

# STUDENT PERSPECTIVES ON THE SOCIO-ECONOMIC NARRATIVES OF THE POST-COLONIAL DARJEELING DISTRICT

---

**TARUN KUMAR JANA**

AR19APHDHI002

**Enrollment No.**

**HISTORY**

Dr. DHARAM RAJ PAWAR

**Supervisor**

SARDAR PATEL UNIVERSITY, BALAGHAT

**DECLARATION:** I AS AN AUTHOR OF THIS PAPER /ARTICLE, HERE BY DECLARE THAT THE PAPER SUBMITTED BY ME FOR PUBLICATION IN THE JOURNAL IS COMPLETELY MY OWN GENUINE PAPER. IF ANY ISSUE REGARDING COPYRIGHT/PATENT/ OTHER REAL AUTHOR ARISES, THE PUBLISHER WILL NOT BE LEGALLY RESPONSIBLE. IF ANY OF SUCH MATTERS OCCUR PUBLISHER MAY REMOVE MY CONTENT FROM THE JOURNAL WEBSITE. FOR THE REASON OF CONTENT AMENDMENT /OR ANY TECHNICAL ISSUE WITH NO VISIBILITY ON WEBSITE /UPDATES, I HAVE RESUBMITTED THIS PAPER FOR THE PUBLICATION. FOR ANY PUBLICATION MATTERS OR ANY INFORMATION INTENTIONALLY HIDDEN BY ME OR OTHERWISE, I SHALL BE LEGALLY RESPONSIBLE. (COMPLETE DECLARATION OF THE AUTHOR AT THE LAST PAGE OF THIS PAPER/ARTICLE)

---

## **Abstract**

*This district's students have their own unique, long-standing social structure, cultural tradition, traditions, values, way of life, and languages. However, these kids might be regarded as the poorest of the poor schooling in the nation due to their financial circumstances. This research explores the post-colonial socio-economic dynamics of the Darjeeling district from the distinct perspective of its student body. Using a mixed-method approach, it combines quantitative information like the total number of scheduled students, literacy rates, and economic circumstances with qualitative information obtained from surveys and interviews. The results provide a complex picture: although the area has a wide variety of languages and cultures, traditional customs appear to be being displaced by modern influences, which are especially noticeable in language usage patterns. Furthermore, a review of educational status highlights notable differences in reading rates across genders in different schools, suggesting that there may be unequal opportunities and access. These discoveries greatly advance our knowledge of the socioeconomic structure of the area and have important ramifications for our attempts to change education and enact policy.*

**Keywords:** *Student Perspectives, Socio-Economic Narratives, Post-Colonial, Darjeeling District.*

---

## 1. INTRODUCTION

Since the end of colonial control, the Darjeeling district has seen a dynamic development that has been distinguished by a multitude of socio-economic narratives that shape the lives of the people who live there by influencing their lives. In this setting, gaining a knowledge of the viewpoints of students on these tales provides important insights on the changing fabric of the environment in the region. As active participants in the socio-economic environment, students have a complex grasp of the difficulties and possibilities that constitute Darjeeling's post-colonial reality. This insight is a result of their participation in the ecosystem. Students are able to traverse the complexity of Darjeeling's socio-economic terrain with a clear grasp of its historical foundations. This pertains to issues like as economic inequities and the preservation of cultural traditions. The insights that they provide shed light on the multidimensional character of development, drawing attention to the interconnectivity of a variety of elements including education, employment, and identity.

Students act as agents of change, leading programmes that try to solve important concerns such as social justice and environmental sustainability at the same time. They have a deep-seated commitment to crafting a future for Darjeeling that is more equal and inclusive, and their advocacy reflects that dedication. We not only get a more in-depth awareness of the difficulties that are faced by the region, but we also promote a feeling of collective ownership and responsibility towards the development of Darjeeling by amplifying the voices of students in debates that surround the socio-economic narratives of the region. Darjeeling is being propelled towards a more wealthy and resilient future in the post-colonial age by the viewpoints of its students, which, in essence, serve as a catalyst for discourse and action.

