CHAPTER VI

FINDINGS AND CONCLUSIONS

6.1. Introduction ................................................................. 203
6.2. Major Findings .............................................................. 204
6.3. Detailed Analysis of the Major Findings ......................... 206
   6.3.1. Development of Education ...................................... 206
          A. Quantitative Growth of Schools ........................... 207
          B. Rate of Enrolment ........................................... 208
          C. Rate of Dropout ............................................ 209
          D. Rate of Success ............................................ 211
   6.3.2. Development of Educational Infrastructure .................. 212
          A. Development of Infrastructure ............................ 212
          B. Availability of Qualified Teachers ....................... 214
          C. Condition of Teaching Learning .......................... 217
          D. Chakmas in Teaching Profession .......................... 221
          E. Utility of Curriculum ...................................... 221
          F. Financial Grants and Salary ............................... 223
   6.3.3. Comparative Educational Attainment among the Chakmas .... 224
          A. Demography.................................................... 224
          B. Literacy Status ............................................. 225
          C. Occupational Status ...................................... 225
6.4. Concluding Remarks ................................................... 225
6.5. Suggestions for further Research ................................... 228
6.6. Post Script ............................................................... 229
6.7. Reference: .................................................................. 233
MAJOR FINDINGS & CONCLUSION

Separation and isolation are dangerous theories and strike at the root of national solidarity. Safety lies in union and not in separation.

A.V. Thakkar

6.1. INTRODUCTION

The partition of the sub-continent in 1947 was not only the separation of land mass into two geographical entity but also a silent separation of a race; a race that is forced to remain nomads and with the wave of time it might assimilate itself with its immediate neighbor and live on this earth as the most soluble community the world has ever known. Time will unfold the destiny of this community. Time will unfold whether they can regroup themselves and built a state of their own, a state where no one will question the legitimacy of their citizenship and where they will have the freedom to breathe and live free without any threat to their language and religion. But to let that happen the Chakmas spread across the states of India have to put together all their might to build up a platform from where they can launch their journey back to the glory of the past.

Towards this end economic prosperity through educational progress can best guide them. The findings of this proposed research can provide them the invaluable feedback for turning back and return the world all that was not due to them. The findings of this study should be taken positively without being critical to what is said but ponder why is said.

The present chapter brings out the important observations and findings resulted from the analysis of the data collected from various sources, both primary and secondary. The chapter is arranged on the basis of the four major sections mentioned in the previous chapter encompassing the objectives
formulated towards the revelation of the participation of Chakmas in education.

For ease of reference the objectives are restated below:

1. Enquire the sequential development of education of the Chakma with reference to:
   1. quantitative growth of schools
   2. enrolment of students at all levels
   3. rate of drop out and
   4. success rate of students

2. To evaluate the educational facilities available to the Chakmas with reference to:
   5. infrastructure development
   6. teacher-taught ratio
   7. availability of qualified teachers and
   8. financial allocation per year for education

3. To make a comparative study on the educational attainments of the Chakmas in Mizoram, Arunachal Pradesh and Tripura with reference to:
   9. number of literates
   10. enrolment in the different stages of education
   11. quantity of academically and professionally trained souls
   12. occupational engagement

6.2. MAJOR FINDINGS OF THE STUDY

1. Enquiring the development of education in CADC with reference to the quantitative growth of educational institutions, enrolment, drop out rate, and pass percentage of students, the following is observed:

   a) An overall quantitative growth of educational institutions at all level is observed to have taken place. However, the growth is more primary education centered and is not proportionate as upper primary and higher educational institutions have not grown up proportionately.

   The growth is also observed to have taken place suddenly, in particular the primary educational institutions. However, the rate of
growth remained even all along the period of investigation. Higher education may still be considered in its infancy.

b) The overall enrolment across all classes is observed to have increased. However, the enrolment of girls is observed to be almost half of the boy’s enrolment. Also, although enrolment at each stage of education is observed to have increased but enrolment at secondary and above did not increase proportionate to the number of enrolled children at the primary stage.

c) A very minimum dropout is observed at the elementary level but drop out from primary to secondary and in the higher classes is very high.

d) A high percentage of success is observed at the primary level while at secondary level and beyond the pass percentage is very poor, particularly the pass percentage of girls.

2. The following is observed about educational facilities in CADC with reference to the variables mentioned in the second objective:

a) Negligible permanent construction of school building with inadequate accommodation for class room, administration, recreation and miscellaneous activities, insufficient and in proportionate furniture, almost absence of basic facilities like drinking water, electricity, playground, first aid, teaching-learning materials, library etc. is observed.

b) A very low teacher-taught ratio is observed compared to the widely accepted norm (40:1) but this is more due to students actually attending the school than adequate deployment of teachers.

c) Academically the teachers are moderately qualified while more than half of the teachers are not trained lacking professional qualification.

d) Although an increased financial allocation per year is observed but the increase was not proportionate. Besides, a very meager sanction is also observed to have been allocated for infrastructure development.

3. An enquiry in to the educational and occupational status between the Chakmas of Tripura and CADC, Mizoram lead to the following observation:
a) A higher literacy percentage is observed for the Chakmas of Tripura than the Chakmas of CADC, Mizoram
b) Chakmas of Tripura are financially more affluent than the Chakmas of CADC, Mizoram as a higher percentage of Chakmas in Tripura is engaged in some occupation or the other. Non-workers are also observed more in CADC.

6.3. DETAILED ANALYSIS OF THE MAJOR FINDINGS

There are certain important universal constraints in the process of educational development of any tribal community. These constraints more or less were active with reference to the Chakmas whose educational development is evaluated. The constraints are:

- Unsuitable curricula and text books
- Incompatible school environment
- Uncomfortable medium of instruction and last but not the least
- An uncomfortable teacher-pupil communication

However, in general, poverty has been the single most important constraint in the educational development of tribal communities. While spread of education can bring socio-economic and cultural modernization in general and social mobility of the marginalized in particular, the Chakmas in India seems are in the sea of trouble as is reflected in the observations made with reference to the objective of the study.

