

## PROBLEMS FACED BY THE DESCENDANTS OF REFUGEES IN EDUCATION SINCE INDEPENDENCE IN WEST BENGAL

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### ABSTRACT

Human being always has been searching for better life-li-hood from the beginning of human evolution, and they are moving from one area to another from their own instinct. But very often, they are to leave their own belongings, locality or own profession in mass compelled by outside causes and become refugee. Thus, the partition of the sub-continent into India and Pakistan left millions of Hindus, Sikhs and Muslims on the wrong side of the fence and led to a mass exodus unparalleled in world history. The birth of two dominions i.e. India and Pakistan were accompanied by creating mass refugees, leads to new socio-political equations on both sides of border.

In any disruptive situation, children are more likely to be abused in the constant persecution. While the adult persons search for livelihood, there remains none to look after the children. The foremost thing they require is proper education. The refugee-children again get little care from society and Government for their education. In the school also, they get little facility and are ill-treated off and on.

This study will cover the problems in the process of getting education in the school, faced by the descendants of Refugee in West Bengal, since independence.

**KEYWORDS:** Descendants; Refugees; Compelled; Unparalleled; Exodus; Accompanied

### INTRODUCTION

The Shimla Deputation in October 1, 1906; the Educational Conference in Dhaka in July, 1906 and then the formation of the All-Indian Muslim League in December, 1906 giving the entry of Muslim League in Indian politics resulting the birth of two countries Pakistan and India nipped the bud of East Bengal Hindu to be refugee in West Bengal. Refugee influx from East Bengal started after the riots at Noakhali in October, 1946. It took place in the crescendo of violence in Calcutta after the call for Direct Action Day on 16 August, 1946. The more consequent happenings which forced the refugee arrival to West Bengal are military operation in September 1948 in the State of Hyderabad, introduction of passport system for travel from Pakistan to India on 15 October 1952, increasing Urdu Bengali controversy in East Pakistan from the middle of 1952, adoption of Islamic constitution in 1956 in Pakistan, Prohibition of sale of immovable property by any Hindu in Pakistan from on 12 January 1964, Hazratbal incident etc. All the above caused the influx of minority community (Hindu) continuously from East Pakistan (Now Bangladesh) to West Bengal, India.

Now, the refugee students may experience acculturative stress, migration stress, and stress of learning a new language (Birman, Trickett, & Buchanan et.al. 2005). Specifically, refugees who have experienced past trauma as a result of wars and conflict are in dire need of psychological support in order to overcome their scars from the past (Berry et al., 1987). The greater levels of education of the migrants and their higher concentration in commerce relative to both the natives who stayed and the migrants who moved contributed to agricultural development in post partition (Bharadwaj and Mirzaet.al. September 2016).

The social and educational policies that relate to refugee students in the UK continue to be in a state of flux, and these directly impact on participation in higher education (Bowen et.al. 2014). It is impossible to calculate the immense costs that are incurred by depriving refugees from education. A refugee, who remains illiterate and inarticulate, will be at a serious disadvantage in defending his or her human rights.

Education owing the backbone of a nation, it is an important parameter in settlement of refugee peacefully and development of the refugee. The education of refugees and the children of the refugees is therefore an utter important issue which would help them to live in peace and help for wellbeing.

It is an interesting topic to work with displacement, migration, relocation, nostalgia, trauma and finally the survival of refugees. But it seems a great issue to nurture participation of refugees in education. Education owing the backbone of a nation, it is an important parameter in settlement of refugee and development of the refugee and problems of the descendants of refugees in receiving education is a great issue of nurturing.

## **METHODOLOGY**

To get the glimpses on the problems faced by the descendants of the refugees to get education in West Bengal, mainly field work has been carried out problem check list related to educational institution and of the participation there of the descendants of refugees and direct observation. Population is here, some the major refugee-camps in West Bengal. Sample size is 500.

## **ANALYSIS AND DATA INTERPRETATION**

In this section, the researcher has discussed about the problems faced by the Descendants of the refugees to get education in West Bengal and tabulated the results.

Below the Table 1 indicates that 90.67% Descendants always faced by the problem of insufficient space in building for class room, while it was sometime to 9.33%.

In regard to proper library, 94.22% Descendants always faced the problem and 5.78% Descendants are faced by sometime of absence of proper library.

92.44% Descendants always faced the problem of lack of furniture in the school, while it was sometime to 7.56%.

Again, it was observed that over-crowded classes was always a problem to 92.89% Descendants, it was sometime to 7.11%.

