Teaching Learning Process of Primary Education of Darjeeling District

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Abstract: Education is not only a means of development but it is also an end in itself. To be clearer, education leads a man from darkness to light. Education depends upon four factors teacher, student, school and environment. Every factor has a different role to play. The role of a teacher is of a friend, Philosopher and a guide who is always there to give his knowledge to his student. The student plays the pivotal role of a learner. School is the institution where the student gets formal education and environment is the factor which facilitates education. Teaching and learning are interlinked. We cannot think of teaching without learning. The teacher teaches and the student learns. Interaction between the teacher and learners is the core process of the teaching-learning process.

Key Words: Teaching Learning, facilitating education, knowledge, skills and attitude.

1. INTRODUCTION

In the eternal journey of mankind towards greater achievement in the domains of science, arts and culture enterprise, the most prominent vehicle has been education. All over the world there has been a growing realization that only through right type of education can a better order of society be built up. The hope and salvation of any society lie therefore in the education it imparts to its members and the way that education is implemented by them on their part for the betterment of the society as a whole. True education releases creative forces of the mind, helps in the acquisition of various skills of social being and promotes understanding for cooperative living.

Education is not only a means of development but it is also an end in itself. To be clearer, education leads a man from darkness to light. Education can only be provided in a classroom situation. Education depends upon four factors teacher, student, school and environment. Every factor has a different role to play. The role of a teacher is of a friend, Philosopher and a guide who is always there to give his knowledge to his student. The student plays the pivotal role of a learner. School is the institution where the student gets formal education and environment is the factor which facilitates education.

1.1 Statement of the Problem:
The problem may be stated specifically as follows: Teaching-learning process of primary education of Darjeeling.

1.2 Review of Related Literature:
In the words of Scott and Mutheimer “Review of related literature may serve to avoid unnecessary work out problem and may help to make progress towards solution of new one”.

1.2.1 Dewan.B.Dick (2009) Education in the Darjeeling Hills
This book deals with the expansion of education system in Darjeeling. Three subdivisions of Darjeeling were taken into the study, confining mainly to the formal type of education (academic, vocation and social) as undertaken and consciously designed by some private and public agencies with a view to bring about specific changes, development and growth of the hill people. It being an historical-cum-survey type of work based on all the possible and available records, documents and other evidences the period under study was from 1835 till 1985. This book also mentions about some schools set up in Darjeeling, Kurseong and Kalimpong by the Christian missionaries to provide the children of domiciled European and Anglo Indian Community that type of education and upbringing to which the children have been accustomed in their native land. All these schools from 1940s have been admitting hill pupils and these schools have been part and parcel of the hill areas in the matter of English education today. The author states that only from the third decade of the present century the hills boys and girls could obtain education at the secondary level but for the collegiate education their was no opportunity in the hills region till Independence. Although a remarkable progress has...
been achieved in general education but still there is a lack in the field of professional education. Their was no institution to provide aesthetic education.

This books also mentioned that their has been a considerable improvement in the quality of education ever since the era of independence began. This book gives us a brief idea about the history of education in the Darjeeling Hills.

1.2.2 Digumarti Bhaskar Rao (1998) “Success story of a Primary Education Project”

This book give emphasis on APPEP (Andhra Pradesh Primary Education Project) which started with an objective of improving primary education schooling. Teacher training and school building construction were the two major components of this project. The key pedagogic innovation is activity based learning. This project was done primarily at the District level of Andhra Pradesh in which 23 district including 1104 mandals were taken. Teachers Training were organized by DIET (District Institute of Education and Training) at the project Headquaters, located at the office of the Director of School Education, Government of Andhra Pradesh, Hyderabad. The teacher educators trained the mandals trainees who together with the DIET staff, conducted in-service training for primary teachers and teacher centrepersonnel. In the teacher training schedules the programmes revolves around 1. providing teacher generated learning activities, 2. Promoting learning by doing, discovering and experiment ing, 3. Developing individual, group and whole class work, 4. providing for individual differences, 5. Using the local environment, and 6. Creating an interesting classroom. This project has been evaluated in a variety of ways, Teachers report what they are doing are crosschecked by direct observation by DIET staff, profiles of teacher behavior are drawn up which are independently verified by profiles of pupil behaviour in the classroom, and surveys are undertaken to measure the reactions of pupils and parents. Case study and qualitative monitoring were also undertaken.