### 1.1.Objective of the study

- To conduct a study of all the Darjeeling district's scheduled pupils, both from urban and rural locations.
- To investigate the district's pupil literacy rate.
- To research the pupils' mother languages in various Darjeeling, West Bengali schools.

## 2. LITERATURE REVIREW

**Jean-Pierre, M. (2019)** Analysed the significance of language in education and the necessity of academic preparation for social development in post-colonial cultures under a neoliberal paradigm. In general, teacher–student interactions underpin learning. Since language is central to education, ignoring how language influences classroom instruction is like ignoring a major component that might help or hinder education. These interactions occur around textbooks, which are often ideologically saturated. Analysing interactional patterns and textbook discourses may help the education system improve students' academic development and external efficiency. The paper

argues that post-colonial nations should establish strategic visions that meet local requirements rather than being stifled by big narratives like neoliberalism that may hinder their success.

**van Westhuizen (2013)** Focused on policy research's involvement in social change. With regard to education transformation strategies in post-apartheid South Africa, the case is made that research studies' contributions to change depend on its paradigmatic assumptions and methodological choices. Post-colonial theory and transformative policy research views are utilised to create a framework for evaluating research contributions. This is used to evaluate Inclusive Education policy research publications from 1994. This example analysis suggests that policy research techniques and transformation imperatives in present policies are at odds, reflecting researchers' paradigmatic and methodological assumptions. Strategies are suggested to improve policy research's social change impact in South Africa.

**Sefa Dei (2007)** suggested studying how secondary and university students and their instructors view difference and diversity and how it affects African schooling and education. We also demonstrate that difference has major implications for educational change discussions and that students' perspectives on difference and the intersections of gender, ethnicity, culture, language, religion, and class/minority issues in education can improve learning for all students. Finally, understanding Ghanaian schooling politics highlights the consequences of diversity for inclusive education and democratic citizenship.

**Mycock, A. (2017)** examined the politicisation of history education in former colonial states where empire ended and colonial citizenship, identity, and historical narratives were revised. After empire, the politically turbulent and controversial 'history wars' about how to teach the colonial past in schools are examined in his chapter. He examines post-colonising governments' conceptual and empirical challenges in 'teaching the empire' and whether they celebrate, criticise, or forget the colonial history. It finds that many post-colonizing governments continue to teach sentimental and uncritical colonial history in schools due to a 'selective myopia'.

**Lopez (2018)** studied the experiences of three Kenyan secondary school principals to better understand leadership practices and theory in a post-colonial environment. Their leadership difficulties and complexity are examined using a decolonizing education and social justice leadership discourse framework. Leadership methods and theorising must be contextualised since educational leaders in poor nations confront distinct challenges. The study confirms previous research on colonised education, a "managing" view of leadership, tensions in practice regarding social issues in schools, and the need for Kenyan-based leadership development. While these findings can improve leadership discourses and practices, larger-scale research with more diverse participants is needed.

### 3. RESEARCH METHODOLOGY

**3.1. Research approach:** To investigate and examine the socio-economic narratives of the post-colonial Darjeeling area from the viewpoints of students, the study uses a descriptive research approach.

**3.2. Research Method:** To collect and analyse data thoroughly, the study uses a mixed-method approach that combines quantitative and qualitative techniques.

#### 3.3. Data Collection

- **Quantitative Data:** Information gathered from appropriate government agencies or educational authorities on the district's total planned student population. Student literacy rate: Information gathered from educational institutions or through surveys. Students' financial situation: Information from surveys and interviews about income brackets, resource accessibility, etc.
- **Qualitative Information:** Mother tongue information: Gathered via questionnaires or interviews to comprehend linguistic inclinations and cultural impacts. Student viewpoints on socioeconomic narratives: Obtained via open-ended survey questions, focus groups, or interviews.