87.57% Descendants always faced the problem of teacher availability to take classes.

School provided special facilities for Descendants were sometime to 14.67% and not at all to 85.33%.

Students were available in every class always to 7.56%, while it was sometime to 18.67%, and not at all to 73.78%.

39.11% 1<sup>st</sup> Descendant sometime faced by the problem of availability of books in library, while it was not at all 60.89%.

4.89% Descendant always faced by the problem of availability of games, sports and others activities, while it was sometime 39.56% descendant and not at all 55.56% descendant.

From Table 2 it can be observed from the table that availability of time table, 68% not at all, time table of problems to student 43.11% always, rigid time table 74.67 always, heavy class-load 59.59 always, time allotted for various subjects was not adequate 68% always, time table was not in consonance with local needs 64% always, irregular attendance of the student was found 61.33 always and classes were in compliance white the time table 38.67 % were always considered as problems by Descendant respectively, while 17.78%, 48.89%, 18.67%, 31.11%, 24.44%, 29.33%, 28%, and 33.78% Descendant felt that these sometimes became problems. It was 14.22%, 8%, 6.67%, 9.33%, 7.56%, 6.67%, 10.67% and 27.56% Descendant who did not consider these problems at all.

Table 3 it was found from the data that 58.67%, 72.44%, 74.22% and 69.33% Descendant always faced the excessive syllabus, vague course study and lack of knowledge in subject. It was sometime to 35.11%, 20.89%, 21.33% and 24.44% Descendant while 6.22%, 6.67%, 4.44% and 6.22% Descendant consider these as problems not at all.

Below the Table 4 the data, it was observed that problem of text book, problem to improving teaching aids, lack of skill in the use of teaching aids, improving teaching aids was a problem, school provided materials and none availability of teaching aids were always considered a problem by 75.11%, 58.22%, 70.22%, 63.11%, 83.33 and 72.44% of Descendant respectively, while 17.78%, 35.56%, 29.78%, 31.11%, 18.87% and 20.89%, Descendant sometime faced the problems and 7.11%, 6.22%, 5.78% and 6.67% descendant did not consider the problem of text book, lack of skill in the use of teaching aids, school provided materials, and none availability of teaching aids at all.

Table 5 it can be observed that in the opinion of 78.67% Descendant always faced the problem to evaluation process, while it was sometime to 17.78% and not at all to 8%. Class test was always a problem to 78.22% Descendant, sometime to 21.78% and not at all to 4.44%.

Weekly test was always a problem to 73.33%, sometime to 24.89% and not at all 6.22% Descendant. Monthly test, Quarterly test, Half yearly test, Yearly examination, satisfied of student with examination, appropriate of method of promotion in upper class and question paper did not involve all types of question was always a problem to 64%, 58.67%, 53.33%, 39.11%, 76.44%, 48.44% and 43.11% Descendant, while it was sometime to 28%, 32%, 32.89%, 34.22%, 18.67%, 40% and 40.89% and not at all to 8%, 9.33%, 13.78%, 26.67%, 4.89%, 11.56% and 16% Descendant.

Below the Table 6 data reveals that availability of first aid box, drinking water, parents were include in school management, school provided medical check-up and Tiffin supplied by the school were not at all with 88%, 69.33%, 55.11%, 81.78%, and 44%, while 12%, 24%, 36%, 18.22% and 40.89% Descendant some time faced the problem of availability of first aid box, availability of drinking water, include parents in school management, school provided students medical check-up and Tiffin supplied by the school and 0%, 6.67%, 8.89%, 0% and 15.11% Descendant did not consider these as problem at all.

Below the Table 7 data reveals that lack of environment to teach, lack of reading habits among the students and lack of supports from parents and community were always a problem to 81.33%, 58.22% and 60.89% Descendant, some time to 18.67%, 37.33% and 4.44% and 9.33% descendant did not consider lack of reading habits among the students and lack of supports from parents and community at all.

Table 8 It was found from the data that, 56 % Descendant always faced the problem of distance of the school from the house and availability of transportation was not at all 72.44 %. It was sometime to 33.78 % and 19.11 %, while 10.22 % Descendants did not consider this as problem at all. 8.44 % always got transportation.