1.3 Need and Significance of the Problem:

In the present scenario where modernization has craved in it is our duty to keep our present generation at par in the same level for that we need to upgrade out Teaching Learning process. The old method of Teaching Learning is outdated and emphasis is given to bookish knowledge.

Teaching Learning process is the heart of education. We can say teaching is the process of providing the students to develop their innate capabilities and hidden talents. Teaching helps the students to bring changes to their personality and develop as a person who is able to adjust to various situations. Through teaching the student is able to think in an abstract manner and also be able to differentiate between right and wrong. Teaching learning process is a means through which the teacher, the curriculum and other variables are organized in a systematic manner to attain pre-determined goals and objectives.

Teaching learning process is a means whereby the society trains their young ones in a selected environment that is the school. Teaching learning process goes back to the time when people started to learn about the making of firework. It has been carried out not only by human beings but also by animals to teach their younger ones to adjust themselves to their environment. If the Teaching learning process is effective than the child is able to make the best use of the things in the world around him. So we can say that acquisition of Knowledge, skills and attitude which enables us to adjust our self in an effective manner to the environment is directly and indirectly helped by the teaching learning process. Teaching and learning is interlinked we cannot thing teaching without learning, the teacher teaches and the student learns. Interaction between the teacher and learners is the core process of the teaching learning process. Teaching learning process involves:

- The command, planning and organization of the subject matter or content and activity: In which the soul of effective teaching learning is in good command of the subject matter of the teacher and also how it is taught to the student.
- Class control and discipline: should be done not on the basis of fear of the teacher but by virtues of his interest aroused by him even the student should cooperate with the teachers.
- Psychology: of the learner the teacher need to know the psychology of the learner by knowing his interests, abilities, aptitude and limitation of the learner.
- Evaluation: Evaluation plays an important place in teaching learning process. The teacher need to evaluate his student to know his progress and also to know where there is a loophole. Self-evaluation by both the teacher and the learner is also very important.

Benjamin. S. Bloom has categorized Teaching learning process through Cognitive domain which deals with Head, The Affective domain which deals with heart and the Psychomotor domain which deals with our motor system. Education deals with all round development which involves the 3H (Head, Heart and Hand).

Cognitive domain is concerned with knowledge outcome, intellectual abilities and skills; it includes activities such as remembering and recalling, thinking, problem solving, creativity etc. According to Benjamin. S. Bloom the major Categories in the cognitive domain are Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation which are represented in a hierarchical order.
Knowledge is defined as remembering the previously learned materials. The students learn to recall dates, incident it involves the process of inquiry.

Comprehension is the ability to grasp the meaning of materials. Here the child learns to understand what is true and false, they can understand the graph and maps, and they can translate the verbal material into formula.

Application is defined as the ability to use learned materials in new and concrete materials. Pupil can apply the learned materials to produce new thing or to solve new problem. The pupil can construct graphs and charts can prepare maps and different equipment for experimentation.

Analysis refers to the breakdown of the materials into its constitutional parts and detection of the relationship of the parts and of the ways they are organized. Pupil can recognize the different of a graph.

Synthesis refers to putting together the elements and parts so as to form a whole. Pupil can write an essay, story, poem and can give organized speech, can write a novel or drama, they can reconstruct and rearrange materials.

Evaluation is defined as the ability to judge the value of materials for the given purpose. It is the highest order of learning in the cognitive hierarchy; Pupil can evaluate or judge the consistency of a material like music, art or written materials.

The study revealed that cent percent of the schools of Darjeeling have the common teaching materials such as Case Study, Practical based activities, Board work, Blackboard / Chalk / Duster, Abacus, Globe, Maps, Charts, Still Picture ETC. But it was also found out that out of the 30 schools only 14 schools run by the missionaries had Motion Picture, Tap Recorder, and Radio. T.V etc. The study reveals that 40% of schools of Darjeeling District used only some portion of teaching – learning materials in classroom teaching but not properly and 16 of schools never uses teaching learning material because of lack of teachers. It is viewed that for a single teacher school they cannot portion the classes, so if the use Teaching Learning materials in one class than all the student came to the teacher to see the materials. All the classroom of the schools had picture, card etc. but in regular classes teacher does not use teaching learning materials.

Affective Domain is concerned with feeling. It describes the changes in attitudes, interests, appreciation and modes of adjustment. It includes the Receiving, Responding, Valuing, Organization and Characterization.

Receiving is defined as the student’s willingness to attend to particular phenomena or stimuli. Like asking question about something or identifies a particular object or show sensitive towards social problem, paying attention to certain culture and race.

