EDUCATION OF THE KAIBARTTA IN BARAK VALLEY: A CRITICAL STUDY

A Thesis

Submitted to Assam University for the Degree of Doctor of Philosophy in Education

By

Anjali Rani Das

Ph. D Registration No.: Ph. D / 1106/2010,Dated:08.04.2010

Department of Education

Assam University

Silchar-788011, INDIA

December, 2015

DEDICATION

Dedicated with Respect, Love and Tears to the Memory of my

Mother Late Kamala Rani Das

And

Father Late Mohadev Das

Who left for their heavenly abode yet whose

Honesty, humanity and affection inspire me every moment

CERTIFICATE

This is to certify that the thesis entitled **"Education of the Kaibartta in Barak Valley: A Critical Study"**submitted by Smt. Anjali Rani Das, for the award of the degree of Doctor of Philosophy in Education in Assam University, Silchar. It is also certified that this work is the record of original investigation carried out by her and has not been submitted for any degree in any other University/ Institution. I recommend that her thesis may be placed before the examiners for consideration of the degree of the University.

Dr. Sima Pal

Date: 21/12 /2015 Supervisor

Department of Education

Assam University, Silchar-11

CERTIFICATE

Certified that the thesis entitled "EDUCATION OF THE KAIBARTTA IN BARAK VALLEY: A CRITICAL STUDY" submitted by Anjali Rani Das for award of the degree of Doctor of Philosophy in Education is a bona fide research work. This work has not been submitted previously for any other degree of this or any other university. It is farther certified that the candidate has completed with all formalities as per the requirements of Assam University, Silchar. I recommend that the thesis may be placed before the examiners for consideration of award of the degree of the university.

Prof. N.B.BISWAS

Co-Supervisor,

Date: / 12 / 2015

Department of Education,

Assam University, Silchar.

DECLARATION

I, Anjali Rani Das, bearing Registration No: Ph. D / 1106/2010, dated: 08/04/2010, here by declare that the subject matter of the thesis entitled "EDUCATION OF THE KAIBARTTA IN BARAK VALLEY: A CRITICAL STUDY" is the record of research done by me and that the contents of this thesis did not form the basis for award of any degree to me or to any body else to the best of my knowledge. This thesis has not been submitted to any other University / Institution and therefore, it is being submitted to Assam University for award of the degree of Doctor of Philosophy in Education.

(ANJALI RANI DAS)

Research Scholar,

Department of Education,

Assam University, Silchar-11

Place: Assam University, Silchar

Date: /12 /2015

PREFACE

Illiteracy is an obstacle to the development of every nation. It is believed that without substantially eliminating illiteracy, India cannot become a cohesive nation and give to all its citizens the quality of life they have long yearned for. No wonder that education in general and literacy in particular have been accorded a high priority in the country's development process.

By the word 'Literate' we mean one who can read and write some language. UNESCO has defined a literate person as "one who can with understanding both read and write a short and simple statement on his every day life". Following UNESCO, the Census Commission in India in 1991 also defined 'literate' person as one who can read and write "with understanding" in any Indian language, and not merely read and write.

Illiteracy, we can say, is the opposite of what has been stated regarding literacy, that means, 'one who can not read and write with understanding a short simple statement on his every day life, is an illiterate.'

In India there has been some progress in the field of education since independence. The numbers of primary and other schools have increased and the enrollments of students in those schools too have increased, consequently the rate of literacy also has improved.

Together with the quantitative expansion of education facilities, there is now greater emphasis on the qualitative aspect as well. Before 1976, education was exclusively the responsibility of the states, the central government being concerned only with the coordination and determination of standards in technical and higher education. In 1976, through the constitutional amendment, education became the 'joint responsibility' of both states and centre. Determined efforts are now being made to achieve goal of universal