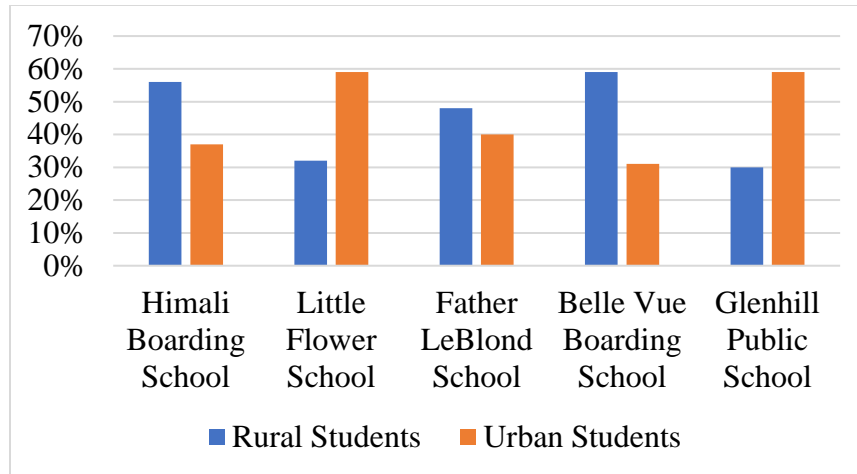
**3.4. Sample Size:** To ensure a representative sample, the sample size for quantitative data collection is dependent on the total number of students in the district. Purposive sampling is used in qualitative data collecting to choose participants, such as students from various socioeconomic backgrounds, linguistic groups, and educational institutions, who may offer insights into the study aims.

**3.5. Data Analysis:** Quantitative data analysis examines economic indicators, literacy rates, and the overall population of scheduled pupils using statistical methods like descriptive statistics. Thematic analysis is a method used in qualitative data analysis to find recurrent themes and patterns in students' perceptions of socioeconomic narratives.

### 4. DATA ANALYSIS

**Table 1:** Comparing the total number of students in Darjeeling schools from urban and rural areas

	Rural Students	Urban Students	Total population
Himali Boarding School	56%	37%	93%
Little Flower School	32%	59%	91%
Father LeBlond School	48%	40%	88%
Belle Vue Boarding School	59%	31%	90%
Glenhill Public School	30%	59%	89%

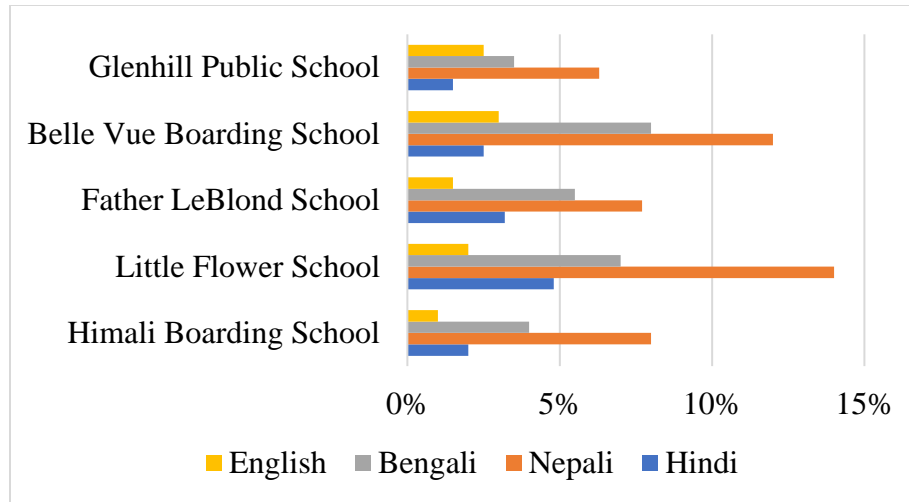


**Figure 1:** Comparing the total number of students in Darjeeling schools from urban and rural areas

The table compares rural and urban student populations at five schools. Himali Boarding School has 56% rural pupils and Little Flower School 59% urban kids. Rural students dominate Belle Vue Boarding School with 59% of the population, while urban students dominate Little Flower School with 59%. Father LeBlond School and Glenhill Public School have more equal rural-urban student distributions, with rural pupils at 48% and 40%, respectively. Overall student populations range from 88% to 93%, reflecting school size or enrollment.