Responding means active participation on the part of the student. The student can read the assigned materials, complete the hometask and even recite the tough materials, and even volunteers for special task.

Valuing refers to the worth or value a student attach to a particular object phenomenon or behaviour. The pupil can appreciate a piece of music or art. They can justify the worth of rule or principle and show positive attitude to solve problem.

Organization refers to the conceptualization of values and the employment of those concepts for determining the relationship among values. The pupil recognizes the duties and responsibility of a citizen know their strength and weakness and develops a philosophy of life which suits his interest and belief.

Characterization of a value implies that organization of interrelationship among various value into a total philosophy of world view. The pupil are safety consciousness, influence others by his own activities, listen patiently, and serves for the betterment of the society.

All the primary schools had one class for the development of affective domain in which the child will be given the knowledge about how to be a good human being, to be truthful and honest through moral education and value education class. The schools celebrate Independence day, Janmastami, Buddha Jyanti and Christmas. The feelings of unity are promoted through this kind of celebration.

Psychomotor domain includes objective related to perceptual and motorskill areas. It deals with areas involving varied types of muscular skills and coordination. It includes Perception, Sets, Guided Response, Mechanism, and Complex Overt Response. Adaptation and Origination.

Perception refers to the use of sense organs to obtain cues that guide motor activity. The pupil is able to detect the defects of an instrument from speed sound or movement. They can choose the colour and brand. They can describe the plot of a play. They can identify the song from the beat of the music.

Sets mean readiness to take a particular type of action. It includes the physical, mental and emotional readiness of the learner. The pupil knows the sequence of fixing different instrument in an experiment. They shows positive attitude towards experiment.

Guided Response refers to the early stage in learning a complex skill. When the child learns the complex skill like drawing a diagram through trial.
Mechanism is the process by which the learned responses become more perfect and habitual. The pupil learns to write smoothly and legibly, they can arrange the classroom properly and use the aids at the right place.

Complex Overt Response refers to the skillful performance of the motor acts that involve complex movement patterns. The pupil operates a machine skillfully shows the right type of style for batting, they can drive an automobile skillfully.

Adaptation it is the skill to adjust to the novel situation or to modify movement patterns to fit special requirement or to meet a problem situation. The pupil can rearrange the set of instrument in an experiment when a particular part goes wrong.

Organization refers to creative performance skills. It is the new movement patterns to fit a particular situation or specific problem. The pupil can compose poems and dramas of new style. They create new assumptions and theories, creates new designs they can compose new music and lyrics.

Psychomotor Domain of the child is developed through physical training class and Social Useful Productive Work where the child is taught how to knit as well as how to use their motor skill. The student has game periods where the child participates in cricket, football etc and during rainy season if the schools has indoor game facilities they play chess, chines checker or scramble. The student participates in march pass during Independence period, or even they display drill.

1.4 Scope of the study:
- This type of study can be done by taking large samples from a wider population to gain more insight into the study.
- This type of study can be done in other states of India.
- This type of study can be undertaken in other District of West Bengal.
- This type of study can be done by taking Teaching learning process of Higher Education of West Bengal.

1.5 Delimitation of the study:
- The present study was delimited on the following areas:
  - The study was conducted in the District of Darjeeling
  - Three (3) Blocks out of nine (9) blocks were taken for the study.
  - Ten schools (10) from each block were selected for the survey.
  - The Primary schools includes class from I to IV.
  - The survey was conducted only on Government aided Primary schools.

1.6 Objective of the study:
- 1. To find out how the pupil teacher ratio being maintained?
- 2. To find out Academic Qualification of the teachers?
- 3. To find out Professional Qualification of the teachers?
- 4. To find out the number of the teachers?
- 5. To find out the Method of teaching?
- 6. To find out the teaching aids used?
- 7. To find out if are their sufficient classrooms available

1.7 Research Question of the study:
- How is the pupil teacher ratio being maintained?
- What is the Academic Qualification of the teachers?
- What is the Professional Qualification of the teachers?
- What is the number of the teachers?
- What is the Method of teaching?
- What are the teaching aids used?
- Are their sufficient classrooms available

1.8 Population of the study
The population comprised of all the Primary schools, students and the teachers under West Bengal Board of Primary Education in Darjeeling District.

1.9 Sample and Sampling Procedure of the study
Random Stratified Sampling technique was used for selection of samples.

The primary schools were selected randomly from Darjeeling district. There are 9 blocks in Darjeeling district out of which 3 development blocks of Darjeeling District were selected purposively, Then 10 schools from each Block were selected randomly. All together 30(10*3=30) schools and the students and teachers of those school has constituted the sample of the present study.