elementary education and eradication of illiteracy from the country. But in spite of all these efforts, a significant number of Indian populations especially the Scheduled Castes are still very behind in education. The people of Kiabartta Community are too of the same situation. Hence, they are far behind in socio-economic condition also. So an attempt has been made by the investigator of the present study to study the exact educational scenario of the Kaibartta in Barak Valley, of the state Assam, India. The study includes six Chapters, Chapter-I incorporates; Introduction, The Problem, Rationale of the Study, Research Questions, Title of the Study, Objectives of the Study, Operational Definition of the Term, and Delimitation of the Study. Chapter-II incorporates; Theoretical Framework of the Study, Genesis of Indian People, Concept of Caste and Varna in India, Evolution of Scheduled Castes in India. Distribution of Scheduled Castes in India (State-wise), Different Groups of Scheduled Castes in Assam and Barak Valley, and Kaibartta in Barak Valley. Chapter-III includes; Review of Related Literature. Chapter-IV incorporates; Methodology, Background of the Study, Area of the Study, Design of the Study, Population, Sample and Sampling Technique, Exploration of the Document, Primary Sources of Data, Secondary Sources of Data, Tools for the Study, Standardization of the Tools, Data Collection, Techniques of Data Analysis, Chapter-V Analysis and Interpretation of Data, Chapter -VI includes Summary, Major Findings, Discussion and Conclusion.

(ANJALI RANI DAS)
Research Scholar,
Department of Education
Assam University, Silchar-11

Date: /12/2015

ACKNOWLEDGEMENT

I sincerely convey my gratitude to Dr. Sima Pal, Assistant Professor, Department of Education, Assam University, Silchar, who has guided me through out my research work.

I also take this opportunity of expressing my obligations to Prof. N. B. Biswas, Dean, A.M. School of Educational Sciences, Assam University, Silchar, who was kind enough to provide me his valuable advice, and to enlighten me in selecting this, "Education of the Kaibartta in Barak Valley: A critical Study" as my topic of research as well as performed the duty as co-supervisor and helped me in the completion of this work by his able guidance.

I should convey my gratitude to Prof. N.N. Pandey, Head, Department of Education, Assam University, Silchar, Prof. Geetika Bagchi, Department of Education, Assam University, Silchar, Dr. S. K. Dutta, Assistant Professor, Department of Education, Assam University, Silchar, Dr. A.K.Jena, Assistant Professor, Department of Education, Assam University, Silchar, and other teaching and non-teaching staffs of the department of Education, Assam University, Silchar.

I must convey my gratitude to Dr. Jhimli Bhattacharjee, Assistant Professor, Department of Sociology, Assam University, Silchar, who has extended her valuable suggestions while preparing the tools.

Special gratitude I should offer to the sacred memory of my father Late Sri Mahadev Das and my mother Late Smt. Kamala Rani Das, without whose blessings it would be impossible to complete my research work.

I am also indebted to my elder brother, Sri Suranjan Das, (who is like a Friend, Philosopher and Guide in my life) for the care he has taken during my course of research work and continuously inspired me to complete the same.

I am thankful to the authorities of the Assam University, Silchar, National Library, Kolkata, Tripura University, Jadavpur University, University of Calcutta and Guwahati

University, for providing me a chance to utilize their libraries and consulting necessary books and other materials.

I must acknowledge my debt to my elder sister Kajal Rekha Das and Smt. Kanan Das for their motherly affection and care.

Special mention is needed for my younger sister Dr. Archana Rani Das (Dutta), for inspiring me continuously.

The column of gratitude will remain incomplete if I don't mention the name of my only daughter Aparajita Dipanwita, and my husband Sri Basak Shukla who have sacrificed a lot and inspired me to complete the study.

I am thankful to my elder brother Sri Himangshu Shekhar Das who has helped me while collecting the required data in Karimganj District and all those people who have directly or indirectly helped me during my research work.

Thanks are also due to my eldest brother Sri Sumanta Kr. Das, brother-in laws Sri J.C Das, Sri H.S. Das, Sriman Raju Dutta and sister-in law Smt. Anjana Sucharita and my nephews and nieces for their help, care and inspiration.

I should acknowledge my gratitude to all the respondents of the Kaibartta Community without whose cooperation it would be impossible to complete this work.

