety during Agitation

Responses	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Safety of their own during agitation	(8) 57.1%	(4) 28.6%	(2) 14.3%	(7) 43.8%	(9) 56.3%	0	(15) 50%	(13) 43.3%	(2) 6.7%
Safety of female teachers during agitation	(4) 28.6%	(8) 57.1%	(2) 14.3%	(4) 25%	(8) 50%	(4) 25%	(8) 26.7%	(16) 53.3%	(6) 20%

Table No. 4.37 discusses the perception of principals for their own safety and the safety of other teachers especially female teachers of their school. When it was

asked to the principals that whether they were feeling safe or not at the time of agitation, 8 (57.1%) principals of rural areas of Darjeeling Hills reported that, they were not feeling safe during agitation. At the same time, 4 (28.6%) principals of rural areas said that they were feeling safe at the time of agitation. 2 (14.3%) principals from the rural areas did not say anything in the response to this question. 7 (43.8%) principals of the urban areas of Darjeeling Hills revealed that they were not feeling safe during agitation. At the same time, 9 (56.3%) principals of the urban areas said that they were feeling safe at the time of agitation. Overall, 15 (50%) principals of Darjeeling Hills said 'Yes' for the same question, 13 (43.3%) principals said 'No' for the same question which means that they were not feeling safe at the time of agitation and remaining 2 (6.7%) principals did not say anything in the response to this question.

When it was asked to them about the safety of female teachers, 4 (28.6%) principals of rural areas of Darjeeling Hills said that female teachers were not safe during the agitation period. At the same time, 8 (57.1%) principals of the rural areas reported that female teachers were also safe during the agitation period. 2 (14.3%) principals of the rural areas did not say anything in response to this question. 4 (25%) principals of the urban areas of Darjeeling Hills said that female teachers were not safe during the agitation period. At the same time, 8 (50%) principals of urban areas responded that female teachers were safe during the agitation period. 4 (25%) principals of the urban areas did not say anything in response to this question. Overall 8 (26.7%) principals of Darjeeling Hills said 'Yes' which means female teachers were safe. 16 (53.3%) principals said 'No' which means female teachers were not safe and remaining 6 (20%) principals did not say anything in the response

of this same question.

From the table, it is clear that the majority of principals of the rural areas were not feeling safe at the time of agitation. At the same time, principals of the urban areas had a feeling of safety during agitation time. If we see the responses of teachers, even that teachers of urban areas were feeling safer than the teachers of rural areas. It might be that security measures were mostly provided by the government in the urban areas compared to rural areas. Therefore, it may be that even the principals of the urban areas felt that they were safe whereas principals of the rural areas felt that they were not safe at the time of agitation. The overall majority of principals were not feeling safe during the agitation period. It is also clear that the majority of principals from rural as well as from urban areas felt that, female teachers were safe during the agitation period which clears that agitators were not targeting female teachers particularly.

The table given below is related to the perception of principals regarding consequences of agitation on education for the long term.

Table No. 4.38

Perception of Principals about Loss of Education due to Agitation 2017

Respondent	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Principals	(3) 21.4%	(6) 42.9%	(5) 35.7%	(1) 6.3%	(8) 50%	(7) 43.8%	(4) 13.3%	(14) 46.7%	(12) 40%

Table No. 4.38 reveals that 3 (21.4%) principals of rural areas of Darjeeling

Hills responded that, there is no any far-reaching loss of education because of agitation. At the same time, 6 (42.9%) principals of rural areas said that there is far-reaching loss of education because of 2017 agitation. 5 (35.7%) principals of the rural areas did not say anything in response to this question. One principal of urban areas of Darjeeling Hills reported that there is no any far-reaching loss of education because of agitation. 8 (50%) principals of the urban areas said that there is a far-reaching loss of education due to the agitation of 2017. Remaining 7 (43.8%) principals of the urban areas did not say anything in the response to this question. Total 4 (13.3%) principals of Darjeeling Hills said 'Yes' for the same question. 14 (46.7%) principals said 'No' for the same question and remaining 12 (40%) principals did not say anything in the response to this question.

From the analysis of the above table, we can say that the majority of the principals reported that there is a far-reaching loss of education because of 2017 agitation of Darjeeling Hills.

The year 2017 was fraught with considerable difficulties for principals. Apart from managing schedules, principals being the head of the institution had extra workload. The table given below shows that did the principals feel more burdened during and after the agitation.

Table No. 4.39

Responses of Principals about Workload during and after the Agitation

Responses	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Workload increased during agitation	(12) 85.7%	(2) 14.3%	0	(9) 56.3%	(3) 18.8%	(4) 25%	(21) 70%	(5) 16.7%	(4) 13.3%
Workload increased after the agitation	(14) 100%	0	0	(11) 68.8%	(4) 25%	(1) 6.3%	(25) 83.3%	(4) 13.3%	(1) 3.3%

As it is mentioned in **Table No. 4.39**, 12 (85.7%) principals of rural areas of Darjeeling Hills reported that the workload increased during the agitation. At the same time, 2 (14.3%) principals of rural areas said that the workload did not increase during the agitation period. 9 (56.3%) principals of the urban areas of Darjeeling Hills said that workload increased during the agitation period. 3 (18.8%) principals of the urban areas reported that there was not any extra burden during the agitation period. 4 (25%) principals of the urban areas did not say anything in response to this

question. Overall, 21 (70%) principals of Darjeeling Hills responded 'Yes' for the same question. 5 (16.7%) principals said 'No' for the same question and remaining 4 (13.3%) principals did not say anything in the response to this question.

All the principals (100%) of rural areas of Darjeeling Hills reported that the workload increased after the agitation. At the same time, 11 (68.8%) principals of the urban areas of Darjeeling Hills said that workload increased after the agitation. 4 (25%) principals of the urban areas reported that the workload did not increase after the agitation. Only one principal of urban areas did not say anything in response to this question. Overall 25 (83.3%) principals of Darjeeling Hills responded 'Yes' for the same question. 4 (13.3%) principals said 'No' for the same question and one principal did not say anything in the response to this question.

The analysis of the above table reveals that the majority of the principals from rural as well as urban areas said that; workload was increased a lot during and after the agitation. It may be also that, principals being the head of the institution have to look into all the affairs of the institutions, therefore the majority of the principals felt them overburdened during and after the agitation.

Along with the teachers, it is also the responsibility of the principal to contribute to the effective completion of the syllabus. As a result of which some principals shifted to the other areas beyond Darjeeling Hills for the academic purpose for the whole period of agitation.