The investigation entitled “Education of the Chakmas in India: A Critical Study” revealed the following detailed observation as described with reference to the research questions and objective of the study:

6.3.1. Development of Education

General Objective: To enquire the sequential development of education of the Chakma

Evaluating the educational development it was observed that there is a considerable quantitative growth of educational institutions in CADC with a quantitative increase in enrolment along with low dropout and high success rate. However, the findings are not as simple as they are reported. Each of these
variables is discussed independently as well as in relation to each other in the following sub-sections.

A. Specific Objective: To reveal the quantitative growth of schools in CADC

The history of school education in CADC dates back to 1949 A.D. when two schools were established for the Chakmas in the present territory of CADC, then under P-L Regional Council. Besides, it is also a significant fact that prior to the creation of Chakma District Council (1972) more than 90 percent of the habitations under the present Chakma District Council had no school. CADC as an autonomous district council inherited five lower primary and five upper primary schools. Although this shows a healthy ratio between lower and upper primary school (1:1), The Programme of Action (1992) envisaged an Upper Primary school/section for every set of two Primary schools/sections, but given the size of the population, this was far too less than required.

It is observed that immediately after the grant of autonomy there was no immediate step taken by the District Council to step up the growth of educational institutions. A marginal number of institutions were established between 1972 and 1981. But since 1982 a sudden increase is observed in the growth of schools, particularly lower primary schools. In fact, an average of three or more primary schools was established every year. However, the growth was disproportionate as upper primary section/school and above did not come up at par with the standard ratio.

Higher educational institutions in CADC are observed to have grown in isolation as there was a break in the extension from primary to secondary education and beyond. The first high school came up only during 1982-86 and was inadequate to meet the aspiration of the local inhabitants for pursuing a course in secondary education and beyond. It is worth mention here that education at the secondary level is independent of the control and management of the District Council and hence there was hardly anything to be done by the local authority due to want of funds. Inadequate initiative by the concerned authority opened the scope for establishing schools at the individual level and as a result, although inadequate, but some private schools is observed to have been
established in the recent years. Quite naturally, government contribution towards the number of schools is very insignificant with reference to the total population of the District Council. With reference to the number of high school it is interesting to observe that in the state as a whole the number of high school managed by the government is far greater than the privately managed high school but the proportion is just opposite in case of the Chakma Autonomous District Council.

It is also observed that education beyond school level provides a very limited option to the children of this geographical entity. The subject/discipline chooses the student than student chooses their area of interest. This signifies that education in CADC beyond 10+ is still in its infancy.

To sum up, the rate of growth of the institution of various levels is not proportionate as although primary education is within easy reach of many but secondary education and beyond is not widespread enough to be within everybody's easy reach. Those who can overcome financial constraint get admitted in cities proportionate to their financial capacity. But the number of such population is very limited.

Comment/Suggestion: Since the growth is disproportionate i.e. primary education centered with a neglected high school and education beyond high school and pattern of development is centered towards the headquarter, overall development of education did not take place. The remote areas remained untapped and denied of education beyond elementary classes. The concerned authority should focus on bringing out more educational institutions, particularly higher classes and in remote areas. Vocational educational centers should also be established to make use of the locally available resources and also to develop skills for earning the basic necessities of living.

B. Specific Objective: To enquire into the rate of enrolment at all levels of study

Enrolment of children, particularly at the elementary stage, does not seem to be a serious issue for the schools within the territory of CADC. What are of more concern are the twin problems of absenteeism and repetition which begin after they are enrolled. However, enrolment of girls which is almost one
third of the enrolment of boys at all level, is certainly another reason to worry as the sex ratio among the Chakmas in CADC is 95 female per one hundred male. This signifies a great gender disparity, generally not noticed among the tribal of north east.

The problem of repetition is no less serious than the problem of absenteeism. Although the problem is not so significant as case of the elementary section but what is worth observation is that this occurs despite the official policy of automatic up gradation in the early grades. However, the problem is serious and severe in case of the students of higher section.

Average enrolment per school is observed quite low. This is because low enrolment is particularly high for poor participation of girls at the upper primary level and beyond. Although secondary section has a better average enrolment than the primary sections but this is more due to in proportionately less number of secondary schools than the primary institutions. The average enrolment per school being low naturally implies a relatively higher cost of education per student, an issue that needs to be researched further to bring about a cost friendly scheme for the realization of universalisation of elementary education, particularly for the tribal areas of North East.

**Comment/Suggestion:** The identified problem with respect to enrolment is the absenteeism and repetition of students. Absenteeism not only leads to repetition but is also a violation of the pre-condition to quality education. This problem is particularly severe with respect to the enrolment of the girl child. Besides, cost of education per child is relatively high compared to the return resulted. This twin problem may be resolved by encouraging enrolment as well as regular attendance to school. Students with better attendance may be granted incentives which may be availed after a certain stage of education. Girls, in particular, may be encouraged to enroll and attend by giving incentives to be realized periodically as well as after a certain stage of education.

C. **Specific Objective: to enquire into the rate of drop out in the schools within CADC**

As observed in case of enrolment, the rate of drop out is very marginal. With this positive observation it should have been an end requiring no further
reflection. But it was not that simple as said because what was observed was certainly different. It should be remembered as stated before that drop out; however marginal, still exists despite the official policy of automatic promotion. Besides, drop out is observed marginal between elementary classes only while from elementary to secondary and from secondary to college level drop out is significantly high. This has its own reason. The structure and pattern of education in CADC is little different in the sense that besides the HSLC examination conducted by MBSE, the DSEB conducts two terminal examinations, viz. PSLC and MSLC. While the former is conducted after the end of lower primary stage the later is conducted after the upper primary stage. It is observed that although the pass percentage in these examinations is quite high but the same is not reflected in the HSLC examination conducted by the State controlled MBSE. This raises doubt about the quality of teaching-learning at the elementary level and the examination conducted by DSEB. And this, beside others, perhaps is a reason for high drop out rate at the secondary level.

Besides, drop out rate among girls is very high at the secondary stage for reasons like early marriage, burden of household responsibilities, lack of accommodation for girls admitted from rural areas and most importantly lack of aspiration due to lack of exposure.

Also, it is worth mention here, as already made in the first paragraph of page seven, that a small size of population based on their financial strength prefers to pursue both higher and lower studies outside their own territory but most of whom fail to coup up with the culture, food habits and standard outside and gives up in between.