(ANJALI RANI DAS)
Research Scholar,
Department of Education,
Assam University, Silchar-11

Date: /12/2015

CONTENTS

	Page No.
List of Maps	I
List of Photos	II
List of Tables	III-IX
Chapter -I Introduction	1- 24
1.1 The problem	1-5
1.2 Education	5-6
1.2.1 Concept of Education (Indian)	6-8
1.2.2 Concept of Education (Western)	8-9
1.2.3 Education and Instruction	9
1.2.4 Literacy and Education	9-10
1.2.5 Meaning of Education (Wider /Broader and Narrow)	10-11
1.2.6 Agencies of Education	11-14
1.3 Rationale of the Study	14-20
1.4 Research Questions	20
1.5. Title of the Study	20

1.6. Objectives of the Study 20-21

1.7. Operational Definition of the Term 21-23

1.7.1 Education 21

1.7.2 Kaibartta 21

1.7.3 Barak Valley 22-23

1.7.4 Critical Study 23

1.8 Delimitation of the Study 23-24

Chapter -II Theoretical Framework of the Study 25-130

2.1. Genesis of the People of India 25-26

2.1.1 The Negrito / Negroids 26

2.1.2 Proto-Australoids or Austrics 27

2.1.3 Mongoloids 27

2.1.4 Mediterranean or Dravidian 27-28

2.1.5 Western Brachycephals 28

2.1.6 Nordic Aryans 28

2.2 Mesolithic Period 31-32

2.3 Neolithic Period 32

2.4 Proto-Historic (Indus Valley Civilization) Culture of India 33-40

2.5 Vedic Society and Culture 40-41

2.6 Concept of Caste and Varna in India 41

2.6.1 The Concept 'Varna' 42-45

2.6.2 The Concept of Varna in Ancient Sanskrit Literature 45-49

2.6.3 The Concept 'Caste' 49-52

2.6.3.1 Main Features of Indian Caste System 52

2.6.3.2 Difference between Caste and Varna 53-54

2.6.3.3 Theories of Caste system 54

2.6.3.3.1 Traditional Theory 54

2.6.3.3.2 The Racial Theory 55

2.6.3.3.3 Occupational Theory 55

2.6.3.3.4 Evolutionary Theory 56

2.6.3.3.5 The Religious Theory 56

2.6.3.3.6 Political Theory/ the Clever Devices of Brahmin 56

2.6.3.3.7 Continental Drift Theory 57-58

2.6.4 Causes and Consequences of Casteism 58

2.6.4.1 Causes of Casteism 59

2.6.4.2 Consequences of Casteism 59

2.6.4.3 Steps to Abolish Casteism 59-63

2.7 Evolution of the Scheduled Castes in India 63-65

2.7.1 Emergence of the concept Scheduled Caste 66-67

2.7.2 Constitutional Provision regarding Scheduled Castes 67-69

2.7.3 Measures Undertaken for the Welfare of the Scheduled

Castes in India. 69

2.7.4. Five Year Plans and the Backward Castes 69-76

2.7.5 Central Schemes and Welfare of the Backward Castes 76-77

2.7.6 Commissions and Organizations for Backward Castes 77

2.7.6.1 Kalelkar Commission and its Recommendations 77-78

2.7.6.2 Mandal Commission and its Recommendation for Reservation 78-79

2.7.6.3 National Commission for SCs and STs 79-81

2.7.6.4 National Commission for Safai Karmcharis 81

2.7.6.5 National Commission for Dalits 81-82

2.8 Distribution of Scheduled Caste Population in India 82-90

2.9 Different Groups of Scheduled Castes in Barak Valley 90-91

2.10. Kaibartta in Assam and Barak Valley 92

2.10.1 The Origin and History of the Kaibartta Community 92 -100

2.10.2 Physical Structure of the Kaibartta and a few other Bengali Castes 100

2.10.3 Kaibartta in Barak Valley 101-102

2.10.3.1 Society 102

2.10.3.2 Family Structure 102

2.10.3.3 Birth Ritual 103

2.10.3.4 Marriage 103

2.10.3.5 Religious Life 104

2.10.3.6 Dance and Music 104

2.10.3.7 Games and Sports 105

2.10.3.8 Dress and Ornaments 105

2.10.3.9 Type of House of the Kaibartta 105-108

2.10.3.10 Mother Tongue of the Kaibartta 108-109

2.10.3.11 Life style, Dress and Food habits of the Kaibartta 109-110

2.10.3.12 Music, Games and Sports of the Kaibartta 110

2.10.3.13 Vows, Rituals and Festivals of the Kaibartta 111-119

2.10.3.14 Popular Fruits and Vegetables of the Kaibartta 119

2.10.3.15 Animals domesticated by the people of Kaibartta Community 119