Table No. 4.40
Measures taken by Principals to complete the Course

Respondent	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Principals	(1) 7.1%	(13) 92.2%	0	(1) 6.3%	(15) 93.8%	0	(2) 6.7%	(28) 93.3%	0

The above table (**Table No. 4.40**) reveals that only one principal of rural areas of Darjeeling Hills responded that he was far away from his places without family, for the sake of classes. Whereas 32 (92.2%) principals of the rural areas reported that, they had not shifted anywhere. From the urban areas also, one principal responded that he was far away from his place and family for the classes. At the same time, 15 (93.8%) principals of the urban areas of Darjeeling Hills said that they had not shifted anywhere to complete the syllabus. Two principals of Darjeeling Hills said that they were shifted to other places to complete the syllabus at the time of agitation. At the same time, 28 (93.3%) principals said that they had not shifted anywhere.

A detailed analysis of the above table shows that only a few principals from rural as well as from urban areas were away from their places for the purpose of classes. But the majority of the principals from rural as well as from urban areas had not shifted anywhere. If we see the responses of teachers, teachers of the urban areas had shifted or they were away from their places for the purposes of classes. Therefore it may be that only the teachers were away from their places to take classes, not the principals.

The table given below is related to the perception of principals regarding agitators that whether agitators misbehaved with them while going to the schools or not. The table given below will help us to know, the response of principals regarding this item.

Table No. 4.41

Responses of Principals regarding Inconvenience caused by Agitators

Respondent	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Principals	(4) 28.6%	(10) 71.4%	0	(1) 6.3%	(14) 87.5%	(1) 6.3%	(5) 16.7%	(24) 80%	(1) 3.3%

Above table (**Table No. 4.41**) shows that 4 (28.6%) principals of rural areas of Darjeeling Hills reported that at the time of agitation, agitators misbehaved with them while going to the schools. 10 (71.4%) principals of rural areas said 'No' for

the same question, which means that there was not any kind of inconvenience caused by the agitators. At the same time, only one principal of urban areas of Darjeeling Hills reported that agitators misbehave with him while going to schools during the agitation. 14 (87.5%) principals said that there was no such type of inconvenience caused by the agitators. One principal did not say anything in the response of the same question. Total 5 (16.7%) principals of Darjeeling Hills said 'Yes' for the same question, 24 (80%) principals said 'No' for the same question and remaining one principal did not say anything in response to this question. When it was further asked about the inconvenience they reported that, however, principals of schools conducted several meetings to run the schools smoothly, but agitators did not agree with this decision because they wanted the institute to remain closed for the entire time of agitation. So the school was being opened every day for only a few hours and students were asked to come to school without school uniform.

From the analysis of the above table, it can be said that such kind of situation occurred only in very few places.

The principals at that time might be worried about the syllabus that whether the syllabus will be covered on time or not. The analysis given below will help us to know the responses of principals regarding this dimension.

Table No. 4.42

The Concern of Principals' regarding Completion of Syllabus

Respondent	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Principals	(12) 85.7%	(2) 14.3%	0	(13) 81.3%	(3) 18.8%	0	(25) 83.3%	(5) 16.7%	0

Table No. 4.42 reveals about the concern of teachers to finish the course on time. It can be observed from the table that 12 (85.7%) principals of rural areas of Darjeeling Hills reported that they were worried about the syllabus/course, whether it will be finish on time or not. At the same time, 2 (14.3%) principals of the rural areas were not worried about it. 13 (81.3%) principals of the urban areas of Darjeeling were also concerned about the completion of courses. 3 (18.8%) principals of urban areas were not worried about it. Total 25 (83.3%) principals said 'Yes' for the same question whereas, 5 (16.7%) principals said 'No' for the same question.

The analysis of above table reveals that majority of the principals from rural as well as from urban areas, were upset about the completion of the syllabus/course, whether it will be finish on time or not. If we compare the response of teachers the

majority of the teachers also felt the same. Therefore both the principals and teachers were worried about the completion of syllabus.

Principals as being head of the institution are expected to take all the necessary decisions for the development of schools and to run schools smoothly. The table given below highlights the response of principals who felt that they were under extra pressure during the days of agitation.

Table No. 4.43

Perception of Principals about Hidden Pressure for completing the Course

Respondent	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Principals	(11) 78.6%	(3) 21.4%	0	(10) 62.5%	(5) 31.3%	(1) 6.3%	(21) 70%	(8) 26.7%	(1) 3.3%

The above table (**Table No 4.43**) shows that 11 (78.6%) principals of rural areas of Darjeeling Hills responded that there was a hidden pressure on them from the higher authorities and themselves for the completion of the course during the agitation. 3 (21.4%) principals of rural areas said that there was not any hidden pressure for the completion of the course. 10 (62.5%) principals of the urban areas of Darjeeling Hills had an opinion, that there was a hidden pressure on them to complete the course within the time during the agitation. 5 (31.3%) principals of the urban areas said that there was not any hidden pressure from higher authorities for the completion of the course. One principal of urban areas did not say anything in

response to this question. Total 21 (70%) principals of Darjeeling Hills said 'Yes' for the same question, 8 (26.7%) principals said 'No' for the same question and remaining one principal did not say anything in the response to this question.

A detailed analysis of the above table reveals that majority of principals from rural and as well as from urban areas, had an opinion that there was a hidden pressure on them for the completion of course during the period of agitation.

The political unrest sometimes may affect, the educational institutions and also sudden break in studies for a long period of time due to agitation might cause the students to lose interest in their studies and also the political unrest sometimes may affect the educational institution. Therefore, the table given below will help to know, the responses regarding this.

Table No. 4.44
Perceptions of Principals regarding the Effect of Agitation on Education

Responses	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Agitation had an adverse effect on education	(10) 71.4%	(2) 14.3%	(2) 14.3%	(6) 37.5%	(2) 12.5%	(8) 50%	(53) 53.3%	(4) 13.3%	(10) 33.3%
Agitation caused students to lose interest in the studies	(10) 71.4%	(3) 21.4%	(1) 7.1%	(8) 50%	(5) 31.3%	(3) 18.8%	(18) 60%	(8) 26.7%	(4) 13.3%

Table No. 4.44 shows that 10 (71.4%) principals of rural areas of Darjeeling Hills had an opinion that, the agitation of 2017 had an adverse effect on education. At the same time, 2 (14.3%) principals of rural areas said that the agitation of 2017

had not adversely affected the education and remaining 2 (14.3%) principals of the rural areas did not say anything in the response to this question. 6 (37.5%) principals of the urban areas of Darjeeling Hills had an opinion that the agitation of 2017 adversely affected the education. Whereas 2 (12.5%) principals of the urban areas said that, the agitation of 2017 did not adversely affect the education. Remaining 50% (8) principals of the urban areas did not say anything in response to this question. Overall 53 (53.3%) principals of Darjeeling Hills said 'Yes' for the same question, which means agitation of 2017 had an adverse effect on education. 4 (13.3%) principals said 'No' for the same question which means agitation had not had much effect on education and remaining 10 (33.3%) principals did not say anything in the response of the same question.

