ANNEXURE- A

GLIMPSES OF CHAKMS LIFE IN INDIA

Chakma women weaving cloth during *kathina chibor dan*

The Researcher with Mr. Nutan Kumar Chakma, Headman and villagers during his visit to Chakma Basti, Chowkham Circle, Lohit, A.P.

The teachers of a school in Udalthana, CADC, Mizoram, sharing some light moment in the school common room during a break.
Rabindranath became **Ravinder Nath** and the poet never knows.

“I am not foreigner......Purna Kumar Chakma, the Headman of Joshnapur village, AP, is holding his migration certificate.

A primary school building in Chowkham, AP: No less than Hitler’s Gas Chamber

Indigenous sports.....two Chakma children in CADC, playing during school hours

The only official source of water without water, at Chakma Basti, Chowkhma, A.P.

Economic condition in reflection, a hut of Chakam family in Ugudasury, ‘S’. CADC, Mizoram
IMAGES OF ATROCITIES AND PROTESTS

Attacks on religion: A burnt Buddha statue at Bangladesh

A Chakma house in flames in Khagrachari town, Bangladesh

Protest rally in Agartala on 28 Feb 2010 against the atrocities on the Jummas of CHT

A big rally at Kamalanagar, Mizoram against the atrocities

A burnt Chakma house at A.P.

The only communication line with the city, Chakma Basti, A.P.
ANNEXURE- B

List of Chakma inhabited villages in Arunachal Pradesh

CHANGLANG DISTRICT

Under Diyun Circle
1. Moitripur
2. Jyotshnapur
3. Gautampur
4. Udaipur
5. Shantipur
6. Khamakyapur
7. Jyotipur
8. Shillong Pahar
9. Avoipur
10. Madakkha Nallah
11. Dhumpani
12. Modoi (Lower and Upper)
13. Rajriagar
14. Dhumpathar

Under Miao Circle
1. Dharmapur- I, II
2. Brajapur
3. Bodhishatta
4. Kamalapuri
5. Anandapur-I and II
6. Devapuri
7. Nandankanan
8. M-Pen- I and II
9. Punniyabhumi

Under Kharsang Circle
1. Milonpur
2. Golokpur
3. Ratnapur

Under Bordumsa Circle
1. Bijoypur-I, II and III

LOHIT DISTRICT

Under Chowkham Circle
1. Chakma Basti-I, II and III

PAPUMPARE/ SUBANSIRI DISTRICT
1. Chakma Block Number: I-III, V, VI, VII-X

ANNEXURE- C

List of Major Chakma Habitats in Mizoram (2001)

LAWNGTLAI DISTRICT:
1. Tuikhurlui
2. Damlui
3. Pandawnglui
4. Fangfarlui
5. Bilosora
6. Sumsilui
7. Sakeilui
8. Jognasury

LUNGLEI DISTRICT:
1. Sachan
2. Mauzam
3. Batnaisora
4. Devasora
5. Malsury
6. Puankai
7. Lokisury
8. Kalapani
9. Sumasumi
10. Zawlpui
11. Matrisora
12. Samuksuri
13. Ugdasury
14. Tanzamasora
15. Bindiasora
16. Khanrasury
17. Thekaduar
18. Bulungsury
19. Champansury
20. Siligur
21. Tipperaghat
22. Khojoisury
23. Gurusora
24. Barahorina
25. Balukyasury
26. Kamalabagan
27. Nunsury
28. Diblibagh
29. Tuichawng
30. Tablakbagh
31. Baranasury
32. Letisury
33. Kukisora
34. Haulongsora
35. Ugudosury

**MAMIT DISTRICT:**
1. Marpara
2. Lokhisury
3. Silsury
4. Belkai
5. Tuipuibari (Amsuri)
ANNEXURE- D

List of Chakma Villages under CADC

1. Borakobakhali
2. Rengkashya
3. Saizawh - 'W'
4. Udalthana-I
5. Fultuli
6. Vaseitlang-II
7. Jarulsury
8. Moinabapsora-I
10. Jamersury
11. Bajeisora(New)/ Kamalanagar(N)-I
12. Devasora-‘N’
13. Pārva-II
14. Pārva-I
15. N.Jaganasurry-I
16. Borapansury-I
17. N.Jaganasurry-II
18. Vaseitlang-I
19. Ugudasury- ‘S’ (with Bungkawn)
20. Kamalanagar-I
21. Devasora ‘S’
22. Mondirasora
23. Ajasora-I
24. Billosora
25. Borapansury-II
26. Ugalsury
27. Lokhisury
28. Silsury
29. Nalbonya
30. Ugudasury ‘N’
31. Golasury
32. Montola
33. Chotapansury
34. Chotaguisury-II
35. Rajmandal
36. Parva-III
37. Futsury
38. Chotaguisury-I
39. Ludisora
40. Gerasury
41. Ulusury
42. Kukurduiya
43. Nagdrasora
44. Kamalanagar-II
45. Bandukbanga
46. Kurbalovasora (with Barunasury)
47. Gulsingbabsora
48. Gerakuluksora
49. Boroituli
50. Kamtuli
51. Semeisury
52. Dursora
53. Moinabapsora-II
54. Barkalak
55. Adubangasora
56. Baganpara or Kamalanagar(N)-II
57. Udalthana-II
ANNEXURE- E