2.10.3.16 Traditional Profession of the Kaibartta 120-122

2.10.3.17 Instruments used in their traditional Profession 122-123

2.10.3.18 Fishing Activity and the Business of Khola 123-125

2.10.3.19 Method of Treatment among the Kaibartta of Barak Valley 125

2.10.3.20 Women in the Kaibartta Society 125-128

2.10.3.21 Death Ritual of the people of Kaibartta community 128-129

2.10.3.22 Education of the Kaibartta in Barak Valley 129- 130

Chapter-III Review of Related Literature 131-164

3.1 Introduction 131-132

3.2 Purpose of Review 132-133

3.3 A Brief Background of Research Work on the Scheduled Castes in India- 133-134

3.3.1 Research Studies carried out on Status of the Scheduled Castes in India- 135-142

3.3.2 Research Studies carried out on Education and Other related Issues of the Scheduled Castes in India 142-144

3.3.3 Research Studies carried out on Education and Socio-economic Status of the Scheduled Castes in India 144-156

3.3.4 Research Studies carried out on Problems in Educational Attainment of the Scheduled Castes in India. 157-164

Chapter -IV Methodology 165- 183

4.1 Introduction 165 -166

4.2 Background of the Study 166-167

4.3 Area of the Study 167-173

4.3.1 Cachar District 168-170

4.3.2 Karimganj District 170-171

4.3.3 Hailakandi District 171-173

4.4 Design of the Study 173

4.5 Population, Sample and Sampling Technique 174-177

4.5.1 Population 174

4.5.2 Sample 174-175

4.5.3 Sampling Technique 175-177

4.6 Exploration of the Document 177-178

4.6.1 Primary Sources of Data 178

4.6.2 Secondary Sources of Data 178

4.7 Tools for the Study 179

4.8 Standardization of the Tools 179-180

4.9 Data Collection 180-181

4.10 Techniques of Data Analysis 182-181

Chapter -V Analysis and Interpretation of Data 183-296

5.1 A Brief Outline of Analysis 183

5.2 SECTION-I 183

5.2.1 History of the Kaibartta in Assam 184

5.2.2 History of the Kaibartta in Assam and Barak Valley 184-187

5.3 SECTION-II 187

5.3.1 Present Status of the Kaibartta in Barak Valley 188-194

5.3.2 Educational and Socio-economic Status of the Kaibartta in Barak Valley 195-258

5.3.3 Problems of the Kaibartta Community in their Educational Attainment 259-296

Chapter-VI Summary, Major Findings, Discussion and Conclusion 297-325

6.1 Summary 297

6.1.1 Introduction 297

6.1.2 Objectives 301

6.1.3 Delimitation of the Study 301

6.1.4 Methodology 301

6.2 Major Findings 302-312

6.3 Discussion and Conclusion 312-325

Educational Implication 326-327

Suggestion for Further Research 328

Bibliography 329-340

Appendices 341-349

Annexure 350-364

Abbreviation 365

Vocabulary 366-369

LIST OF MAPS

	Page No.
1. Literacy Map of India	89
2. Location Map of Barak Valley	167
3. Map of Cachar District	169
4. Map of Karimganj District	171
5. Map of Hailakandi District	172

LIST OF PHOTOS

Page No.

1. Nalanda, Ancient Center for Higher Learning. 07
2. The Great Bath in Mohenjo-Daro 36
3. Priest King of Mohenjo-Daro. 39
4. Sonbeel in Winter Season, Karimganj. 101
5. Condition of House of the Kaibartta, Station Road, Karimganj. 106
6. Condition of House of the Kaibartta, Kalibarirchar, Cachar District. 107
7. Condition of Lavatory used by the Kaibartta, Kalibarirchar, Cachar District. 107
8. Chauddamadal Harinam Mahasankirtan Mandap, Anandapur, Karimganj. 112
9. 'Kali Temple,' popularly known as, "Mokam Kalibari", Anandapur, Karimganj. 112
10. Magh Mandal Brata, Mitamon, Kishoreganj, Bangladesh. 115
11. Magh Mandal Brata, Mitamon, Kishoreganj, Bangladesh. 116
12. Shiver Gaajan, 2nd Link Road, Cachar District. 118
13. A Kaibartta Fisherman is selling Fish, Cachar District. 120

LIST OF TABLES

Page No.