**Table 2:** Population by Mother Tongue

	<b>Hindi</b>	<b>Nepali</b>	<b>Bengali</b>	<b>English</b>
Himali Boarding School	2%	8%	4%	1%
Little Flower School	4.8%	14%	7%	2%
Father LeBlond School	3.2%	7.7%	5.5%	1.5%
Belle Vue Boarding School	2.5%	12%	8%	3%
Glenhill Public School	1.5%	6.3%	3.5%	2.5%
Total	14%	48%	28%	10%

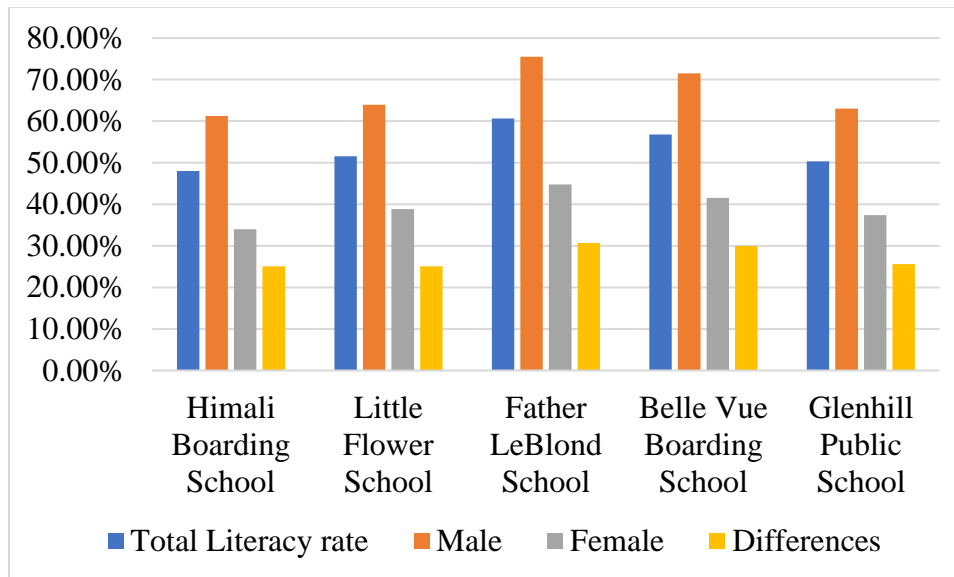


**Figure 2:** Population by Mother Tongue

A person's mother tongue is the language spoken by their mother as a kid, according to census. Language and mother language are a community's main identities. Students in Darjeeling speak Nepali, Hindi, Bengali, and English. Hindi is spoken by 14% of Darjeeling pupils. After Bengali (48%), Nepali is most spoken. Bengali is spoken by 28% of pupils and English by 10%. Modern culture has affected this district's culture, according to research. Most students avoid using their home tongue in group meetings or collaborations in other schools or venues.

**Table 3:** Percentage of students' overall literacy rate across differ Darjeeling schools

Names of Differ Schools	Total Literacy rate	Male	Female	Differences
Himali Boarding School	48.00%	61.25%	34.00%	25.10%
Little Flower School	51.55%	63.92%	38.84%	25.07%
Father LeBlond School	60.63%	75.48%	44.75%	30.70%
Belle Vue Boarding School	56.75%	71.48%	41.52%	29.98%
Glenhill Public School	50.30%	63.04%	37.42%	25.60%



**Figure 3:** Percentage of students' overall literacy rate across differ Darjeeling schools

The table compares Darjeeling school pupils' gender-based literacy rates. Father LeBlond School has the greatest literacy percentage (60.63%), with a large male skew. Belle Vue Boarding School follows closely with 56.75% literacy, again exhibiting a large gender gap. While Little Flower School and Glenhill Public School have slightly lower reading rates, gender gaps are comparable. Males outnumber females at Himali Boarding School, which has the lowest literacy rate. Male literacy rates are consistently higher than female rates across all schools, suggesting educational inequities.

## 5. CONCLUSION

The findings of this study offer enlightening insights into the socio-economic narratives of the post-colonial Darjeeling area, as seen from the perspective of the district's student population. The study of the data produces a picture that highlights a number of different aspects, such as the difference between rural and urban school populations and the complex linguistic environment that is dominated by Nepali, Bengali, and English. Additionally, the significant gender differences in literacy rates highlight the institutional problems that must be overcome in order to guarantee fair educational achievements for people of both genders. The significance of these findings lies in the fact that they highlight the relevance of comprehensive methods to address socio-economic inequality. They also highlight the necessity of focused interventions to elevate marginalized populations and promote inclusive education. Moving forward, it is imperative that policymakers and stakeholders take these results into consideration in order to develop evidence-based initiatives with the objective of promoting socio-economic justice and educational empowerment in the Darjeeling area.