10 (71.4%) principals of rural areas of Darjeeling Hills had an opinion that agitation caused students to lose interest in their studies. 3 (21.4%) principals of rural areas said that agitation did not cause students to lose interest in their studies. And one principal of rural areas did not say anything in the response to this question. 8 (50%) principals of the urban areas of Darjeeling Hills had an opinion that the agitation of 2017 caused students to lose interest in their studies. At the same time, 5 (31.3%) principals of the urban areas said that agitation did not lead the student to lose interest in their studies. Remaining 3 (18.8%) principals of the urban areas did not say anything in the response to this question. Total, 18 (60%) principal of Darjeeling Hills said 'Yes' for the same question, which means students had lost their interest in their studies. 8 (26.7%) principals said 'No' for the same question which means students did not lose interest in their studies and remaining 4 (13.3%) principals did not say anything in response to this question.

The analysis of the above table reveals that the majority of principal from rural as well as from the urban areas of Darjeeling Hills, said that the agitation of 2017 adversely affected the education of Darjeeling Hills. It can also be said that the majority of principals from rural as well as from urban areas had an opinion, that agitation caused students to lose interest in their studies. Most of the teachers reported that because of the long gap, the students might have lost focus in their studies.

The table given below will help us to know the perception of principals regarding the student's performance in board examination and the status of the board examination result.

Table No 4.45

Responses of Principals about Performance of Students in Board Examination

Responses	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Students could not perform better in examination	(11) 78.6%	(3) 21.4%	0	(9) 56.3%	(6) 37.5%	(1) 6.3%	(20) 66.7%	(9) 30%	(1) 3.3%
Board examination results is adversely affected	(9) 64.3%	(5) 35.7%	0	(10) 62.5%	(5) 31.3%	(1) 6.3%	(19) 63.3%	(10) 33.3%	(1) 3.3%

As it is mentioned in **Table No. 4.45**, 11 (78.6%) principals of rural areas of Darjeeling Hills reported that the students could not perform better in the board examination of 2018 because of 2017 agitation. At the same time, 3 (21.4%) principals of the rural areas reported that agitation of 2017 has not affected students' performance in the board examination. 9 (56.3%) principals of the urban areas of Darjeeling Hills reported that the agitation of 2017 has affected the students' performance in the board examination of the year 2018. 6 (37.5%) principals of the urban areas said that the agitation has not affected students' performance in the board examination. One principal of urban areas did not say anything in response to this question. Overall 20 (66.7%) principals said 'Yes' for the same question, 9 (30%) principals said 'No' for the same question, and only one principal did not say anything in the response to this question.

64.3% (9) principals of rural areas of Darjeeling Hills reported that board exam results of 2108 were adversely affected by 2017 agitation. Whereas 5 (35.7%) principals of rural areas said that, the agitation had not had much impact on board exam results of 2018. 10 (62.5%) principals of the urban areas reported that the agitation of 2017 had an adverse effect on board exam results of 2018. At the same time, 5 (31.3%) principals of the urban areas said that the agitation of 2017 had not had much impact on board exam results of 2018. Only one principal of urban areas did not say anything in response to this question. Total, 63.3% (19) principals of Darjeeling Hills responded 'Yes' for the same question, 10 (33.3%) principals responded 'No' for the same question, and remaining one teacher did not say anything in the response of the same question.

A detailed analysis of the above table reveals that the majority of principals from rural as well as from urban areas reported that, the performance of the students in the board examination has been affected by agitation. The analysis of the above table also clarifies that according to the majority of principals from rural as well as from urban areas, the board examination results of 2018 were adversely affected by agitation.

The prolonged agitation in the Hills caused emotional misbalance among the citizens, where teachers and students suffered most. For the teachers, shifting to other places from far from their family and home place for the completion of the syllabus was traumatic. At the same time, where classes had not been held at the time of agitation, the students rushed up for the completion of the syllabus within short periods for the upcoming board examination.

Table No. 4.46

Perceptions of Principals regarding Impact of Agitation on Morale of Students and Teachers

Respondent	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Principals	(11)	(2)	(1)	(7)	(6)	(3)	(18)	(8)	(4)
	78.6%	14.3%	7.1%	43.8%	37.5%	18.8%	60%	26.7%	13.3%

Table No. 4.46 shows that 11 (78.6%) principals of rural areas of Darjeeling Hills had an opinion that, agitation of 2017 resulted in lowering the morale of both students and teachers. Whereas, 2 (14.3%) principals of rural areas said that there

was no such kind of impact on students and teachers because of agitation. One teacher of the rural areas did not say anything in response to this question. 7 (43.8%) principals of the urban areas, said 'Yes' for the same question, which means, agitation of 2017, lowered the morale of both; students as well as of teachers also. 6 (37.5%) principals said that agitation of 2017 did not have much impact on students and teachers. Remaining 3 (18.8%) principals of the rural areas did not say anything in the response to this question. Total, 18 (60%) principals of Darjeeling Hills said 'Yes' for the same question, which means the agitation of 2017 lowered the morale of students and teachers. 8 (26.7%) principals said 'No' for the same question which means agitation did not lower the morale of teachers and students and remaining 4 (13.3%) principals did not say anything in the response to this question.

The analysis of the above table reveals that majority of the principals from rural as well as from the urban areas of Darjeeling Hills had an opinion that, the agitation of 2017 resulted in lowering the morale of both; students and teachers. It might be that students had faced several complications, regarding their studies. Even the teachers had gone with innumerable difficulties. Thus all these factors might have led principals, teachers, and students to think that their morale was lowered by the agitation.

The table given below reveals whether the principals perceived themselves as solely responsible to manage and take all the reasonable steps to keep the school open or not during the period of agitations.

Table No. 4.47
Perception of Principals regarding their Responsibility

Respondent	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Principals	(10) 71.4%	(3) 21.4%	(1) 7.1%	(10) 62.5%	(1) 6.3%	(5) 31.3%	(20) 66.7%	(4) 13.3%	(6) 20%

From the above table (**Table No. 4.47**) it is clear that 10 (71.4%) principals of rural areas of Darjeeling Hills were agreed with that principals should take all the reasonable steps to keep the school open at the time of agitation. Whereas, 3 (21.4%) principals of rural areas said that it was not only the duty of the principal to take all the reasonable steps to keep the school open. One principal of rural areas did not say anything in the response of the same question. 10 (62.5%) principals of the urban areas of Darjeeling Hills reported that it was the duty of the principal to take all the responsible steps to keep the school open at the time of agitation. One principal of urban areas had an opinion that it was not only the duty of the principal to keep schools open. Remaining 5 (31.3%) principals of the urban areas did not say anything in response to this question. Total, 20 (66.7%) principals of Darjeeling Hills agreed with that it was the responsibility of principals to take all the necessary steps to keep schools open during the agitation. 4 (13.3%) principals said 'No' for the same question which means even the teachers and other officials were equally

responsible and remaining 6 (20%) principals did not say anything in the response to this question.