1.10 Tools used in the study:
The tools used for the purpose of the present study are as follows:
- Information Schedule; It was developed by the investigator to collect information about the infracture facilities, number of student and teachers as well as support services in the schools.
Interview Schedule for Parents, Children and Teachers; It was used to get a clear picture of various aspect of primary schools.

Observation Schedule; It was used for observing the teaching learning process in the classroom situation.

1.11 Procedure of Data Collection:
To collect necessary information and data the investigator visited all the schools selected. The Principal of the respected school was personally approached by the investigator in order to get the permission to conduct a research. Having received the positive response from the Headmaster/Headmistress of different Primary School in Darjeeling District the investigator proceeded for data collection. Before the administration of the schedule the subject was assured by the researcher that confidentiality of the subject responses would be maintained. Before administering the test, she established rapport with the teachers so that they respond to the questions sincerely and frankly. All the mentioned test were administered on the subject who were in good psychological state and conducive environment condition were maintained after giving required instruction/information. Analysis of government Report was also done to gather necessary information. Collected data were organized statically and interpreted appropriate

2. DATA ANALYSIS, RESULTS AND DISCUSSION:
2.1 Pupil teacher ratio:
Education depend on the four factors, Teacher, Student, School and Environment without anyone of this teaching learning is impossible. For effective teaching learning process there requires a proper ratio between the teacher and the taught. The teacher student ratio is very much important because one teacher cannot give proper attention to all the children of the schools so there should be limited number of student for a single teacher. Generally the teacher student ratio should be 1:40 but now the new government rule has been reduced to 1:30 for Primary schools. In the Primary school of Darjeeling District there are 4 sanctioned post but due to the failure of the government to appoint teachers has created a havoc to some of the schools because few of the schools surveyed has been found out to be single handed school which are run with the help of para teachers and voluntary teachers. It has been found out that the ratio of teacher and student is 1:45. Both male and female teachers are needed for every school, at least one female teachers should be appointed in every school according to the Operational Blackboard to understand the girls problem and the parents of the girl student will also not hesitate to send their children to the school where there is a female teacher.

Table 1 showing the no of teachers selected as samples for the study

<table>
<thead>
<tr>
<th>Category</th>
<th>No.of Teachers</th>
<th>Percentage under different block</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Darjeeling</td>
<td>Kalimpong</td>
</tr>
<tr>
<td>Male Teacher</td>
<td>62</td>
<td>77</td>
</tr>
<tr>
<td>Female Teacher</td>
<td>41</td>
<td>35</td>
</tr>
<tr>
<td>Total Teacher</td>
<td>103</td>
<td>112</td>
</tr>
</tbody>
</table>

The above table indicates that there are 103 teachers working in Darjeeling, 112 in Kalimpong and 97 in Mirik out of 103 teachers Darjeeling 62 is male and 41 is female whereas in Kalimpong there is 77 male teachers and 35 female teachers and in Mirik we have 58 male teachers and 39 female teachers.
Table 2 Year-wise and Class-wise Enrolment of 30 sampled schools of Darjeeling District

<table>
<thead>
<tr>
<th>Year</th>
<th>Class I</th>
<th>Class II</th>
<th>Class III</th>
<th>Class IV</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>537</td>
<td>437</td>
<td>375</td>
<td>287</td>
<td>1636</td>
</tr>
<tr>
<td>2010</td>
<td>598</td>
<td>607</td>
<td>395</td>
<td>301</td>
<td>1903</td>
</tr>
<tr>
<td>2011</td>
<td>639</td>
<td>532</td>
<td>574</td>
<td>410</td>
<td>2055</td>
</tr>
<tr>
<td>2012</td>
<td>421</td>
<td>465</td>
<td>485</td>
<td>526</td>
<td>1897</td>
</tr>
<tr>
<td>2013</td>
<td>431</td>
<td>422</td>
<td>429</td>
<td>435</td>
<td>1717</td>
</tr>
</tbody>
</table>

Causes of dropout

The present study reveals that cent per cent of schools of Darjeeling District viewed that most of the children leaves school due to stagnation, financial problem, lack of consciousness of parents, parents illiteracy, poverty and accessibility and distance of the school. If the school is located very far even the parents and children shows reluctance to enrollment. It was found that accessibility to the primary schooling system a big factor of enrollment.