## REFERENCES

1. Datta, A. (2009). *Syncretic socialism in post-colonial West Bengal: mobilizing and disciplining women for a 'sustha' nation-state* (Doctoral dissertation, University of British Columbia).
2. Hansda, N. Chapter–8 *CULTURE OF PEACEFUL LIVING: AN ENQUIRY INTO THE SANTALI SOCIAL ORGANIZATION IN POST-COLONIAL SOUTH-WEST BENGAL. EDUCATION FOR WORLD PEACE Issues, Challenges and New Directions*, 54.
3. Hirsch, A., & Lopes, C. (2020). *Post-colonial African economic development in historical perspective. Africa Development/Afrique et Développement*, 45(1), 31-46.
4. Jean-Pierre, M. (2019). *Language, education, and development: post-colonial societies and neoliberalism. British Journal of Sociology of Education*, 40(4), 507-522.
5. Kaul, A., & Guiden, A. (2018). *We Are Not Even Post-Colonial Yet!: Archetypes in the Master Narrative of US History Textbooks. Penn GSE Perspectives on Urban Education*, 15(1), n1.
6. Lopez, A. E., & Rugano, P. (2018). *Educational leadership in post-colonial contexts: What can we learn from the experiences of three female principals in Kenyan secondary schools?. Education Sciences*, 8(3), 99.
7. Mycock, A. (2017). *After empire: The politics of history education in a post-colonial world. Palgrave handbook of research in historical culture and education*, 391-410.
8. Sefa Dei, G. J., & Opini, B. M. (2007). *Schooling in the context of difference: The challenge of post-colonial education in Ghana. In International handbook of student experience in elementary and secondary school (pp. 463-491). Dordrecht: Springer Netherlands.*
9. van der Westhuizen, G. J. (2013). *Post colonial perspectives on education policy research. Africa Education Review*, 10(4), 689-708.
10. Zack-Williams, A. B. (2017). *Africa beyond the post-colonial: political and socio-cultural identities. Taylor & Francis.*

## Author's Declaration

I as an author of the above research paper/article, here by, declare that the content of this paper is prepared by me and if any person having copyright issue or patent or anything otherwise related to the content, I shall always be legally responsible for any issue. For the reason of invisibility of my research paper on the website /amendments /updates, I have resubmitted my paper for publication on the same date. If any data or information given by me is not correct, I shall always be legally responsible. With my whole responsibility legally and formally have intimated the publisher (Publisher) that my paper has been checked by my guide (if any) or expert to make it sure that paper is technically right and there is no unaccepted plagiarism and hentriacontane is genuinely mine. If any issue arises related to Plagiarism/



Guide Name/ Educational Qualification /Designation /Address of my university/ college/institution/ Structure or Formatting/ Resubmission /Submission /Copyright /Patent /Submission for any higher degree or Job/Primary Data/Secondary Data Issues. I will be solely/entirely responsible for any legal issues. I have been informed that the most of the data from the website is invisible or shuffled or vanished from the database due to some technical fault or hacking and therefore the process of resubmission is there for the scholars/students who finds trouble in getting their paper on the website. At the time of resubmission of my paper I take all the legal and formal responsibilities, If I hide or do not submit the copy of my original documents(Andhra/Driving License/Any Identity Proof and Photo) in spite of demand from the publisher then my paper maybe rejected or removed from the website anytime and may not be consider for verification. I accept the fact that As the content of this paper and the resubmission legal responsibilities and reasons are only mine then the Publisher (Airo International Journal/Airo National Research Journal) is never responsible. I also declare that if publisher finds Any complication or error or anything hidden or implemented otherwise, my paper maybe removed from the website or the watermark of remark/actuality maybe mentioned on my paper. Even if anything is found illegal publisher may also take legal action against me.

**TARUN KUMAR JANA**  
**Dr. DHARAM RAJ PAWAR**

\*\*\*\*\*