Major Chakma habitations in Tripura

NORTH TRIPURA
1. Pechartha
2. Machmara
3. Nobinchor
4. Kanchanpur
5. Dholai
6. Monugang
7. Baganbari
8. Tilakpara
9. Choilenta
10. Chaomon

WEST TRIPURA
1. Agartala
2. South Tripura
3. Zerzeria
4. Silachuri
ANNEXURE- F

INFORMATION BLANK: GENERAL

This information blank is specifically meant for a research work on the Chakmas and I assure that the information furnished shall not be distorted at any cost and every care shall be taken to use them only for the purpose for which they have been provided.

Debasish Paul
Lecturer, Dept. of Education
Kamalanagar College, Mizoram

1) Date & Year of the establishment of the Council:-
2) Origin and Development of the Council:-
3) No. of villages under the jurisdiction of the Council:-
4) Nature of administration:-
5) Physiography:-
   i) Total land area:
      (a) Length: (b) Breadth:
   ii) Boundary description:
      North: East: West: South:
   iii) Intra and inter communication:
6) Occupational distribution (in %)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Human Resource</th>
<th>CADC</th>
<th>% to Total Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Total Working Population</td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>2.</td>
<td>Working Participation</td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>3.</td>
<td>Agriculture &amp; Related Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Govt. Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Household Industry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Non-Workers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7) Demography:-
   i) Total population during Council formation (29th April, 1972)

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
</table>
ii) Population decade-wise:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8) Number of Non-Governmental Organization:
   i) Educational:
   ii) Socio-cultural:
   iii) Others:

9) Development of language and script:

10) Ethnic distribution: by language-

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Chakma</th>
<th>Mizo</th>
<th>Others</th>
</tr>
</thead>
</table>

11) Ethnic distribution: by religion-

<table>
<thead>
<tr>
<th>Religion</th>
<th>Buddhist</th>
<th>Christian</th>
<th>Others</th>
</tr>
</thead>
</table>

12) Birth and death rate (Annual rate/1000 population)

<table>
<thead>
<tr>
<th>Place</th>
<th>Birth Rate</th>
<th>Death Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>CADC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mizoram</td>
<td></td>
<td></td>
</tr>
<tr>
<td>India</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13) Density of Population/Sq. Km.:

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CADC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mizoram</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>India</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

14) Sex Ratio (Female/1000Male):

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>CADC</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Mizoram</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>India</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

251
15) Growth Rate of Population (since 1972):

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CADC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mizoram</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>India</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16) Number of Chakma School going children (6-14 years)

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>Boy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Girl</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Information furnished by:-

Name:
Designation:
Signature with date:

ANNEXURE- G

Information Blank: Educational

This information blank is specifically meant for a research work on the Chakmas and I assure that the information furnished shall not be distorted at any cost and his every care shall be taken to use them only for the purpose for which they have been provided.

Debasish Paul
Lecturer, Deptt. of Education,
Kamalanagar College, Mizoram

1) Number of Educational Institution:-

|----------------------|-----------|-----------|-----------|-----------|
2) Literacy Percentage:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3) Number of Student Enrolled:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>3819</td>
<td>5466</td>
<td></td>
<td></td>
<td></td>
<td>9285</td>
</tr>
<tr>
<td>Female</td>
<td>1899</td>
<td>3534</td>
<td></td>
<td></td>
<td></td>
<td>5433</td>
</tr>
<tr>
<td>Total</td>
<td>5718</td>
<td>9000</td>
<td></td>
<td></td>
<td></td>
<td>14718</td>
</tr>
</tbody>
</table>

4) Number of Student (category wise):

<table>
<thead>
<tr>
<th></th>
<th>Primary</th>
<th>Middle</th>
<th>High</th>
<th>Higher Secondary</th>
<th>College</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5) Number of Teacher (category wise):

<table>
<thead>
<tr>
<th></th>
<th>Primary</th>
<th>Middle</th>
<th>High</th>
<th>Higher Secondary</th>
<th>College</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6) Number of Teacher (type wise):

<table>
<thead>
<tr>
<th></th>
<th>Private</th>
<th>Govt./Deficit</th>
<th>Aided/Fixed Pay</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7) Number of Teacher (language wise):