Both male and female teachers are needed for every school to make classroom effective but, at least one female teacher should be appointed in every school to understand the girl’s problem and even the parents of the girl student will not hesitate to send their ward to the school.

2.2 Academic Qualification of the teacher:

Table 3:

<table>
<thead>
<tr>
<th>QUALIFICATION</th>
<th>Darjeeling</th>
<th>Kalimpong</th>
<th>Mirik</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Schools</td>
<td>Percentage</td>
<td>No. of Schools</td>
</tr>
<tr>
<td>H.S.L.C</td>
<td>00</td>
<td>0%</td>
<td>00</td>
</tr>
<tr>
<td>H.S</td>
<td>20</td>
<td>19.41%</td>
<td>34</td>
</tr>
<tr>
<td>B.A</td>
<td>69</td>
<td>66.99%</td>
<td>66</td>
</tr>
<tr>
<td>M.A</td>
<td>14</td>
<td>13.59%</td>
<td>12</td>
</tr>
<tr>
<td>TOTAL No</td>
<td>103</td>
<td>112</td>
<td>97</td>
</tr>
</tbody>
</table>

The above table shows the academic qualification of the teacher. It was seen that all the teachers were minimum Class X pass in three of the subdivision of Darjeeling District. In Darjeeling it was seen that 19.41% teachers were higher secondary pass, 66.99% teachers were graduate and having 13.59% teachers were having Master...
degree. Similarly in Kalimpong it was seen that 30.35% teachers were higher secondary pass, 58.92% teachers were graduate and having 10.71% teachers were having Master degree where as in Mirik it was seen that 25.77% teachers were higher secondary pass, 62.88% teachers were graduate and having 11.34% teachers were having Master degree.

2.3 Professional Qualification of the teachers:

<table>
<thead>
<tr>
<th>Teachers</th>
<th>No.of Schools</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Darjeeling</td>
<td>Kalimpong</td>
</tr>
<tr>
<td>Trained</td>
<td>89</td>
<td>93</td>
</tr>
<tr>
<td>Non-Trained</td>
<td>14</td>
<td>19</td>
</tr>
<tr>
<td>Total Teacher</td>
<td>103</td>
<td>112</td>
</tr>
</tbody>
</table>

The above table shows the Professional qualification of all the teachers of the three of the subdivision of Darjeeling District. In Darjeeling it was seen that 86.40% teachers were trained whereas 13.59% teachers were untrained. Similarly in Kalimpong 83.03% teachers were trained whereas 16.96% teachers were untrained whereas it was seen that in Mirik it was seen that 92.78% teachers were trained, 7.21% teachers were untrained.

2.4 Method of teaching

<table>
<thead>
<tr>
<th>METHODS</th>
<th>Darjeeling 10 schools</th>
<th>Kalimpong 10 schools</th>
<th>Mirik 10 schools</th>
<th>Darjeeling %</th>
<th>Kalimpong %</th>
<th>Mirik %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture, Discussion, Question-Answer, Demonstration</td>
<td>01</td>
<td>01</td>
<td>01</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Lecture, Discussion, Question-Answer</td>
<td>04</td>
<td>04</td>
<td>05</td>
<td>40%</td>
<td>40%</td>
<td>50%</td>
</tr>
<tr>
<td>Discussion Question – Answer</td>
<td>05</td>
<td>05</td>
<td>04</td>
<td>50%</td>
<td>50%</td>
<td>40%</td>
</tr>
<tr>
<td>Lecture, Discussion, Question-Answer, Experiment, Demonstration</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

It was seen by the researcher in the survey that most of the Primary teachers used traditional method of teaching were bookish knowledge was given with the help of blackboard though the researcher noticed few chart paper on the wall of the classroom.
2.5 Blackboard in the School

<table>
<thead>
<tr>
<th>Separate Blackboard for each classroom</th>
<th>No.of Schools</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Darjeeling</td>
<td>Kalimpong</td>
</tr>
<tr>
<td>YES</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>NO</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

The above table indicates that only 20% of schools in Kalimpong and 20% of schools in Mirik were not having separate blackboards because of lack of classroom.

Evaluation Procedure: Mostly all the school follow the procedure of government evaluation. They have formative tests and summative tests which are marked to promote them to the next class. Cent percentage of the school have 2 summative tests in a year. This evaluation process is going on as per the SSA rule. The student is marked according to the marks obtained by them. No student is detained as all the government schools follow the government rule of no detention. Till class VIII.

The study reveals that in all the schools of Darjeeling District, assessment of the answer paper of the student is done by the teacher of the same school.