**Comment/ Suggestion:** The identified problem is the high dropout rate at the secondary level in general and among the girls in particular. While besides other, non-performance in the examination is the major reason for discontinuance. Non-performance in the secondary level is due to poor foundation in the primary level. The authority should, therefore, be careful in choosing its teachers, appoint teachers not only with requisite qualification but teaching aptitude should equally be given priority. Besides, professional training and regular in-service training should also be arranged for the teachers.
D. Specific Objective: To enquire into the success rate of the schools within CADC

Success rate in school education of CADC is observed quite high. This is more than satisfactory for schools of a remote and backward area. However, this success is not reflected in terms of number of graduates at various levels (see page no. 80 for educational attainment of CADC). A micro look at the result of various examinations reveals that the success rate went down as the students moved up. To be more precise, the success rate at classes between I to VII is very high compared to secondary classes and above. Such a skewed performance is due to a poor foundation of the students at the elementary stage which is contributed by poor quality of teaching (34 percent professionally qualified), careless evaluation, carelessness and ignorance of parents, early marriages among both boys and girls and most importantly lack of aspiration and motivation among both teacher and the taught.

Comment/ Suggestion: The identified problem is somewhat similar to the problems related to drop out. Besides, students own motivation, indifferent attitude of the parents, absence of academic atmosphere and most importantly the social environment which corrupts every other factor is responsible for poor success rate at secondary level and beyond. Over and above, success at the completion of lower primary classes (PSLC) and upper primary classes (MSLC) is given so much importance that most of the students hardly can sustain any motivation to achieve a degree higher than that. It is, thus, suggested that the schools should emphasize for the organization of regular co-curricular activities like quiz, debate, extempore speech, recitation etc. to create competitive attitude and interest towards studies. Also, it is suggested that instead of conducting two terminal examinations at the completion of lower primary (PSLC) and upper primary (MSLC) level only one level examination at the completion of upper primary level may be conducted. This may help to sustain with the competitive attitude for higher examinations.
6.3.2. Development of Educational Infrastructure

General Objective: to evaluate the educational facilities available to the Chakmas

Evaluating the educational facilities available to the Chakmas the observations for the 2nd objective made are in relation to the infrastructure like type of school building, electricity, furniture, drinking water facility, library facility, teaching-learning material etc., teacher-pupil ratio, academic and professional qualification of teacher and the source of finance and allocation per year for education. The observations along with their suggestions are spelled in the following sub-section:

A. Specific Objective: to enquire into the infrastructure development of CADC

Assessments of the following parameters were used as an index to the infrastructure development of CADC:

i) On type of school building: Although physical condition have changed but even the existing condition of building and other infrastructure is far from satisfactory. Most of the school buildings are semi permanent with hardly any assurance of transformation into a permanent construction. And those which are permanent, very negligible though, due to defective construction are a threat to the life of the students.

*Comment/Suggestion:* The construction of the school building should be made permanent and attractive and this can be done phase-wise to adjust with the grant received. The class room which is empowered with the objective to shape the destiny of India has to be strong, reliable and of course permanent.

ii) On class room, toilet and other accommodation: Apart from the impermanent and semi permanent construction of the school building, number of rooms to accommodate student, teachers and headmaster is also insufficient. Urinal and toilet is a big problem as a number of schools have no such facilities and those institutions which have such facilities are not worth of use. Besides, except a few most of the schools have common urinal and toilet, for use of students and teachers of both sexes.
**Comment/ Suggestion:** Suggestion for the solution of this item is in attendance at the problem itself. Rooms with specific purpose should be built for every component involved in the teaching-learning process. Besides, attention should also be given towards the construction of urinals and toilets for the separate use of teachers and students of both sexes.

**iii) On school library:** Due to absence of school library teachers can hardly enrich themselves academically and professionally. Even the schools which have some kind of arrangement of books are rarely being used by the teachers.

**Comment/ Suggestion:** Library can be a good source of knowledge of knowledge for both the teachers and the students. It also supplements the everyday experiences in the class room, in precise the teaching-learning activities. Besides, as suggested before, presence of library can not only create a congenial and academic atmosphere in the school but will also help to sustain the same.

**iv) On furniture & teaching-learning material:** Recent efforts to equip schools with basic infrastructure seem have changed the physical condition of the school. But beyond building and blackboard the situation is quite appalling.

Presence of standard TLM supplied under SSA could hardly be seen in some schools while the condition of the material and their use in schools where some TLM is observed is very unsatisfactory. In fact, they are more visible in the residence of the school committee members and the teachers while the students could hardly see them. Most schools again have no facility for proper storage of these material or the books supplied to the school. This is surprising as DPEP and SSA have been spending on annual basis substantial amount on this account in every school. Besides, provision is made for annual grant to teachers for preparing TLM suitable for use in the local context. Personal interview in this regard reveals that most of the teachers and the head of the institution have no idea regarding the provisions in SSA for facilitating school education.

Sitting arrangement in schools, particularly in the rural based schools, for students as well as teachers deserves equal attention as the student sometime have to make their own arrangement on the floor of the school. On a given day
if all the enrolled children make their way to the school, the existing provision within some of the school in terms of the size of the class room and the sitting arrangement is not good enough to accommodate the entire strength. Even the quantity of furniture like the desk and bench are not proportionate.

**Comment/Suggestion:** It requires no wisdom to suggest that without teaching-learning material and sufficient furniture in the form of desk, bench, chair, table etc. teaching will be dull and learning will be uncomfortable. It is, thus, suggested that the use and account of TLM supplied under SSA should regularly be monitored and audited. Besides, sufficient furniture should be made available so that learning may be comfortable and undisturbed.

v) **On complementary facilities:** In the heaven of problem the Chakmas seems to have an unlimited share. Majority of the schools have no electric connection, no drinking water facility, no library and no provision for first aid. Being a malaria infested area, children very often suffer from fever and jaundice due to drinking of unhygienic water, open defecation, etc. This is also a factor which contributes to large scale absenteeism in schools. Although most of the schools have no playground but this is not so serious a problem as ninety percent of the schools are rural based and has sufficient open space.

**Comment/Suggestion:** Although electricity, drinking water, first aid etc. is referred to as the complementary component of the teaching-learning process but they are no less important today. Every school must have, as every child has the right to have health care, safe drinking water and the like. Presence and quality of such services in school should be regularly monitored and evaluated periodically.