From the analysis of the above table, it is clear that majority of principals from both rural and urban areas, perceived themselves as solely responsible to keep school to look into all the affairs of schools during a chaotic situation.

Majority of teachers and students had an opinion that political issues should be kept away from the school environment. The table below helps to give a clear picture of the perception of principals regarding the involvement of political issues in educational institutions.

Table No. 4.48
Perception of Principals Regarding Involvement of Political Issues in Educational Institutions

Respondent	Rural			Urban			Total		
	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Principals	(11) 78.6%	(3) 21.4%	0	(15) 93.8%	(1) 6.3%	0	(26) 86.7%	(4) 13.3%	0

The above table (**Table No 4.48**) reveals that according to 11 (78.6%) principals of rural areas of Darjeeling Hills it is unwise to involve political issues in educational institutions. At the same time according to 3 (21.4%) principals of rural areas, political involvement is considered to be accepted in some situations. According to 15 (93.8%) principals of the urban areas of Darjeeling Hills, it is unwise to involve political issues in the school environment. Whereas only one (6.3%) principals of the urban areas, political involvement is sometimes considered

to be acceptable in some of the situations. Total, 26 (86.7%) principals of Darjeeling Hills said 'Yes' for the same question. At the same time, 4 (13.3%) principals of Darjeeling Hills said 'No' for the same question.

From the analysis of the above table, it can be said that majority of principals from rural as well as from urban areas had an opinion that, it is unwise to involve political issues in school institutions.

CHAPTER –V

FINDINGS DISCUSSION AND CONCLUSION

5.1 Introduction

The term ‘education’ is a common word, expressed by most of the people with their own concept. However, there are many clarifications and opinions about this terminology. Education can be observed as a social, political, and economic institution. Education is also regarded as a direction for the development of human society. The ultimate aim of education is to achieve all-round development of human being and enlightenment of mind, widening one’s vision and character-building which can be advantageous to the individual himself/herself and to the society and the nation at large.

The Christian Missionaries who have been the pioneers in education and also in the other social work accord the first place of honour on the progress of education in the district of Darjeeling. Revd William Macfarlane, a person belonging to a private missionary, made a first attempt to bring education in Darjeeling hill by opening schools for Lepchas. After Revd W. Macfarlane’s in Darjeeling, a person named Mr Niebel belonging to a German missionary devoted himself towards school work. Mr Macfarlane shortly after Mr Niebel fixed up Hindi language as the “lingua franca” (a language used as a means of communication among speakers of another language) and prepared textbooks in this medium, thinking that he could reach the masses through the Hindi tongue which closely resembles the language of natives of Darjeeling. A number of

schools were established only after a large number of European settled in Darjeeling. Those schools exist till date, Some reputed schools which exist till now are, Loreto Convent, St. Paul's school, St. Alphonsus School, The Maharani Girls' School, Victoria Boys' School, Dow Hill Girls' School, Goethals' Memorial School, St. Helen's Convent for Girls, etc. As far as collegiate education is concerned, out of 18 colleges in the district, 11 are located in the hill subdivisions. Some famous colleges which are located in the Darjeeling Hill area are, Darjeeling Government College, St. Joseph's College, Salesian College, Southfield College(formerly Loreto College), Sonada Degree College, Jorebanglow Degree College, Kurseong College, Kalimpong College, Mirik College, etc. After independence, a significant change and progress in the rate of literacy have been witnessed in the hilly region of Darjeeling district and as a result, the growth of education among the local ethnic groups gradually improved.

Darjeeling, located in the Lesser Himalayas at an elevation of 6,700 ft. (2,042.2m), is a small town which has partly an autonomous status in the northern part of West Bengal. The three major towns and the sub-divisional headquarters in the district are Kurseong, Siliguri, and Mirik. The district can be divided into two broad divisions; the hills and the plains. All hilly region of the district comes under the Gorkhaland Territorial Administration (GTA), a semi-autonomous administrative body under West Bengal Government. GTA covers three hill subdivisions of Darjeeling, Kurseong, Mirik, and Kalimpong district. The foothills of Darjeeling Himalaya come under the Siliguri subdivision and is

known as Terai. The district shares its boundary with Sikkim in the north, the Kishanganj district of Bihar state in the south, the Kalimpong district in the east and with Nepal Himalayan range in the West. People residing in the hill area of Darjeeling district have a different cultural background. They are Hindus, Buddhists, Christians, and Muslims. The population of the district is from the different ethnic groups as; Sikkimese, Bhutanese, Tibetan and Nepalese/Nepalis. The Nepalese migrated to the hill region of Darjeeling after the conflict between Nepalese and Sikkimese. The three distinct ethnic groups, (Nepalese, Lepchas, and Bhutias) are regarded as hill people as they have made this hill region their permanent home since ages. Those people residing in the hilly region of the district have their own culture, tradition, language, characteristics, features, and way of living suitable to the hilly environment. The other group of people resides in the plain area of the district are regarded as plainsmen. People from both areas are connected with each other for business transactions. Most residents in the hill area of Darjeeling speak Nepali. With regard to religion, Buddhism and Hinduism were the prominent religion prevalent among the early native settlers of the region. There is an advanced mixed culture in the hilly area of Darjeeling district and the consequences are that cultural exchanges have taken place among the people of the different ethnic group.

Agitation can be described as a situation in which people protest or argue, especially in public, to achieve a particular change. The 2017 agitation in Darjeeling began after West Bengal Government pronounced that the Bengali language should be the compulsory language in all the schools across the state.

The GJM (Gorkha Janmukti Morcha) administered area of Darjeeling, Kurseong, and Kalimpong where the majority of the people speak Nepali, were not ready to accept the decision of the Government. In the beginning, everything was peaceful, but later on, protest exaggerated. The Government later decided in the Cabinet meeting held at Raj Bhavan in Darjeeling on June 8th announcing that Bengali would be offered as an optional, second or third language in the hills. But, the GJM declined the decision of the Government and strengthened the protest which led to the revitalization of the old demand for the separate state of Gorkhaland. The agitation of 2017 hampered educational system of Darjeeling.

Many studies have been conducted on different dimensions of agitation related to education covering from school to university level, especially with regard to teachers' salary, student's unrest, teachers' movement, positive or negative impact on educational institutions, the effects of the strike on students' academic performance and interference of politics in the University campus. Most of the studies have been done at the College level and only a few studies have been conducted at the secondary level of school education.