The schools of Darjeeling District never faced any disciplinary problems at the time of conducting examination. Examination are held twice a year, the half yearly examination is held during June and the final examination is held during December.

2.6 Type of School Building:

<table>
<thead>
<tr>
<th>Nature of Building</th>
<th>No.of Schools</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Darjeeling</td>
<td>Kalimpong</td>
</tr>
<tr>
<td>Kuchcha</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Pucca</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mixed</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>60%</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>40%</td>
<td>50%</td>
</tr>
</tbody>
</table>
The above table shows that in Darjeeling 60% of school building are pucca with tin and cement roof where as 40% schools are mixed with tin roof and half wall. In Kalimpong the school building are 50% pucca and mixed whereas in Mirik it is the same as Darjeeling some of the schools were under

2.7 Teaching aids used:
To examine the teaching learning process of Primary education the researcher has investigated the existing the teaching learning process of Primary Education in the District of Darjeeling. It was observed that cent percent of the schools of Darjeeling have the common teaching materials such as Case Study, Practical based activities, Board work, Blackboard / Chalk / Duster, Abacus, Globe, Charts, Still Picture ETC. But it was also found out that out of the 30 schools only 14 schools run by the missionaries had Motion Picture, Tap Recorder, Radio, T.V etc. It was observed that 12(40%) of schools of Darjeeling District used only some portion of teaching – learning materials in classroom teaching but not properly and 16(53%) of schools never uses teaching learning material because of lack of teachers. It is viewed that for a single teacher school they cannot partition the classes, so if the use Teaching Learning materials in one class than all the student view the same materials. All the classroom of the schools had picture, card etc but in regular classes it was seen that the teachers does not use teaching learning materials.

2.8 Sufficient classrooms:

<table>
<thead>
<tr>
<th>No. of Classroom</th>
<th>No. of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Darjeeling</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>

Above table indicates that in Darjeeling District only four schools are having one classroom classroom, eight schools are having 2 classroom, nine schools are having 3 classroom, 5 schools are having 4 classroom and 4 schools are having 5 classrooms. Some of the Teachers viewed that they are bound to use the same classroom for different classes due to shortage of classrooms.

2.9 Staff room:
All the schools surveyed by the researcher in Darjeeling District had one staffroom. Out of the 30 school surveyed only 4 schools had separate room for the headmistress.

2.10 Blackboard:
All the school surveyed had blackboard by the researcher in Darjeeling District for each classes.

3. CONCLUSION:
The teachers of Darjeeling District were of a view that they do not have curriculum in the school which caters to the development of creativity among the children as well as all round development. Most of the Primary school starts at 9:30 am till 3:00 pm. It was found that most of the schools in Darjeeling District followed the time table provided by the board but few schools which had only one teacher followed their own timetable. Most of the teachers of Darjeeling District viewed that 40 minutes per class were
enough to impart teaching learning materials to the student. Very few of teachers of Darjeeling District used lesson plan. Most of the teachers were using the timetable given by schools for pursuing their school activities whereas few schools where there is lack of teachers prepare the own timetable for pursuing their school activities. It was found that the ratio of student teacher in Darjeeling District on an average is 1:38. It was seen that attendance register was maintained to insure the attendance of the teacher and student. The research revealed that in Darjeeling District the relationship of the teacher with the student and parents of the student were good. Teachers are seen as a role model by their student and the parents see the teachers as the builder of their children future. PTA is held twice a year.

It was seen that till date Darjeeling District teachers use traditional method of teaching though it was seen that there is a provision for teaching aids facilities given by the government but rarely the teacher make the utilization of it. Though the classroom have charts papers where few materials are written. Operational Blackboard programme has also sanctioned teaching aids to the schools but the teachers stated that the materials were damaged and were kept on the store rooms. It was seen that all the Primary schools of Darjeeling District celebrated Independence day, republic day Janmastami, Buddha Jyanti and Christmas to promote the feeling of wenes. The Primary school held sports day to promote physical activities. It was also seen that everyday classroom cleaning duty was distributed among the student from class I till class IV. Class 3 and class 4 student physical activity were developed through SUPW and even they participated in drill display. Most of the schools in Darjeeling District had playground. It was also found out that most of the schools in Darjeeling District did impart physical training to the student and they have a compulsory period of Physical training. Schools of Darjeeling District have both indoor and outdoor games but in less proportion and they organize educational excursion and picnic from the school.

References:


Data Source:

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DISE information given by DPO of Darjeeling District