**B. Specific Objective: To enquire into the availability of qualified teachers**

Teachers are the most important assets in a school who can convert a raw but potential human mind in to a useful human resource. But if the teacher himself is not academically and professionally qualified and competent the very purpose of teaching-learning is defeated. The teachers working in the educational institutions within the jurisdiction of CADC are assessed as follows:
i) **On academic qualification of the teacher:** It is observed that a substantial proportion of teachers (more than sixty percent) are marginally qualified. And those who are academically qualified are either not skilled or do not have the required aptitude towards teaching profession.

There may be controversy as to whether teachers are born or made. But there should not be any disagreement on the fact that professional training can certainly improve teaching competence. Unfortunately more than sixty percent of the teachers of the territory under study are not professionally trained. Nor they have attended any kind of short term courses proportionate to the level of teaching.

Besides, the social status of teachers is so low that teaching is the last choice for any aspirant seeking a job. Since teaching is not a natural choice, most of the teachers take no preparation towards every day teaching-learning activities. The teachers, as in most cases, are not only overburdened with additional responsibilities apart from teaching but they are also the easy victim of the local political establishment. They are very often, in fact in most of the cases, transferred on the basis of their political alignment. Uneven deployment of teacher due to politically motivated transfer and posting also deserves attention. Data collected with reference to teacher-school ratio although shows a somewhat respectable figure but on site observation largely belies the adequacy of the teachers.

**Comment/ Suggestion:** It is suggested that teachers who are marginally or under qualified and are not far from retirement may be asked to retire voluntarily while those who are far from retirement may be asked either to quit or to match with the required qualification within a definite period and for which they may be granted all possible necessary support. This may be done phase-wise. Also, teacher’s attendance, completion of the syllabus etc. should be monitored.

An autonomous commission may be constituted with the responsibility to conduct selection examination, recruitment, transfer and posting of the teachers working under the jurisdiction of the District Council. Besides, considering the importance of educational scenario post universalisation
elementary education, the responsibility of high school should also be entrusted to the District Council as this may help to develop high school education in the remote villages and build up a platform for higher education.

ii) **On mode of acquiring degree:** It is observed that majority of the respondents who are graduates or above have pursued their course through regular mode of study. Correspondence or distance mode of study is relatively new to the people of this area as the access to the only distance education centre affiliated to IGNOU was established only in 2005. The area under study is being a remotely located and is without adequate educational facilities at the higher level certifies the prospect of distance education in CADC as it is observed that the number of enrolment at the various courses of IGNOU is manifesting an increasing trend.

*Comment/Suggestion:* Effort should be made to develop awareness among the Chakmas to ensure the enrollment of more and more students at the various courses under the distance education programme. This will not only end the dependency of the unemployed but shall also ensure greater participation of the Chakmas in production and feel proud to contribute in his capacity towards the progress of the nation.

iii) **On professional qualification of the teachers**

Not all are born teacher. Some are also teacher not by choice but by compulsion. But training can certainly foster teaching competence in every teacher. It is observed that majority of the teachers in CADC is without any professional training. Professional training not being compulsory criteria to serve as a teacher, anybody and everybody is eligible for the service.

*Comment/Suggestion:* In this era when the destiny of the nation is shaped in her classroom the job of teacher is of paramount importance. Thus, the authority should arrange for the training of the untrained teacher and also arrange such programmes like refresher courses, orientation programme etc. at a regular interval. Besides, it is suggested that no further appointment should be made without professional training.
C. Specific Objective: To enquire into the condition of teaching-learning and working environment

The following are observed in relation to the various factors involving teaching-learning condition and working environment:

i) On teacher-taught ratio: A recent report revealed that 12 percent of all elementary schools in India with 5 percent of the total enrolment are single-teacher schools. About 57 percent elementary schools have three or less teachers teaching 5-8 classes. The report also reveals that while overall pupil-teacher ratio (PTR) is 34, about 16.5 percent schools have PTRs of more than 60 (including 5 percent schools which have PTR of more than 100). Fortunately the picture is just opposite in CADC. It is observed that the schools at all level as well in the only college within the territory of CADC have a very thin pupil-teacher ratio. This is because of very poor enrolment as well as absenteeism of students. What ever is the case, teacher-pupil ratio being very less implies better individualized care. But the advantage is lost due to lack of teaching aptitude among the teacher, as is understood from their interest in business. Almost every teacher from amongst the Chakmas has some or the other business, big or small while teaching in school is a supporting source of monthly earning for them.

Comment/ Suggestion: Teachers being professionals should be kept busy by engaging them in attending various in-service activities like summer course, orientation course, training in the preparation of low-cost teaching aid etc. The objective of such engagement is to keep them away from all such activities leading to monetary benefit and also let them remain up-to-date with the changes.

An inquiry into the method of teaching-learning and working condition of the teacher is also carried out and is observed as follows:

ii) On work load of the teachers: A contrasting scenario is observed with reference to daily work load of the teachers. The teachers deployed in the schools located in the remote villages are having higher work load than the teachers deployed in the villages in and around the district head quarter.
Although, in general, the daily work load is not very high but an imbalance distribution across the hierarchy is observed. This strengthens the view that teachers are unevenly deployed.

Comment/Suggestion: Work load should be even distributed as far as possible. It should also be ensured that the minimum number of teachers with respect to subjects taught should be deployed in every school irrespective of their location.

iii) On method of teaching: That the majority of the teachers are professionally untrained with low aptitude for teaching profession is reflected in the methods of teaching. The teachers are found to follow lecture and lecture with discussion as a method at all levels. This results into low interest and difficulty in learning, particularly for the primary children, which contributes to absenteeism and poor cognitive attainment.

Comment/Suggestion: This may only be done by arranging short term in-service training for the teachers without disturbing the every day duty in the school.

iv) On medium of instruction: It is observed that at lower level i.e. up to middle school level majority of the teachers follow the language of the soil to communicate with the student in the classroom. While teachers at beyond the middle school level follow English as the medium of instruction. Now, although the teachers at the elementary level find it easy to communicate with their students but this certainly does not develop the communication skill of the students at beyond the elementary level. This is perhaps an important factor for high drop out rate at the high school level and poor enrolment at the level beyond high school.