1. Table no.1.1 Scheduled Caste population in Assam 02

2. Table no. 1.2 Literacy Trend in India since 1951 to 2011 03

3. Table no.1.3 Literacy Rate among the Kaibartta and other major SCs in Assam 04

4. Table no.1.4 Education and Human life is a Cycle 13

5. Table no.2.1 Four Varna of Indian Hindu Society with their Colour, Guna and Yoga 43

6. Table no. 2.3 Distribution of Scheduled Castes in India (State-wise) 83-84

7. Table no. 2.4 Scheduled Caste Populations in Indian States / U.Ts. 85-86

8. Table no. 2.5 Size of Population, Literacy Rate and Work Participation Rates among Scheduled Caste by Sates, in India 87-88

9. Table no. 2.6. Distribution of Scheduled Castes in Barak Valley 90

10. Table no. 2.7 Distribution of Scheduled Caste population in Assam and Barak Valley (2011-Census) 91

11. Table no. 2.8 Different Jati and their Occupations according to Amarkosh 98

12. Table no. 2.9. An Anthropological Account of the Kaibartta and

a few other Bengali Castes 100

13. Table no.2.10 Vows, Rituals and Festivals of the Kaibartta with Month of Celebration 113-114
14. Table no.4.1 Barak Valley at a Glance 168
15. Table no. 4.2 Distribution of the Respondents of the Present Study 175
16. Table no.4.3 Area/Village-Wise Distribution of the Respondents in Barak Valley 176-177
17. Table no.5.3.1.1 Distribution of the Respondents in Barak Valley based on Place of Birth 188
18. Table no. 5.3.1.2 Location-wise Distribution of the Kaibartta Community in Barak Valley (Cachar, Karimganj and Hailakandi) 190
19. Table no. 5.3.1.3 Marital Status and Type of Marriage of the Kaibartta Community in Barak Valley (Cachar, Karimganj and Hailakandi) 193
20. Table no.5.3.2.1 Distribution of the Kaibartta Community in Barak Valley (Cachar, Karimganj and Hailakandi) on the basis of Possession of House 195
21. Table no.5.3.2.2 Distribution of the Kaibartta Community in Barak Valley (Cachar, Karimganj and Hailakandi) on the

basis of Type of House 196

22. Table no. 5.2.2.3 Distribution of the Kaibartta Community in Barak Valley (Cachar, Karimganj and Hailakandi) on basis of Type of Family 198

23. Table no. 5.3.2.4 Fuel used by Kaibartta Community in Barak Valley (Cachar, Karimganj and Hailakandi) 200

24. Table no. 5.3.2.5 Source of Driking Water available in Kaibartta Community in Barak Valley (Cachar, Karimganj and Hailakandi) 201

25. Table no. 5.3.2.6 Distribution of Kaibartta Community in Barak Valley (Cachar, Karimganj and Hailakandi) based on Source of Lighting 203

26. Table no. 5.3.2.7 Distribution of Kaibartta Community in Barak Valley (Cachar, Karimganj and Hailakandi) basing on Type of Lavatory used by them. 205

27. Table no. 5.3.2.8 Modern Amenities available in the house of the Kaibartta Community in Barak Valley 207-208

28. Table no. 5.3.2.9 Political Consciousness among the Kaibartta Community in Barak Valley (Cachar, Karimganj and Hailakandi) 210

29. Table no. 5.3.2.10 Political Consciousness of the Kaibartta Community in Barak Valley (Cachar, Karimganj and Hailakandi) 211

30. Table no. 5.3.2.11 Health Consciousness among the Kaibartta Community in Barak Valley (Cachar, Karimganj and Hailakandi) 212

31. Table no. 5.3.2.12 Games and Sports among the Kaibartta Community of Barak Valley (Cachar, Karimganj and Hailakandi) 214

32. Table no. 5.3.2.13 Present position in support of Caste System of the Kaibartta Community in Barak Valley (Cachar, Karimganj and Hailakandi) 216