The studies of Delaney (1983), Rudra (1987), and Deshpande (1998) were based on the teachers' salary. Delaney (1983) found that strikes affect teachers' salary. The study also found that the strike is used as defensive rather than offensive strategies. Rudra (1987) found that the strike was not aimed at salary increases and the agitation did not have any political content. Deshpande (1998) found that the strike was tremendously successful regarding the new pay scale and payments of arrears. Studies of Ng (1993), Singer (1994) Deshpande

(1985), Falk *et al.*(1982), Olson (1984) and Moses and Pandian (1987) were based on teachers/faculties strike. Findings of the study of Ng (1993) shows that the faculty members play an active role in a past union meeting and the members who have attended the study session mostly got involved in picketing and in picket line that has been organised during the strike. Singer (1994) found that the faculties of seven major universities declared a teaching strike. Classes of those universities were suspended. All work associated with teaching such as grading papers, reading theses, and advising was suspended. Deshpande (1985) revealed that the earlier mass action by the teachers had badly affected the yearly routine of the instructions, term examinations and vacations. Falk *et al.*, (1982) showed that, more than non-strikers; strikers (Teachers) are professionally oriented. It was found that the strikers pleaded more authority, autonomy, and control in the workplace. Moses and Pandian (1987) found that 10,000 teachers joined the nation-wide strike. It was found that most of the new entrants to the teachers' movement came from minority run private colleges which have been well known for mishandling their minority status to victimise dissenting teachers. 80 percent of the colleges of Tamil Nadu have been affected by the strike. The study of Harris et al., (1982) also revealed that strike caused more severe feelings, poor communications, defensive/aggressive behaviour, and actual strike actions. Study of Nkinyangi (1991) also revealed that protest and riots resulted in worsening the social and economic condition, injuries, lock-outs, and even death.

Ajayi (2013) and Wickens *et al.*, (2007) revealed that the strike hampers the academic performance of the students and worsen the students' academic and

career progress. Righi (1993) found that agitation adversely affects education. Dutta (1986) also revealed that the agitation has an adverse effect and it paralyses the institution. Moses and Pandian (1987) discovered that colleges have been affected by the strikes.

5.2 Rationale of the study

The agitation of 2017 had gripped the Darjeeling Hills and left the educational institutions the most worried and affected. In this study, an attempt was made to simply highlight the impact of agitation on the educational system in Darjeeling from June 2017 to September 2017, because for the entire time of agitation all schools of Darjeeling Hills remained close.

The agitation had taken a toll on the students, their parents and the teachers who are the most important stakeholders of education. Students of some of the prestigious schools became refugees as the situation was not settled. Most of the schools hired several private buildings to accommodate class X and XII students to complete the syllabus and to make them ready for board examinations. Thus the comprehensive study highlighted all the important points focusing on the educational system which was affected by the agitation of 2017.

It is observed that the agitation leads to the incompleteness of syllabus. Thus, the present study is significant in investigating the entire magnitude of the scenario.

During the agitation of 2017, the educational institutions of hilly regions of Darjeeling district and Kalimpong district were most affected. Earlier Kalimpong was one of the sub-division of Darjeeling district but since February 2017, Kalimpong was announced as a separate district. The investigator has focused only on the affected rural and urban areas of the hilly region of Darjeeling district. In this study, the investigator focused to find out the impact of agitation on education, educational institutions and different stakeholders of education. The study was basically aimed to analyse the impact of agitation and it came up with some recommendations. As all the schools of Darjeeling Hill were affected by agitation, the researcher tried to include schools of all three boards (CBSE (Central Board of Secondary Education) ICSE (Indian Certificate of Secondary Education)) & WBSE (West Bengal Board of Secondary Education) as the sample of the study. Keeping all these things in mind the investigator has shed light in every possible way to fill up the gaps and has tried to proceed to answer the following questions;

1) What was the impact of 2017 agitation on school education in Darjeeling?

2) What were the problems faced by students during the agitation of 2017 in Darjeeling?

3) What were the problems faced by teachers during the agitation of 2017 in Darjeeling?

4) What were the problems faced by principals during the agitation of 2017 in Darjeeling?

5.3. Statement of the Problem:

The problem of the present study is stated as

IMPACT OF AGITATION OF GORKHAS OF DARJEELING IN 2017 ON SCHOOL EDUCATION

5.4 Operational Definition of Key Words:

Agitation: In this study, the meaning of the term ‘agitation’ is the strike of Indian Gorkhas for the demand of separate state within India that took place in the year 2017.

Gorkhas: In this study term ‘Gorkhas’ means the community of people residing in Darjeeling, a small town in the northern part of West Bengal.

School Education: In this study, the meaning of school education is the secondary and higher secondary school education of Darjeeling hill area.

5.5 Objectives of Study:

The present study was undertaken with a focus on the following objectives:

1. To find out the impact of agitation of 2017 on school education in Darjeeling.
2. To find out the problems faced by students during the agitation of 2017 in Darjeeling.

3. To find out the problems faced by teachers during the agitation of 2017 in Darjeeling.
4. To find out the problems faced by the principals during agitation of 2017 in Darjeeling.

5.6 Delimitation of the Study

It is not possible or expected for an investigator to examine to the fullest, the phenomenon of the desired study from all possible way. The sparse monetary fund, time constraint, and human resource scarcity compelled the researcher to delimit her investigation.

1. The researcher has delimited the study to the selected schools of Darjeeling hilly region. The researcher did not focus on the schools of Kalimpong since it was recognized as a separate district in February 2017.
2. The researcher has included only those students from secondary and higher secondary classes who appeared in the board examinations of the academic year 2017-2018 and passed. Due to time and resource constraints, it was not possible to include those students who appeared but failed in the board examinations of the academic year 2017-2018.

5.7 Methodology

The investigator adopted a descriptive survey method for the present study.

5.8. Population and Sample

The target population for the present study comprised of all government and non-government schools of Central Board of Secondary Education (CBSE), Indian Certificate of Secondary Education (ICSE) and West Bengal Board of Secondary Education (WBBSE) Darjeeling Hill area. The population of this study also includes other stakeholders of secondary and higher secondary schools, which were:

- i. All students of secondary and higher secondary classes of the academic year 2017-2018.
- ii. Teachers who were dealing syllabus of secondary and higher secondary classes in the academic year 2017-2018.
- iii. Principals of secondary and higher secondary schools.

5.8.1 Sample of the Study

To select the appropriate and a representative number of samples, 30 schools of CBSE, ICSE and West Bengal Board of Darjeeling Hill area (rural and urban) were selected through simple random sampling technique. To study the problems faced by the students during the agitation of 2017, 100 students from 30 schools (who were studying in class XI and had appeared in board examination of class X in the year 2018) and 100 students from college 1st year/1st semester (who appeared class XII board examination in the year 2018) were randomly selected.

To select 100 teachers, the incidental sampling method was used and 30 principals were chosen automatically from the randomly selected schools. Hence, simple random sampling and incidental sampling methods were used to select the representative sample from the total population of schools, students, teachers, and principals.

