PREFACE

In the years after the Second World War, the world has witnessed a large number of political upheavals in many countries. The European and the third world countries are the most effected. Reason for such disturbances range from simple political rivalry, regional conflicts of a country, ethnic issues and unequal distribution of natural resources and developmental projects to simple persecution of minorities by one country to those of another due to racial discrimination. All these caused to create refugees and Internally Displaced Persons (IDP’s). Because of fear of international repercussions most of the regimes in the Third World as well as in developed countries do not recognize IDP’s. The IDP’s themselves become uprooted people with a very little or no state people protection and continue to face the hostility of the population wherever they are force to stay, leading to gross human right violation. The proposed research is an attempt to explore how much the Chakmas in India, primarily considered to be the inhabitants of CHT, Bangladesh, face such human rights violation. And to explore the same the investigator considered education as an important index to such an assessment.

There is no greater insurance in life than good quality education. Education is both a human right in itself and an indispensable means of realizing other human rights. The only way to improve our economic and social conditions and to end exploitation by others is through education. Right to Education is a “fundamental right” under the Constitution of India. The proposed research is an attempt to look into the human rights violation, if any, using education as a window. The study, thus, presents an account of the status of education of the Chakmas in India, North-East in particular and most specifically in the Chakma Autonomous District Council of Mizoram.

DEBASHISH PAUL
The Investigator