33. Table no. 5.3.2.14 Method of Fishing among the Kaibartta Community in Barak Valley (Cachar, Karimganj and Hailakandi) 218

34. Table no. 5.3.2.15 Method of Cultivation among the Kaibartta Community in Barak Valley (Cachar, Karimganj and Hailakandi) 219

35. Table no. 5.3.2.16 Possession of Fishing Farm among the Kaibartta Community in Barak Valley (Cachar, Karimganj and Hailakandi) 221

36. Table no. 5.3.2.17 Possession of Cultivable Land among the Kaibartta Community in Barak Valley (Cachar, Karimganj and Hailakandi)222

37. Table no. 5.3.2.18 Facilities meant for the SCs Availed by the Kaibartta Community in Barak Valley (Cachar, Karimganj and Hailakandi) 224

38. Table no. 5.3.2.19 Outlook of Kaibartta Community regarding their own Caste and Society 226

39. Table no. 5.3.2.20 Transport and Communication facility available among the Kaibartta Community in Barak Valley (Cachar, Karimganj and Hailakandi) 228

40. Table no. 5.3.2.21 Owner of the Vehicles among the Kaibartta Community in Barak Valley (Cachar, Karimganj and Hailakandi) 230

41. Table no. 5.3.2.22 Consciousness regarding Savings among the Kaibartta Community in Barak Valley (Cachar, Karimganj and Hailakandi) 232

42. Table no. 5.3.2.23 Consciousness regarding Insurance among the Kaibartta Community in Barak Valley (Cachar, Karimganj and Hailakandi)

43. Table no. 5.3.2.24 Distribution of Respondents based on Occupying Ration Card 235

44. Table no. 5.3.2.25 District-wise Gender based Educational Scenario of the Kaibartta Community in Barak Valley (Cachar, Karimganj and Hailakandi) 237

45. Table no. 5.3.2.26 Location-wise Educational Scenario of the Kaibartta Community in Barak Valley (Cachar, Karimganj a nd Hailakandi 240

46. Table no. 5.3.2.27 Location-wise Educational Scenario of the Kaibartta Community in Barak Valley (Cachar, Karimganj and Hailakandi 242

47. Table no. 5.3.2.28 Distribution of Kaibartta Community in Barak Valley (Cachar, Karimganj and Hailakandi) on the basis of Type of Educational Institution 244

48. Table no. 5.3.2.29 Type of Educational Institution (based on gender) attended by the Kaibartta Community in Barak Valley (Cachar, Karimganj and Hailakandi) 245

49. Table no. 5.3.2.30 Distribution of Kaibartta Community in Barak Valley (Cachar, Karimganjand Hailakandi) based on Medium

of Instruction 246

50. Table no. 5.3.2.31 Level of Education of the Kaibartta Community in Barak Valley (Cachar, Karimganj and Hailakandi) 248-249

51. Table no. 5.3.2.32 Distribution of the Kaibartta Communityin Barak Valley (Cachar, Karimganj and Hailakandi) basing on Stream 250

52. Table no. 5.3.2.33 Occupational Status of the Kaibartta Community in Barak Valley (Cachar, Karimganj and Hailakandi) 252

53. Table no. 5.3.2.34 Economic Status of the Kaibartta Community in Barak Valley (Cachar, Karimganj and Hailakandi) 254

54. Table no. 5.3.2.35 Distribution of the Kaibartta Community in Barak Valley (Cachar, Karimganj and Hailakandi) on basis of number of Earner in the Family 256

55. Table no.5.3.2.36 Opinion of the Kaibartta Community in Barak Valley (Cachar, Karimganj and Hailakandi) regarding their own Children and Age of Marriage 257

56. Table no. 5.3.3.1 Issues relating to Continuation of Education of the Kaibartta in Barak Valley 259

57. Table no. 5.3.3.2 Issues Relating to School Environment 263

58. Table no. 5.3.3.3 Issues faced by the respondents relating to Infrastructure in the School 269

59. Table no. 5.3.3.4 Curriculum Related Issues faced by the Respondents 275

60. Table no. 5.3.3.5 Issues Related to Co-curricular Activities 281

61. Table no. 5.3.3.6 Other Issues related to Education faced by the Respondents 287-288