5.9. Sources of Data

Usually, data can be collected from two sources namely primary and secondary.

a) *Primary data*: The source of data for the present study involves the schools, principals, teachers, and students of Darjeeling Hill area and primary data was collected by the using interview schedule.

b) *Secondary data*: The investigator has also gathered data from secondary sources such as relevant documents about Gorkhaland Agitation from the district library of Darjeeling District, a library of Southfield College Darjeeling. Newspaper, articles and news on the impact of agitation, board examination results and books and journals (printed and online) were referred in order to review the previous studies.

5.10. Tool used for Data Collection:

To collect data for the present study the following tools were developed and administered by the investigator with the help of supervisor:

i) Interview schedule for students.

ii) Interview schedule for teachers.

iii) Interview schedule for principals

Three sets of interview schedule were prepared for principals, teachers and students of Darjeeling hill area. 21 questions for students, 32 questions for teachers, and 32 questions for principals were prepared for the study keeping in mind the status of education in the year 2017 in Darjeeling district, status of school board examination result of 2018 and problems faced by of principals, teachers and principals during the agitation of 2017 and their perception on agitation.

Content Validity was established for each tool.

5.11. Procedures of Data Collection

To get the adequate data for the present study the investigator personally visited the schools. Prior permission had been taken from the principals of different schools. With the consent of the principals, the interview schedule was conducted on students, teachers, and principal himself/herself. After giving an introduction and purpose of the present study, an interview was conducted by using a semi-structured interview schedule to 200 students, 100 teachers, and 30 principals. The investigator had given surety to principals and teachers that the collected data will be used for research purpose only and it will be kept confidential.

5.12. Statistical Treatment of Data

The data collected through interview schedule were analysed by using frequency and percentages. As the interview schedule was semi-structured, the responses received from the students, teachers, and principals were analysed using content analysis.

5.13. Major Findings of Study

- Compared to the schools of the urban area the schools of the rural area could not continue the classes during the agitation period. Majority of the schools were closed during the entire time of agitation. Schools of the rural area remained closed. Only few schools in the rural area were opened. The schools of urban areas, however, managed to keep the schools open during the agitation period.
- Most of the schools in the rural and urban area of Darjeeling Hill could not organize the events like 15th August, Teacher's Day because of the agitation. At the same time difference was observed in the responses of the students, teachers, and principals regarding the item, 'did the events like 15th August, Teacher's Day, etc., organised by schools on a different occasion continued as scheduled'.
- The incidents like the burning of the school's property, riots, etc., did not take place in the Darjeeling Hill at the time of agitation 2017. Only a few students, teachers and principals reported that apprehension/incidents like the burning of school property, riots, etc., took place during the agitation period.

- Majority of the schools of the rural and urban area conducted extra classes, in order to avoid academic loss. Majority of the teachers from the rural as well as from urban area and the majority of the principals from the rural area of Darjeeling Hill reported that classes were taken unofficially during the period of agitation. The solutions fixed by schools like rented buildings, shifting the school temporarily to the other area, etc., were not applicable in many schools. Therefore, the teachers were asked to complete the remaining syllabus at their particular residence, during the agitation period.
- The security measures were not provided by the government during the time of agitation for the safety of school going students and teachers in the Darjeeling Hill.
- Transportation facilities were not provided by the schools during the period of agitation in the Darjeeling Hill for the continuation of the classes.
- Majority of the schools were not shifted to the other areas beyond Darjeeling for the conduct of classes. However, schools of the urban area of Darjeeling Hill managed to shift the schools temporarily beyond Darjeeling in comparison to the schools of the rural area in order to avoid any kind of disruption. Compared to the schools of the rural areas the schools of urban area hired the rented building to continue the classes, during the period of agitation but there was a lack of infrastructural facilities in the rented buildings which were hired for the commencement of classes.
- The salary was the major problems for the principals and teachers of the rural area because no salary was given in a few schools during the entire period of agitation.

- Compared to teachers, principals felt more overburdened and had pressure from the authorities to complete the course effectively in stipulated time.
- According to the majority of the teachers and principals of Darjeeling Hill, agitation of 2017 had wider consequences than earlier agitation that took place in Darjeeling district.

5.13.1. Findings related to the problems faced by students during the agitation of 2017

- Majority of the students missed the classes during the agitation of 2017 and they also faced problem in restarting academic activities after the agitation of 2017.
- Students did not come across any direct inconvenience created by the agitators.
- Majority of the students had an opinion that examination which was conducted immediately after the agitation was difficult and their academic performance was affected by the agitation of 2017. The majority of students from the rural as well as from the urban area felt that they have achieved less percentage compared to their standard.
- In comparison to schools in the urban area of Darjeeling Hill, schools of the rural area covered fewer courses. At the same time, as compared to the students of the rural area students of the urban area could join private tuitions because of transportation and other types of facilities. Students of both, rural as well the urban area were more engaged in self-study during the period of

agitation and they also reported a certain change in their study habits during the period of agitation.

- According to students, agitation of 2017 was not beneficial for the academic interest of the students and the majority of them had an opinion that agitation should take place without disturbing academic institution.

5.13.2 Findings related to the problems faced by teachers during the agitation of 2017

- There was ignorance of safety issue for the female teachers during the time of agitation but at the same time, they also reported that agitators had not created problems for them.
- According to teachers, there is a far-reaching loss of education because of 2017 agitation.
- Majority of the teachers from rural as well as from urban area did not shift anywhere in order to complete the syllabus but they reported that their workload was increased a lot during and after the agitation.
- Majority of the teachers from rural as well as from urban area, were concerned about the syllabus/course, whether it could be finished on time or not. There was also a hidden pressure on teachers of rural area to complete the course during the agitation period, as it was difficult for them to take certain steps for the completion of the course, as the teachers of the urban area.
- Majority of teachers from rural as well as from urban area had an opinion, that agitation caused the student to lose interest in their studies and along

with long gap in studies and unfinished syllabus (if it was covered, in most of the schools it was covered in rush manner) it was also a major reason for poor performance of students in the board examination.

- Majority of the teachers from rural as well as from the urban area of Darjeeling Hill had an opinion that it was not solely the duty of the principal to ensure and take reasonable steps to keep the school open.
- According to the majority of teachers from rural as well as from the urban area, it is unwise to involve political issues in academics.

5.13.3. Findings related to the problems faced by principals during the agitation of 2017

- There was no direct inconvenience caused by the agitators and majority of the principals from rural as well as from urban area felt that female teachers were also safe during the agitation period but they also said that safety measures should be provided by the Government at the time of agitation or similar type of chaotic situation.
- Majority of the principals reported that there is a far-reaching loss of education because of 2017 agitation.
- Majority of the principals from rural as well as from urban area had not shifted anywhere in order to take classes during the agitation but their workload increased a lot during and after the agitation.
- Majority of the principals from rural as well as from urban area were concerned about the syllabus/course, whether it could be finished on time or not. They had a hidden pressure for the completion of course during that

period.