<table>
<thead>
<tr>
<th></th>
<th>Primary</th>
<th>Middle</th>
<th>High</th>
<th>Higher Secondary</th>
<th>College</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chakma</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other languages</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

253
8) Type of School Building:-

<table>
<thead>
<tr>
<th>Type of Building</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) Pucca/RCC</td>
<td></td>
</tr>
<tr>
<td>ii) Assam Type</td>
<td></td>
</tr>
<tr>
<td>iii) Kutchcha</td>
<td></td>
</tr>
</tbody>
</table>

9) Curriculum/Syllabus followed:-

I) Major subjects taught at different level:
   a. Primary:
   b. Middle:
   c. High:

II) No. of working days:

III) No. of holidays:

IV) Academic Session From: To:

V) Weight age to CCA/SUPW:

VI) Syllabus prescribed by:

VII) Type of evaluation practiced:

10) Medium of Instruction:

11) Management of Educational Institution:

<table>
<thead>
<tr>
<th>Govt./Deficit</th>
<th>Aided</th>
<th>Trust</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12) Use of Teaching Aid:-

i) Computer:  ii) Usual classroom apparatus:

13) Number of Trained Teacher:

<table>
<thead>
<tr>
<th>B.Ed.</th>
<th>DIET</th>
<th>Any other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14) Number of Teacher (Qualification wise):-

<table>
<thead>
<tr>
<th>Below HSLC</th>
<th>HSCL Pass</th>
<th>HSSLC Pass</th>
<th>Graduate &amp; above</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
17) Financial allocation-Year/Plan:-

18) Average age of the Board appearing student:-

i) PSLC:  
ii) MSLC:  
iii) HSLC:  
iv) HSSLC:

19) Literacy Rate (1971-2006):-

<table>
<thead>
<tr>
<th>Year</th>
<th>Age Group</th>
<th>Male</th>
<th>Female</th>
<th>%age</th>
</tr>
</thead>
<tbody>
<tr>
<td>1971</td>
<td>6-14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>14 &amp; above</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1981</td>
<td>6-14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>14 &amp; above</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1991</td>
<td>6-14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>14 &amp; above</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>6-14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>14 &amp; above</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>6-14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>14 &amp; above</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

20) Student enrolment at the various stages of education:-

<table>
<thead>
<tr>
<th>Hierarchy of Education</th>
<th>Boy</th>
<th>Girl</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) Pre-primary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii) Primary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii) Middle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv) Secondary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>v) Higher Secondary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vi) College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vii) Community School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

21) Sources of educational finance:

Information furnished by:-

Name:  
Designation:  
Signature & date:  

255
ANNEXURE- H

SCHOOL INFORMATION BLANK

This information blank is specifically meant for a research work on the Chakmas and I assure that the information furnished shall not be distorted at any cost and every care shall taken to use them only for the purpose for which they have been provided.

Debasish Paul
Lecturer, Deptt. of Education,
Kamalanagar College, Mizoram

1) Name of the Institution:-
2) Year of Establishment:-
3) Level of the Institution:-
   i) Primary  ii) Middle  iii) Comprehensive  iv) High  v) College
4) Type of Institution:-
   i) Private  ii) Aided  iii) Deficit/Government:-
5) Type of School building:-
   i) Pucca  ii) Assam type  iii) Kutch (Bamboo & Thatch)
   iv) Semi Pucca
6) Physical facilities available:-
   i) Number of class room:-
   ii) Number of other room (specify):-
   iii) Number of urinal and toilet:-
   iv) Own playground  : Yes/No
   v) Drinking water facility  : Yes/No
   vi) Electric facility  : Yes/No
   vii) Furniture available: -  : Sufficient/Insufficient
7) Books available in the library  : Sufficient/Insufficient/No library
8) Teaching learning material available  :- Sufficient/Insufficient
9) Provision for First Aid available  :- Yes/No
10) Number of Posts:-

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Vacant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-teaching</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

256
11) Number of Teachers (habitation wise):

<table>
<thead>
<tr>
<th>Local</th>
<th>Outsider</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
</tr>
</tbody>
</table>

12) No. of student (last three years):

<table>
<thead>
<tr>
<th>Class/Year</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boy</td>
<td>Girl</td>
<td>Boy</td>
</tr>
<tr>
<td>I/III/B.A.I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II/IV/B.A.II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III/V/B.A.III</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV/VII</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V/VII</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13) Number of working days:

   i) Per week:

   ii) Per year:

17) Medium of instruction:

18) Performance for last three years:

<table>
<thead>
<tr>
<th></th>
<th>2004-05</th>
<th>2005-06</th>
<th>2006-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Admitted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Appeared for Promotion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Held up in examination</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signature of the Head Master (with seal)
ANNEXURE- I

TEACHER INFORMATION BLANK

This information blank is specifically meant for a research work on the Chakmas and I assure that the information furnished shall not be distorted at any cost and every care shall be taken to use them only for the purpose for which they have been provided.