Comment/Suggestion: Since the objective is to prepare the students for the future tasks it is suggested that English should be the principal language of communication at all level while mother tongue may be used as a supporting language when necessary.

v) On use of School Library: With reference to the use of library by the teacher and the student it is observed that almost all the schools have no such provision. Not a single lower or upper primary school have an attached library
while a very few private high schools have a name sake library. This is certainly a
deterrent towards building an academic atmosphere in the school.

*Comment / Suggestion:* The school may be granted fund for the development of
an attached library and the presence of the same may be considered a pre-
condition to the affiliation status of the school. Besides, incentives may be
granted to schools having better arrangement of a library.

vi) **On whether lesson plan is prepared prior to teaching:** Not a single
teacher is found to prepare a lesson plan prior to teaching. In fact, a large
section of the teachers have no idea regarding the preparation of a lesson plan
and some reported to the extent that they have no idea of what a lesson plan is.

*Comment/ Suggestion:* Planning is pre-requisite to effective teaching. A
teacher, thus, should always enter prepared in the class. Since most of the
teachers have very little idea about the preparation of a lesson plan it is
suggested that short duration of two to three days of workshop may be
organized to make the teachers aware of the basics of a lesson plan while a long
term strategy may be drawn towards the training of teachers in a phase-wise
manner for productive realization of the service of the teachers.

vii) **On completion of syllabus:** On inquiry it is observed that more than 70
percent of the teachers have never completed the syllabus.

*Comment/ Suggestion:* Although completion of syllabus should never be the
ultimate concern of a teacher but incompletion due to negligence in duty or due
to incompetence should never be compromised.

viii) **On problems faced in the workplace:** Low interest and poor
commitment of the teachers towards their profession is also observed to have
been contributed by their service condition. The entire system is observed to
have been suffering from the absence of all basic facilities like inadequate class
room, furniture, unavailability of electricity and drinking water, lack of proper
accommodation for the teachers and teaching learning materials etc., facilities
that complement the business in the school and makes learning activities
comfortable. On the issue of the attendance of students, teachers are found to be
highly dissatisfied as absenteeism is observed to be a major problem requiring
urgent refurbish. Teachers are, however, more or less satisfied with issues
related to examination and text books. Also, the high school teachers reported to have no problem with the existing accommodation for class room activities.

Comment/ Suggestion: It seems the system as a whole is under par in terms of infrastructural facilities available, pedagogy practiced, lack of committed teachers and above all an absence of academic and competitive atmosphere. Unless the society brings a change in its attitude towards teachers and realizes the importance of education and develops awareness towards the global changes and the importance to remain updated, the education practices in CADC can not improve. It is suggested that the pioneers of the society should come forward and guide the society towards the creation of an academic atmosphere and actively participate in improving educational practices within the institutions of learning. At the same time the District Council authority should take up measures towards the creation of a sustainable infrastructure and do the needful to cater the need of the society.

ix) On job satisfaction of the teachers: On being asked to respond to job satisfaction, half of the teachers responded low job satisfaction while more than half of the remaining half expressed average job satisfaction. Considering the socio-economic status, nature of work place and transferability due to political alliance most of the teachers are found to be dissatisfied with their profession and the same is to the extent that they are even ready to exchange their position with that of a clerk in office. Financial commitment towards fulfilling the family and social obligation is an important concern for any person including a teacher. Hence, financial satisfaction is an important concern of the teacher as it sets him free of all concern but of teaching and only teaching. In this regard the teachers working in private institutions are underpaid and paid less than their counterpart working in government institutions. Besides, a third category of teacher sponsored by SSA are paid fixed and are paid more than the teachers employed in private institutions but less than the teachers working in government institutions. Financial dissatisfaction is an important hurdle towards sincerity and commitment to the profession.

Comment/ Suggestion: It is difficult to suggest any specific measure to remove the causes of dissatisfaction as the root of dissatisfaction is inherent in the place
itself. Development of CADC is confined within its headquarters resulting into the backwardness of the remote villages without any basic facilities of health, road communication, drinking water and the likes. This lead to a desire of every teacher to be deployed in the headquarters of Kamalanagar and to manage the same teachers take the protection of the politicians while politicians stumps for them against their support and indirect political participation. In an affair under the influence of politics no measures will work. Only political will and transparency can resolve this problem.

D. Specific Objective: To enquire into the participation of the Chakmas in teaching profession

The achievement in education of a community or of a place is generally reflected from the performance of the people of that community or of that place which is further reflected from the occupational engagement of the people. With reference to the proposed study teaching is taken as a professional activity in which the engagement of the Chakmas is evaluated.

The study found that the Chakmas have a very high share of engagement so far as lower academic institutions are concerned. This can be inferred as the Chakmas are still young in higher education while the Chakma women are still infants. The outsiders (non-Chakmas) occupy a major share of engagement in the Chakma inhabited area. They contribute more in the higher educational institutions as the Chakmas are yet not qualified enough for such level.

Comment/Suggestion: The Chakmas be given relaxation in admissions in higher educational institutions and more higher educational institutions be established to open opportunity for greater number of Chakmas in their door step.

E. Specific Objective: To enquire into the utility of the curriculum

A curriculum is the mirror of a society and a means to social empowerment and progress. The following are observed with reference to the curriculum being a reflection of the social, cultural and economic progress of the Chakma society.

i) On curriculum representing Culture and Values: On being asked whether the curriculum practiced in schools represent the culture and values of the community, fulfils the sociological objectives and meet the vocational need
of the land; majority of the teachers are observed to express a negative opinion. A large number also expressed no idea on the aforesaid issues. However, majority of the teachers are in consensus on the representation of the curriculum to the present world order.

Comment/ Suggestion: Educational institutions are not only expected to meet the need of the nation but should also cater to the need of the society in which it functions. The curriculum practiced over the years is reported to have failed to meet the need of the land. It is also reported that the curriculum is irrelevant so far as reinforcement of the indigenous culture and custom is concerned. It is, thus, suggested that besides preparing the youth at par with the recent trend and changes, the objective of the curriculum should be to instill in the youth the awareness of their tradition, culture, history, custom etc. In other words, the objective should be not only to prepare a global man but at the same time should be a representative of his own culture and tradition.