- Majority of the principals from rural as well as from the urban area had an opinion that agitation caused students to lose interest in their studies and as teachers, they also felt that this was one of the major reasons for the poor performance of students in the board examination.
- Principals had an opinion that the agitation of 2017 resulted in lowering the morale of both, students and teachers.
- Principals perceived themselves as solely responsible to manage and take all the reasonable steps to keep the school open.
- Majority of principals from rural as well as from urban area had an opinion that it is unwise to involve political issues in school institutions.

5.13.4. Suggestion and Views of Students

Following suggestions and views have been provided by students of Darjeeling Hill regarding agitation that took place in the year 2017:

- A democratic agitation damaging no government properties and without disturbing academic institutions to some extent can be considered. For agitation 2017 they said that the motive of this agitation was right, but the involvement of academic institutions is not acceptable.
- Some students reported that the introduction of Bengali language in the school curriculum is valid, as it is an important language, especially for the people living in the state of West Bengal. But Nepali Language should also be given equal priority.
- While at the same time some students reported that, Mother tongue has no

substitute. Therefore, the introduction of Bengali language as a compulsory subject is not an appropriate step taken by the Government of West Bengal.

- According to the students of Darjeeling hill the agitation of 2017 hampered educational system. Although syllabus was completed on time but it was managed in a hasty manner, because of which dissatisfaction arose among them. The students of the 10th and 12th standard were more pressurised. Students felt that they lost their interest, and it was difficult for them to catch up with the studies after going through a long gap caused by the agitation. Students reported that the agitation compelled them to lose confidence in their academic career. Some students of Darjeeling hill ended up getting low marks in the board examination because the steps adopted by teachers like classes conducted in rented buildings, announcing classes particularly at their own place (at their houses), shifting of schools, etc. were also not suitable for some students.
- As reported by the students, the internet was banned in the region at the time of agitation. Therefore, the work which relies on the internet especially filling an online application form was not possible at that time due to which some students were compelled to lose one year.
- As the schools were transferred to the other place of the district, adjusting with the weather of that place was very difficult for the students.
- Students reported that taking extra classes to cover the syllabus was one of the most suitable steps adopted by the teachers.

5.13.5. Suggestions and views of Teachers

Following suggestions and views have been provided by teachers of Darjeeling Hill regarding agitation that took place in the year 2017:

- Agitation should be done in a peaceful manner without hampering educational institution and public properties. Political conflicts and education are two different issues and this type of issues should not hamper education. It should be kept at two different platforms. Special measures should be taken so that this type of incidents could not distract the educational system.
- Until and unless, the political settlement is not being done, the agitation will be continuing. Therefore, the Government should take some necessary steps to resolve the matters of Indian Gorkhas. Teachers felt that the solution of separate state Gorkhaland should be solved constitutionally.
- The mother tongue should be given equal importance in the school curriculum.
- The agitation of 2017 affected education and economy of Darjeeling District. Many innocent people lost their lives during the period of Agitation.
- Teachers perceived that the sacrifices made by students and teachers were not justified as the agitation was withdrawn. According to the teachers, the agitation would have been continued until it reaches its goals. It is then only that their sacrifices would have some meaning.

- At first, when the agitation was organised in a non-violence approach, teachers and students also participated in the protest. But when the agitation took a violent turn; teachers had withdrawn their involvement from the agitation. Therefore according to the teachers, the agitation of 2017 was a failure losing the faith, dedications, and morality of the Gorkhas of Darjeeling.

5.13.6. Suggestion and Views of Principals

Following suggestions and views have been provided by principals of Darjeeling Hill regarding agitation that took place in the year 2017:

- There should not be any space for violence, unrest, riots, and disturbance in the daily life of the people because of agitation. Both the government and citizen must maintain sincerity. There should be healthy and honest negotiation from both sides during such situations.
- School going students should be kept away from political matters. It is not good to involve the students into rally, procession, and meetings. Provoking speeches should not be given to them. Agitation should not hamper students' academic performance. Schools should be treated as an independent, non-political institution. Political issues should not disturb education. There should not be any influence of agitation on academics.
- According to the principals, during the agitation of 2017 the entire community felt the identity crisis, the value of food and money. They felt that demand for the separate state of Gorkhaland should have been done in a

peaceful manner.

- The process of agitating was questionable. The destruction could have been avoided. Sincerity was absent among the leaders (of both sides). Many communities from the hill were under compulsion in the agitation, so the participation was half-hearted and it was one of the major reasons that second objective of the agitation (demand of separate state of Gorkhaland) could not achieve. The agitation of 2017 did not result in anything apart from the adverse effect on education and economic condition of the hill people of Darjeeling. The agitation had no direction and no road maps and lack of leadership.

5.14. Discussion

The major objective of the present research study was to measure the impact of the 2017 agitation that took place in the district of Darjeeling. This study focused on the problems faced by principals, teachers, and students at the time of agitation. The study also focused on the suggestions and views of principals, teachers, and students regarding the agitation of 2017 and the status of the board examination result of 2018.

The study found that the agitation of 2017 had an adverse effect on the academic performance of the students. Ajayi (2013) in his study ASUU (Academic Staff Union of Universities) also revealed that the strike of ASUU hampered the academic performance of the students. Righi (1993) also showed that agitation adversely affected education. Wickenset et. al., (2007) revealed that the strike worsened the students' academic and career progress. The present study

also found that the agitation that took place in 2017 in the Darjeeling Hills hampered the educational institution of Darjeeling. Dutta (1986) study also revealed that the agitation which took place in Calcutta University had an adverse effect and paralyzed the institution. Study of Moses and Pandian (1987) also discovered that colleges were affected by the strikes. The salary was also found to be the major problem in the present study, especially for the teachers and principals belonging to the rural area. The studies of Delaney (1983), Rudra (1987) and Deshpande (1998) were based on the teachers' salary. Ng (1993), Singer (1994) Deshpande (1985) Falk et al., (1982), Moses and Pandian (1987) and Olson (1984) was based on teachers/faculties' strike. Strikes and agitation are causing the death of people, leading to scarcity of basic amenities; food and exclusion of the internet were also the major findings of the present study. The study of Harris et al., (1982) also revealed that the strike caused more severe feelings, poor communications, defensive/aggressive behaviour. Study of Nkinyangi (1991) revealed that protest and riots resulted in worsening the social and economic condition, injuries, lockouts, and even death.