**Table 1: Problem Related To Physical Facilities**

S.No.	Problems	Always (%)	Some Time (%)	Not at All (%)
1	Insufficient space in building for class rooms.	90.67	9.33	-
2	Absence of proper library.	94.22	5.78	-
3	Lack of furniture in the school.	92.44	7.56	-
4	Classes were over-crowded.	92.89	7.11	-
5	Teachers were available to take classes.	-	12.44	87.56
6	School provided special facilities for Descendants.	-	14.67	85.33
7	Students were available in every class.	7.56	18.67	73.78
8	Books were available in library.	-	39.11	60.89
9	Games, sports and other activities were available.	4.89	39.56	55.56

**Table 2: Problem Related to Time Table**

S.No.	Problems	Always (%)	Some Time (%)	Not at All (%)
1	Time table was available.	14.22	17.78	68
2	Time table provided by the school created problems to students.	43.11	48.89	8
3	Time table was very rigid.	74.67	18.67	6.67
4	Class-load was heavy.	59.59	31.11	9.33
5	Time allotted for various subjects was not adequate.	68	24.44	7.56
6	Time table was not in consonance with local needs.	64	29.33	6.67
7	Irregular attendance of the students was found.	61.33	28	10.67
8	Classes were in compliance with the time table.	38.67	33.78	27.56

**Table 3: Problem Related to Syllabus**

S.No.	Problems	Always (%)	Some Time (%)	Not at All (%)
1	Prescribed content of syllabus was excessive.	58.67	35.11	6.22
2	Course of study was rigid.	72.44	20.89	6.67
3	Course of study was vague.	74.22	21.33	4.44
4	Lack of objective knowledge in subject.	69.33	24.44	6.22

**Table 4: Problem Related to Regarding Resource for Teaching**

S. No.	Problems	Always (%)	Some Time (%)	Not At All (%)
1	Many students do not have text books.	75.11	17.78	7.11
2	Lack of skill in the use of teaching aids.	58.22	35.56	6.22
3	Improving teaching aids was a problem.	70.22	29.78	-
4	School provided materials.	5.78	31.11	63.11
5	School provided dresses.	-	18.87	81.33
6	Non availability of teaching aids	72.44	20.89	6.67

**Table 5: Problem Related to Evaluation**

S. No.	Problems	Always (%)	Some Time (%)	Not At All (%)
1	Evaluation process was a problem.	78.67	17.78	8
2	Class test was a problem.	78.22	21.78	4.44
3	Weekly test was a problem.	73.33	24.89	6.22
4	Monthly test was a problem.	64	28	8
5	Quarterly test was a problem.	58.67	32	9.33
6	Half yearly test was a problem.	53.33	32.89	13.78
7	Yearly examination was a problem.	39.11	34.22	26.67
8	Students with examinations were not satisfied.	76.44	18.67	4.89
9	Method of promotion in upper class was not appropriate.	48.44	40	11.56
10	Question paper did not involve all types of question.	43.11	40.89	16

**Table 6: Problem Related to Health and Other Facilities**

S. No.	Problems	Always (%)	Some Time (%)	Not At All (%)
1	First aid box with aids were available.	-	12	88
2	Drinking water was available.	6.67	24	69.33
3	In school management, parents were included.	8.89	36	55.11
4	School provided students medical check-up.	-	18.22	81.78
5	Tiffin was supplied by the school.	15.11	40.89	44

**Table 7: General Problems**

S. No.	Problems	Always (%)	Some Time (%)	Not At All (%)
1	Lack of environment to teach	81.33	18.67	-
2	Lack of reading habits among the students	58.22	37.33	4.44
3	Lack of supports from parents and community	60.89	29.78	9.33

**Table 8: Problem Related to Transport**

S.No.	Problems	Always (%)	Some Time (%)	Not at All (%)
1	Distance of the school from the house is more.	56	33.78	10.22
2	Transportation was available for student.	8.44	19.11	72.44

## FINDINGS

From the analysis, it is found that the physical facilities in the schools were unsatisfactory. Space, chair-tables or class-room size were very much inadequate. It is also seen that the students were very irregular in the school. The syllabus was rigid and continued for long time. Most time, the students were to go to school without books, and this way only from hearing they are to memorise. There was mostly no teaching aid in the school. Another important aspect is the evaluation system in those schools. Whatever that was, the students got panic on any type of examination. At the same time, there was want of drinking water in most of the schools.

## CONCLUSIONS

From the above discussion, it can be concluded that the children of refugees are facing enormous problems in learning. The teacher, the teaching aids and all other facilities are utmost importance in education, and these have direct effect in quality of education. Had the above educational facilities be improved, the descendants of refugees got better education and their livelihood would be better. However, in present context, it is applicable to present refugee children and the native students also.

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