It is also observed that the curriculum lacks initiatives to develop vocational skills in the learner making it further irrelevant to the society. Short term vocational courses may be opened for students of post-secondary level while the students of pre-secondary level may be prepared with the mindset to create a job, rather than seek one.

ii) **On curriculum fulfilling sociological objectives:** Curriculum is a means to the fulfillment of sociological objectives. Unity, integrity, solidarity, responsibility, duty etc. are some of the key objectives a society demands for fulfillment from its educational institutions. However, it is observed that the society is confused regarding the commitment of the curriculum towards the fulfillment of such sociological objectives.

Comment/ Suggestion: It is suggested that seminars and workshops can be carried out to enlighten the teachers about the utility of the curriculum and its functions. Also, the curriculum be made simple and relate with the every day need of life.

iii) **On curriculum fulfilling vocational need:** The curriculum is not an end in itself. It is a means to an end. The end being the empowerment of its subscribers with the skill to make a living with honor and dignity. It is a pity that
the curriculum is divorced from life. It is observed that the curriculum is more theoretical and owns no objective to empower students with the skill to prepare for making a living.

*Comment/ Suggestion:* It is suggested that the curriculum should emphasize vocational education and create a mindset to take the risk of entrepreneurship. Based on locally available resources the curriculum should empower the students with the skill to make use of the natural resources and create jobs for others than seek job for themselves.

**iv) On curriculum representing the current trend in education:** Nothing is permanent except change. Education being a continuous process has to change continuously to prepare the students with the changes taking place in and around. It is found that there is a clear direction of the curriculum and is at par with the recent trends in education.

*Comment/ Suggestion:* Although the curriculum is considered to be at par with the recent trends in education but care should be made that simultaneously it fulfills the need of the society. The curriculum should adequately address the local conditions.

**F. Specific Objective: To enquire into the financial grants and status of the teachers**

Financial allocation for education in CADC is made annually as well as under plan and non-plan category. Grant sanctioned annually and under non-plan category is regular and is sanctioned after a regular interval while grant under plan category is sanctioned intermittently. It is observed that the grant for public expenditure on education has increased in successive years but the increase in grant is not proportionate to the previous increase. Besides, public expenditure on education for the improvement of school infrastructure and the likes is very low (2.83 percent only).

*Comment/ Suggestion:* From the aforesaid discussion of the findings on the variables related to physical facilities, curriculum, examination, attendance of student and job satisfaction of the teacher From the index value on the harshness of the problems related to the available facilities in education, it is observed that problems related to physical facilities, curriculum transaction and
construction and evaluation and examination are not very serious. But while the problems related to students are sometimes occurring requiring early attention, problems related to job is very serious.

6.3.3. Comparative Educational Attainment of the Chakmas

**General Objective:** to make a comparative study on the educational attainments of the Chakmas in Mizoram

Among the objectives of this study perhaps this is the most interesting as it not only reveals the relative position/status of the Chakmas residing in different states of Indian Union in different demographic establishment but is also significant in the sense that the observations made in this regard will be of immense value to the politicians, administrators, human right activists and all concerned for bringing an end to the Chakma citizenship dispute across the world. The findings with reference to this objective shall also be a feedback for the Chakmas to turn back and live with respect, dignity and identity.

**A. Specific Objective:** To enquire into the demographic distribution of the states party to this study

It is observed that Chakma population in Mizoram, both in terms of the size of the population as well as in relation to the total population of the state, is more than Tripura. While Chakma population in Mizoram accounts for 8.5 percent of the total population, in case of Tripura it is only 2.1 percent. However, Chakma population in CADC, Mizoram accounts for only 4.75 percent of the total population while the Chakmas in CADC accounts for about 60 percent of the total Chakma population in the State. This implies that more than one third of the Chakmas in Mizoram inhabit outside their legitimate territory. Does it not provide enough scope to doubt the acceptability of CADC as a representing geographical territory for the Chakmas in Mizoram? If Chakma Autonomous District Council is a reality, one has to accept that Chakmas have all the reason to include the excluded with their respective territory within CADC. This is an issue which needs to be considered in the interest of the state as the data collected so far reveals more backwardness among the Chakmas, particularly the Chakmas residing outside CADC, in comparison to the rest of the population. It is too late today to exclude the Chakmas on
consensus from the territory of Mizoram. The State should understand that the prosperity of the Chakmas is also the prosperity of Mizoram and who knows backwardness and deprivation may piece the peace of the State.

B. Specific Objective: To enquire into a comparative literacy status among the Chakmas

Despite administering their own education, the Chakmas of CADC are behind the Chakmas of Tripura with reference to their literacy rate. What surprises the most is the contrast between the literacy of the Chakmas and the Mizos (88.8). It is worth mention here that some agencies and Non Governmental Organisations record the literacy rate of CADC as 35 percent and above for interest of their own. The disparity between the Chakmas of the two states in comparison may lead to the observation that isolation and separation is not the only key to progress as some autonomy seeking community propagates.

C. Specific Objective: To enquire into comparative occupational engagement

The Chakmas of Tripura contribute a larger workforce than the Chakmas of CADC. Also, the Chakmas of Tripura has a higher percentage of stable earner or permanent source or earning than their fellow counterpart at CADC, Mizoram. In fact, the Chakmas of Tripura are ahead of the Chakmas of CADC, Mizoram in every unit of the occupational distribution except the non-working category. However, this is a unit in which Chakmas of CADC, Mizoram will not be happy about to win and the Chakmas of Tripura will not be unhappy to lose. From the above analysis it is revealed that the status of the Chakmas of Tripura in terms of education and occupation is better than the Chakmas of CADC, Mizoram.

6.4. CONCLUDING REMARKS

Northeast India, a 2, 25, 00 sq. kms chunk of hills and plains bordered by Chinese Tibet, Burma, Bhutan and Bangladesh, is a product of post-colonial arrangements. Located north of Vindhayan line and east of the erstwhile Bengal Presidency, this area is where "India begins to look less and less India and more and more like the highlands of South East Asia". (Peter Kunstatder, Highland Societies of Southeast Asia). The geo-political corridor stands between the Indo-Gangetic and the Southeast Asian political and civilization systems. Yet, until the
advent of the British, there was no conception of a "Northeast" - no pre-British empire based in the Indian heartland ever controlled the area.