Every agitation starts with some motives that may or may not be successful. The present study found that the main motive of 2017 agitation i.e. the demand for the separate state of Gorkhaland for the people living in the northern part of West Bengal, was not successful. Another motive of agitation i.e., denying the decision of the Government for introducing the Bengali Language as a compulsory subject in the school curriculum was successful. Wise (1998) also found that the strike failed when the student-leader realized the

disturbing scope of the events which surpassed both their initial expectations and their ability to manage.

5.15. Conclusion

Based on the findings of this study, following conclusions have been drawn.

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All students, teachers, and principals of Darjeeling Hill put together that there is a far-reaching loss of education because of agitation 2017. Schools of the rural area were more affected during agitation of 2017, as the students of the rural area reported that, their courses were not covered. Schools were not shifted anywhere and remained closed during the entire time of Agitation. They could not join private tuitions, like the students of the urban area. It may be because of the above reasons that, the board examination results of rural area of Darjeeling Hill were more affected by the Agitation. Darjeeling which is famous for the finest educational institutions across the country went through an unhealthy environment. The major findings of the study shows that the educational system was the most affected area. The discourse so far shows that the present and the future of education in the hilly region of Darjeeling district will not be bright if the agitations are going to include the educational institutions also.

As schools were closed for four months, majority of teachers of the rural and urban area organized extra classes at their residence to avoid the academic loss of the students, but to reach to the place of teachers no transport facilities were provided to students and in the case of commencement of classes in the rented buildings the transportation facility was neither provided to student nor to the teachers. Also, only a few schools of the urban area had rented the building for the continuation of the classes during the period of agitation.

In terms of academics, students were most afflicted group at the time of agitation. They missed their classes, lost interest in their academics and faced some difficulties in restarting it again. In all the schools, the syllabus was not covered and to complete the syllabus few students joined private coaching whereas few students shifted to other places where classes were being run by the school administration. They faced some difficulties in adjustment with the weather of the new place. Here, it is also important to keep in mind that these facilities were available for the students of urban areas. Board examinations started as it was scheduled and the majority of students and their teachers accepted that their performance has been negatively affected by agitation. Before the board examinations, in most of the schools, teachers took some extra effort and tried to complete the course but it was also said by the students that course was completed in a very rush manner and so that it was not very much beneficial to them. Some positive changes also came up during agitation as most of the students oriented towards self-study. And top of everything, there was no inconvenience caused by the agitators.

On being asked regarding the safety of the female teachers, they were as safe as the male teachers were at the time of agitation. As academic activities were not being organized in the school premises, so workload of the teachers was increased during agitation (because of involvement in hiring buildings to run classes, arrangement of classes at their own place, etc.) and after agitation (for the completion of the course and other academic activities which were obstructed due to agitation) also. Teachers were not drawing their salary at the time of agitation and all the teachers reported that because of agitation the price of all goods was very high but at the same time they said that because of their savings, the unpaid salary was not a very big issue. Though teachers were supporting agitation but they were not in favour of involving political issues in academics. This was also found that teachers were not troubled by the agitators.

Principals have more responsibilities (academic as well as administrative responsibilities) than teachers; therefore, they were more overburdened at the time of agitation and after the agitation. With teachers, principals had also some hidden pressure to complete the course and for this few principals shifted to other places. As teachers, principals were also not getting the salary at the time agitation but they also had not faced any difficulty because of the same reason. No inconvenience caused by agitators for principals also. Agitation was supported by the principals also but as teachers, they were also not in favour to involve any political issues with academics.

There two major reasons of the agitations, (i) imposition of Bengali over their mother tongue (ii) demand for the separate state. The agitation may be

called successful because the Government took back her order to make Bengali as compulsory language/medium for school education but, the second objective which was the demand of the separate state was not successful. Therefore, it can be said that 2017 agitation was partially successful and as it has been suggested by different educational commissions and committees that primary education should be in the mother tongue; it could save the rights of students also.

5.16. Educational Implications

The conclusion based on the findings of the study lead towards some educational implications. These are the following educational implications of the present study

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1. Educational Implications for Government:

1.1 This research has some implications for the Government. As Nepali is the mother tongue of the people residing in Darjeeling, the Government should not impose any other language over mother tongue because it plays an enormous role in peoples' life. The government should not enforce any decision which is not suitable for the welfare of the community. Before

making any immense decision, there should be some discussion between the government and the leaders of the community.

1.2 The present study found that most of the teachers and students were safe during the agitation, but no securities were provided to academic institutions. There may be some mis-happening during these incidents. Therefore, if such kind of situation arises; the Government should provide security measures at least to academic institutions.

2. Educational Implications for Community

2.1 The agitation of 2017 in Darjeeling hilly area obstructed education because schools and colleges were closed for 105 days. This movement has influenced educational institutions most. As students are considered responsible for the future development of society, the community should not encourage the students to participate in any kind of strike or protest, which can cause serious harm to their education. The community should not incite the educational institution to become part of the movement.

2.2 In addition to the introduction of Bengali language in the school curriculum, there are several other factors in Darjeeling district that may encourage agitation. Thus, all the community members should be adequately responsible enough to take an active step so that such movements would not adversely affect educational institutions.

3. Educational Implications for School Administrators, Principals, and Teachers.

3.1. This research study has some implications for teachers and schools principals. They should adopt a proper approach to teaching and learning so that disruption cannot cause much damage to studies.

3.2 As it has been found in the present study that, principals and teachers had to face problems regarding their salaries at the time of agitation, therefore, the school administration should also take responsible steps to deal with the issue of salary so that in future in such emergent situations teachers and principals should not face any problem regarding salary.

4. Educational Implications for Students

4.1. At the time of agitation, students faced a big problem regarding unfinished syllabus. As issues related to Gorkhaland have not been settled yet so there may be a repetition of such type of incidences. And there may be some other causes also which may disturb the academics, therefore; students should be concern about their studies from the beginning of the session, so that if there is any difficulty like strike action, then they will not have to suffer much.

5.17. Suggestion for further Research

The researcher has suggested the following areas of investigation which may be undertaken for further research.

1. Research may be conducted in both the divisions of Darjeeling district i.e., hill division and plain division because the plain division is not included in the present study. The agitation of 2017 had an impact on the plain division of the district as well.

2. Research may be conducted on Kalimpong district, (which was announced as a separate district in the year 2017 by the Government of West Bengal) as is not included in the present study.

2. A comparative study on the impact of different agitations of Darjeeling district on education may be undertaken.

3. Similar studies may be undertaken with other stakeholders of secondary and higher secondary level of education with different tools and techniques.

4. Studies may be done on the impact of the agitation of 2017 at an elementary and higher level of education.

5. A study may be undertaken on the perception of students, teachers, principals, parents and the local community in relation to the agitation of 2017 in Darjeeling district.

Limitations:

It was planned to bring out the impact of agitation on students' results. But as students appeared in the board examinations through different boards and also

because of the limitation of the time it was not possible to get statistical data related to all boards and to measure the impact of agitation on board results.