Debasish Paul
Lecturer, Deptt. of Education,
Kamalanagar College, Mizoram

1) Name of the Respondent:-
2) Sex:-
3) Age:-
4) Educational Qualification:-
5) Whether Attended any Training (specify):-
6) Subject/s Teaching:-
7) Date of Joining the Present Job:-
8) Total Teaching Experience:-
9) Method of teaching followed:-
   a. Lecture  b. Discussion  c. Demonstration  d. Other (specify)
10) Mode of Study:-
   a. Regular  b. Private  c. Correspondence
11) Salary:-
12) Marital status:-
   a. Married  b. Bachelor  c. Divorced  d. Other
13) Number of members in the family:-
   a. Dependent:  b. Earner:  c. Total:
14) Level of job satisfaction:-
   a. High  b. Average  c. Low
15) Library used by the teacher:-
   a. Always  b. Sometimes  c. Never
16) Curriculum involvement:-
   i) Whether consulted during Curriculum making:  Yes/No
   ii) Whether Teacher Handbook provided by the authority:  Yes/No
iii) Teacher Handbook consulted for daily teaching-learning: Yes/No
iv) Whether lesson plan prepared before teaching: Yes/No
v) Syllabus consulted prior to teaching: Yes/No
vi) Workload:-
   (a) Number of Periods/day:
   (b) Number of Periods/week:

17) Problems faced in the workplace:-
i) Physical facilities:
   (a) Lack of class room (b) Insufficient furniture (c) Poor drinking water
   facility (d) Poor library facilities (e) Poor working
   environment (f) Poor staff room sitting arrangement (g) Any
   other(specify).................................

ii) Teaching aid available: -

Sufficient/Insufficient

iii) Text book: - Available/Not available
iv) Examination: - Disciplinary/External

Influence/Miscellaneous

v) Attendance of student: -

Regular/Irregular

18) Mother tongue of the respondent:
19) Religion of the respondent:
20) Medium of instruction practiced:
21) Languages known:-
   (i)..........................(ii).............(iii)..................(iv).................

22) Does the curriculum represent the culture of the society? Yes/No
23) Does the curriculum fulfill the sociological objectives of the society? Yes/No
24) Does the curriculum fulfill the vocational need of the students? Yes/No
25) Is the curriculum in tune with the present trends of the world order? Yes/No

Signature of the respondent:
Name of the institution:
ANNEXURE-J

Problem Checklist for Teachers

Presented below are some common problems which are related to the daily teaching-learning activities. Please respond to each item. There are no ‘right’ or ‘wrong’ answers (mark the relevant category).

Name of the respondent:-
Sex of the respondent:- Age of the respondent:-
Educational Qualification:- Teaching Experience (approx):-
Classes to which teaching:-

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Item</th>
<th>Always</th>
<th>Sometimes</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Related to Physical facilities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a)</td>
<td>The space/area of the classroom is a problem as it is difficult to accommodate all the students in the class.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Sitting arrangement of students is a problem due to shortage of desk and bench.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Availability of pure drinking water is a problem for both the teacher and the taught</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>Lack of open space for mass prayer and sports is a problem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>Attending school in time is a problem due to distance between your residence and the school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td><strong>Related to Curriculum transaction &amp; construction</strong>:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a)</td>
<td>Completion of syllabus in due time is a problem due to too much of contents.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Teaching according to the lesson plan is a problem due to lack time.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>The Teacher Hand Book is consulted before everyday teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>Using teaching aid in the everyday teaching is a problem.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>Text book remains available to the students from the beginning of the session.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. **Related to Job:-**
   
   a) The School authority seeks your opinion in the decision making process of the Institution.
   
   b) Your salary can satisfy the need of your family.
   
   c) You get pleasure in teaching.
   
   d) Career improvement is a problem due to lack of in-service training and counseling facility.
   
   e) The Head Master convenes regular staff meeting to discuss the problems of the teacher.

4. **Related to Students:-**
   
   a) The students attend the school regularly.
   
   b) The students are sincere and serious in doing their homework.
   
   c) The student respects you and listens to your command.
   
   d) The student initiates and actively participates in the daily classroom teaching-learning process.
   
   e) Performance of student satisfies your expectation.

5. **Related to Evaluation and Examination:-**
   
   a) Grading system is a problem to precisely assess the performance of the students.
   
   b) Continuous and comprehensive evaluation is a problem to exercise while assessing the students.
   
   c) You are free to evaluate the students as and when you like.
   
   d) There is internal and external interference during the examination.
   
   e) The objectives of education are taken into consideration during the evaluation procedure.

Prepared by:-

**DEBASISH PAUL**