In half a century since it was created, India's northeast has emerged as the fluid corridor for ethnic groups and wildlife, refugees and migrants of a great variety, its socio-political geometry determined by developments as much from across the borders as within. Northeast India's demographic diversity prompted Mizoram's former Chief Minister Brigadier Thengpunga Sailo to call it a "flower garden" (Select Speeches of Brigadier T. Sailo, Government of Mizoram, 1983). The "flower garden" was the product of the corridor, through which population movements of considerable significance occurred down the centuries. The most significant population flow into what is now Northeast India during the British and post-colonial times has been the influx into the region of the Bengali speaking peoples, followed by the Nepali and somewhere towards the end of the list comes the Chakmas. But unlike the other communities, Chakmas were displaced from their own ancestral land much against their desire. Although some Chakmas claim themselves to be the natural citizens of India, others claim that they qualify to be the citizen of India which is also echoed in the verdict of the Delhi High Court delivered on 28-09-2000 with reference to the displaced Chakmas settled in Arunachal Pradesh.

The Chakma people face difficult situations today. Their total population is not less than 0.55 million (in India alone they are not less than .175 million). This is larger than that of many independent nations like Iceland (0.3 million), Monaco (0.04 million), French Guiana (0.2 million), Barbados (0.3 million), Bahamas (0.3 million) and many others. The researcher wonders why such a large group of tribal population with a distinct identity can't have a nation of their own. Interestingly, not long ago they had a land mass with a definite territory under their control but today it no more belongs to them. Today they are fragmented and scattered over three countries. In each country they form a minority and many are refugees from their homeland, living in conditions of squalor. Both Amnesty International (the human rights organization) and the United States have reported human rights violations against the Chakmas.
34.5 million people worldwide have been forced from their homes because of conflict and over 15 million stateless people live with no national identity. The Chakmas are migrants due to religious persecution while India is the logical host since the religions of both the groups have their origin in this country. Perhaps this religious affinity prompted them to advocate for the inclusion of CHT in India during partition. Within a short period of time the Chakmas and the other tribal communities (Jummas) which formed around 98 percent of the total population of CHT has now come down to less than 40 percent. Most of these displaced souls took shelter in India, particularly in the three north eastern states of Arunachal Pradesh, Mizoram and Tripura. The indigenous tribal communities of each of these state is not happy with the presence of the Chakmas as they fear that the customary laws and traditional rights of indigenous people living in surrounding areas will not only be violated but they might also be outnumbered by the huge size of refugee population causing imbalance to the demographic fabric of the state as it has happened in case of Tripura in which the settlers outbreed the son of the soil and confiscated the mother of all power, the power of political administration.

The insecurity and step motherly attitude of these states towards the Chakmas is evident from the educational participation of the Chakmas which also reflects violation of basic human rights. A simple fact reveals enough regarding how the Chakmas are deprived in the places of their habitation. While the literacy of Mizoram excluding the Chakma inhabited areas is about ninety percent, the literacy of the Chakmas is less than one third of the total population of the State. Arunachal Pradesh on the other hand does not even recognize the Chakmas as a party to their state. However, the Chakmas are far better in Tripura as is evident from the result of the study where the Chakmas of Tripura are ahead of the Chakmas of Mizoram in term of engagement in occupation, literacy rate etc. The said situation is due to the absence of a refugee specific legislation in India where the refugees are treated differently and is subject to the relationship with the state from which the refugees are displaced. According to UNHCR, the absence of legislation on refugee protection has led to differential administrative measures between refugee groups and a national legislation for refugee protection would
provide standardized and acknowledged principles for refugee determination and treatment.

An Eminent Persons Group has already come up with a Model Law in this regard, drafted under the aegis of Regional Consultations on Refugees and Migratory Movements in South Asia. This was made public in 1995 with Justice P. N. Bhagawati as the Chairperson of the Drafting Committee of the India-specific version of the National Law on refugee protection. However, Government of India is yet to take a decision on the subject. Such an indifferent attitude of the govt. at all levels even after 45 years of settlement of these refugees reflects not only issues like denial of job opportunity or livelihood crisis, but also basic human rights. As said before, there is no greater insurance in life than good education. Education is both a human right in itself and an indispensable means of realizing other human rights. The only way the Chakmas can free themselves from the sufferings of the denial of rights, freedom and exploitation by others is by means of improving their economic and social conditions which is possible only through education.

6.5. SUGGESTION FOR FURTHER RESEARCH

A research being a time bound programme, often fail to comprehensively address the problem proposed to evaluate. Besides, during the process of research the investigator discovers various other dimensions that, if addressed, could have revealed a better result. But due to fear of deviation and the need to achieve the degree in the stipulated time often restricts the investigator to experiment. This leaves a great scope to research further on the same issue but viewed from a different dimension and considering various other variables.

With reference to the research carried out, the dimensions suggested below may be considered as a useful study:

1. It is suggested that a comparative study on education and the socio-economic status between the Chakmas and other tribal groups inhabiting in the same state may make a valuable and interesting research

2. Also, a comparative study on education and socio-economic status between the Chakmas of India and Bangladesh will also be an interesting study.
3. A study on the influence of Christianity on the Buddhist Chakmas of Mizoram may make an interesting study.

4. Empowerment of women in the Chakma society is also expected to make a significant study.

5. Last but not the least, a study on the history of the Chakma arrival in India may be highly valued by all as this may diffuse many burning issues related to the Chakma settlements in India.

There may be many more issues to research with, but the researcher in course of his study felt the above mentioned study are very important for this may make an ethnic group to diffuse the threat of near extermination.

6.6. POSTSCRIPT

On 15 August 1947, the Indian tricolor went up a flag post in Rangamati, the capital town of Chittagong Hill Tracts. CHT, the land of the Chakmas and many other tribal groups, is largely a territory professed by the Buddhists and other pro-Hindu religious believers. The Chakma leaders believed that, given the religious composition of the CHT and the foundation of partition, their district would be within the territorial jurisdiction of India, which they desperately desired.

But not so, decided Sir Cyril Radcliff, head of the Boundary Commission with the task of apportioning the territories, who awarded the Hill Tracts to (East) Pakistan. On 18th August, Pakistani troops marched into Rangamati, pulled down the Indian tri colour, and unfurl in its place the star and crescent of Pakistan.

The Chakmas and other indigenous groups had to pay a heavy price for this apparently looking simple event, a price which cost them so dearly that even the present generation and may be many generations in future have to suffer. The event marked the Chakmas as an antithesis of the State sponsored religion and thus efforts began to size the Chakmas in a place where they are extra large. The state sponsored atrocities, plundering burning of houses forced Chakmas to migrate to adjoining border areas and in their places the refugee Muslims from Burma were settled. Besides, the Govt. also sponsored settlements to the urban Muslim citizens in CHT with the objective to distribute population across the
country and also relieve the overpopulated cities. But for the successful implementation of this policy the Chakma sufferings were not only ignored but also not compensated, a fact that strengthens the allegation that eviction of Chakmas was the ultimate policy. Today, their own homeland, the CHT, is overrun with settlers from the overpopulated Bangladeshi mainland, and divided groups survive under trying circumstances in the adjoining areas of Tripura, Mizoram and Arunachal Pradesh.

However, for all the tragedy they have suffered, the world knows too little about Chakmas. In India, Chakmas make up three segregated groups whose problem is one among so many in the increasingly violent Northeast, itself a region that suffers neglect from the rulers of India. The Chakma settlements in these states added fuel to the already burning fire due to ethnic conflict. In many places the basic human rights of the Chakmas, both refugees as well as natural citizens, were not addressed. By now even the youngest of the Chakma settlements in India is about fifty years old. The researcher took this opportunity to investigate into the well being of the Chakmas in India and thus submits this research report which contains an account of the educational status of the Chakmas in India. And in doing so the following objectives are taken as the milestone of this investigation:

- Enquire into the sequential development of education of the Chakma
- Evaluate the educational facilities available to the Chakmas and
- Make a comparative study on educational attainments of the Chakmas settled in Mizoram, Arunachal Pradesh and Tripura

Towards this end an ethnographic approach was adopted to enquire into the anthropological history of the Chakmas along with the survey research technique to enquire into the educational status. The socio-anthropological approach revealed significant observations with respect to the objectives formulated. It is worth declaration here that the study is primarily based on the educational institutions of Chakma Autonomous District Council of Mizoram.
The study revealed that there is a quantitative growth of educational institutions in CADC but the same is primary education based. The reason is not far to seek. Although an Autonomous District Council, CADC enjoys restricted autonomy and among few others, it is given the administrative authority of primary education only while educational administration beyond elementary level is under the State’s care. The Chakmas being a religiously, socially and culturally contrasting community in Mizoram, it is not unnatural on the part of the majority to be careless in addressing the developmental need of the minority. And what followed is a skewed growth of educational institutions with higher education almost kissing the bottom axis.

Given the scenario on growth of educational institutions, it is not hard to conclude on the status of enrolment, drop out and pass percentage of the school going children. Enrolment at the primary level has increased but it remains to be seen whether the increase is proportionate to the corresponding growth in population. Drop out at the high school and above is very high because of poor pass percentage and also due to lack of infrastructural facilities like hostel for boys and girls, difficult reading conditions, lack of health facilities, lack of occupational opportunities, long academic calendar without any break in between which could have allowed children to regroup and redress the shortcomings, excessive dependence on jhum cultivation for which the children have to move to the hills along with their parents and thus, remain absent in schools for long etc. Besides, early marriage leading to early parenthood among students is equally responsible for poor performance in examination damaging the drop out rate.

The schools also lack proper educational infrastructure like permanent school building, adequate sitting arrangement for teacher and students, electric facility, separate toilet for male and female teacher and students, library for developing reading habits, teaching learning materials etc. Besides, teachers are not much regarded in high esteem as the society idolizes the political leaders more due to their power and economic well being. The teachers are not only academically qualified but are also not professionally trained. They lack teaching
aptitude and love for thy profession and is often found to make teaching a secondary source of earning by involving in some petty business which gives them regular earning. However, the teachers can not be blamed much for this as salary is very irregular, often remain pending for not less than 4/5 months and since most of the transaction takes place on credit, there is no limit to expenditure and as a result many parents can not afford cost involving education of their children.

Findings with reference to population, education and occupation of the Chakmas of CADC, Mizoram was attempted to compare with the Chakmas of Arunachal Pradesh and Tripura. The author, however, limited his comparative investigation between Tripura and Mizoram as Arunachal Pradesh still does not regard Chakmas as a bona fide citizen of the State and hence secondary information with reference to the Chakmas could not be made available. Besides, the territorial station of the Chakma habitation in Arunachal Pradesh is extremely difficult and is difficult to access them all through the year for a on the field investigation.

Although Chakmas enjoy greater political freedom in Mizoram but the Chakmas of Tripura despite being less representing the State (2.1 percent of the total population of the State) than the Chakmas of Mizoram (represents for 6.5 percent of the total population) is not only higher in literacy but also accounts for better occupational engagement.

It is worth stating here that the Chakmas account for 6.5 percent of the total population of the State while Chakmas in CADC accounts for 4.75 percent of the total population. This implies that CADC, the legitimate territory of the Chakmas, accommodates about sixty percent of the Chakmas in Mizoram. Thus, the very existence of CADC faces a big question, at least in its present form. So far as the Chakmas of Tripura are concerned who have no such exclusive autonomous territory and yet have better life index, question the need of such a separatist movement if the State administers with responsibility. It is in the interest of the State, including Tripura and Arunachal Pradesh, that the Chakmas
be taken together and allow them to be responsible citizens and responsible users of the State's resources.

It is an irony that the Chakmas, who numbers not less than 5,50,000 in the world and 2,00,000 in India, neither have a land of its own nor a self determination arrangement which can address the interest of the greater number of Chakmas while there are many nations in the world like Iceland (0.3 million), Monaco (0.04 million), French Guiana (0.2 million), Barbados (0.3 million), Bahamas (0.3 million) etc. who have population less than the Chakmas and yet is known as a nation in the world atlas. Educational backwardness among the Chakmas is not due to absence of merit but due to absence of merit in the system.

This Chakmas are beaten by destiny. They may be regarded as the Palestinians of the east. The global custodians need to address the grievances of the Chakmas as by the law of nature even the Chakmas deserve to live free and with dignity.

Reference: