

CHAPTER 4

DATA ANALYSIS, INTERPRETATION OF DATA AND DISCUSSIONS

4.1 INTRODUCTION

This chapter highlights data analysis, interpretation of data and discussions of the findings. The data collected from the respondents from three sub-divisions in Kokrajhar district are presented in details. The findings of the study are with reference to the objectives of the study which are given below:

1. To find out the impact of ethnic conflict on the education of the high school stage students in the district.
2. To investigate the impact of ethnic conflict on the psychosocial status of high school stage students in the district.
3. To find out the impact of ethnic conflict on the economic and cultural status of high school stage students in the district.
4. To investigate the steps taken by the secondary stage schools in protecting the students during ethnic conflict in the district.
5. To find out the problems faced by the head of the institutions in school management during ethnic conflict in the district.
6. To give suggestions to the problems found in the present study.

4.2 ANALYSIS AND INTERPRETATION OF DATA

The data was collected from 418 students, 65 head teachers, one Inspector of Schools and 36 parents. The data collected from the respondents were coded, tabulated, analyzed and interpreted by the researcher according to the objectives of the study. In regard to the first

objective of the study to find out the impact of ethnic conflict on the education of the students, data was collected from the students, head teachers and parents. In regard to the second and the third objectives of the study, the data was collected from the students only. In regard to the fourth objective of the study to investigate the steps taken by the schools and Inspector of schools in protecting the students during ethnic conflict in the district, the data was collected from the heads of the institutions and Inspector of Schools and regarding the fifth objective of the study to find out the problems faced by the head of the institutions in school management during ethnic conflict in the district the data was collected only from the heads of the institutions.

The data collected from the students based on the first objective of the study are analyzed and interpreted below.

4.3 IMPACT OF ETHNIC CONFLICT ON EDUCATION OF THE STUDENTS

In regard to the first objective of the study to find out the impact of ethnic conflict on the education of the students, data collected from the students are analyzed and interpreted on the basis of sub-divisions, type of management of the schools, rural and urban areas. These are given under different sub-headings, which are as follows:

4.3.1 Attending school

During any conflict in the region, the school going students use to face problem. Going to school regularly becomes difficult at the time of conflict. Students are expected to go to the schools regularly. Attending the school regularly helps the student to learn better. The data collected from the respondents regarding attending school during ethnic conflict is summarized in table no. 4.1.

Table 4.1
Showing responses of the respondents regarding attending school during ethnic conflict

Res- ponse	Sub-division											
	Kokrajhar =187				Gossaigaon=132				Parbatjhora=99			
	Govt.=114		Priv.=73		Govt.=72		Priv.=60		Govt.=40		Priv.=59	
	U=42	R=72	U=19	R=54	U=24	R=48	U=18	R=42	U=16	R=24	U=23	R=36
Yes	32 (76.19)	25 (34.72)	10 (52.63)	15 (27.78)	20 (83.33)	5 (10.42)	18 (100)	0 (0.00)	16 (100)	0 (0.00)	20 (86.96)	0 (0.00)
No	10 (23.81)	47 (65.28)	9 (47.37)	39 (72.22)	4 (16.67)	43 (89.58)	0 (0.00)	42 (100)	0 (0.00)	24 (100)	3 (13.04)	36 (100)
Total column wise percen- tage	42 (100)	72 (100)	19 (100)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)

Source: Field Survey

Table 4.1 indicates that in Kokrajhar sub-division, 32(76.19%) respondents from urban Government high school said that they were able to go to school during ethnic conflict. 10(23.81%) respondents from urban Government high school said that they were not able to go to school during ethnic conflict. 25(34.72%) respondents from rural Government high school said that they were able to go to school during ethnic conflict. 47(65.28%) respondents from rural Government high school said that they were not able to go to school during ethnic conflict. 10(52.63%) respondents from urban private high school said that they were able to attend school at the time of conflict and 9(47.37%) respondents from urban private high school said that they were not able to attend school at the time of conflict. 15(27.28%) respondents from rural private high school had said that they were able to go to school during conflict whereas, 39(72.22%) respondents from rural private high school had said that they were not able to go to school during conflict.

In Gossaigaon sub-division, 20(83.33%) respondents from urban Government high school said that they were able to go to school during ethnic conflict. 4(16.67%)

respondents from urban Government high school said that they were not able to go to school during ethnic conflict. 5(10.42%) respondents from rural Government high school said that they were able to go to school during ethnic conflict. 43(89.58%) respondents from rural Government high school said that they were not able to go to school during ethnic conflict. 18(100%) respondents from urban private high school said that they were able to attend school at the time of conflict. 42(100%) respondents from rural private high school had said that they were not able to go to school during ethnic conflict.

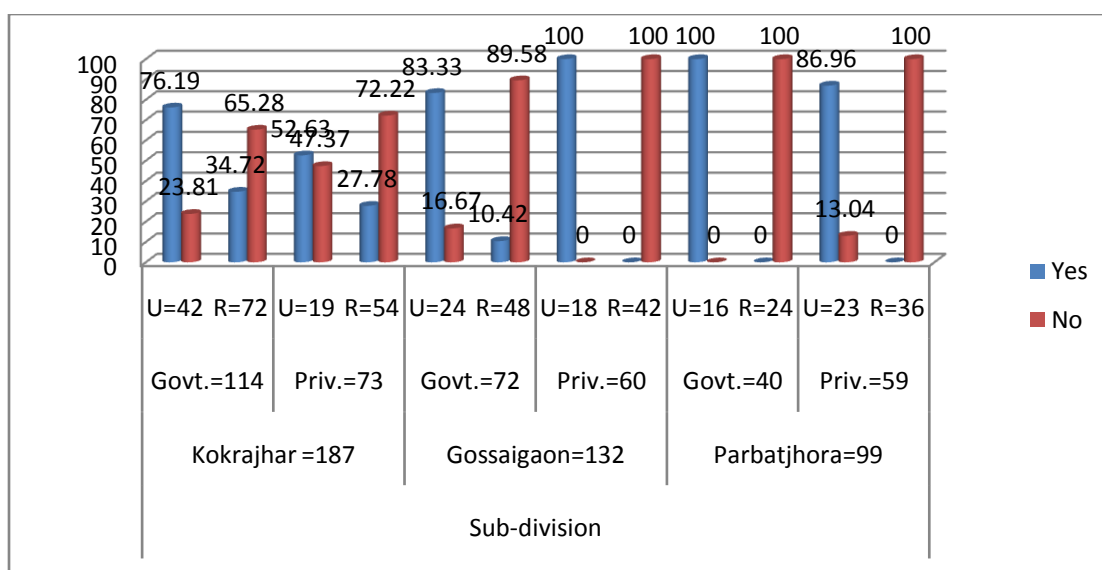
In Parbatjhora sub-division, 16(100%) respondents from urban Government high school said that they were able to go to school during ethnic conflict. 24(100%) respondents from rural Government high school said that they were not able to go to school during ethnic conflict. 20(86.96%) respondents from urban private high school said that they were able to attend school at the time of conflict and 3(13.04%) respondents from urban private high school said that they were not able to attend school at the time of conflict. 36(100%) respondents from rural private high school had said that they were not able to go to school during ethnic conflict.

The interpretation of these findings are that, due to ethnic conflict, majority of the students from rural areas in Kokrajhar, Gossaigaon and Parbatjhora sub-division could not attend schools. Students had suffered very badly in all these three sub-division in the district. This incident had affected their education and career. In Parbatjhora sub-division, the situation was worst because all the students from rural areas both Government and private high school responded that they could not attend schools. Students were left with fears and anxiety. But the situation in Kokrajhar sub-division was much better than the other two sub-divisions in the district. Majority of the respondents in this sub-division

from urban Government high schools were able to attend schools properly only a few respondents could not do it.

The research findings therefore indicated that ethnic conflict affected education of the students in all the three sub-divisions in the district especially in rural areas. These findings were in line with Wangechi (2013) who pointed out that armed ethnic conflict affects the education of the students.

Fig.4.1. shows percentage wise distribution of responses of the respondents regarding attending schools during ethnic conflict



Source: Field Survey

The figure 4.1, indicates that majority of the respondents from rural areas in Kokrajhar, Gossaigaon and Parbatjhora sub-division could not attend schools at the time of incident. So it reveals that ethnic conflict had affected the education of the students in the district.

4.3.1.1 Reasons for not attending school

The reasons given by the respondents those who were not able to attend schools during ethnic conflict are shown on Table 4.2 as follows:

Table 4.2
Showing reasons of the respondents for not attending school during ethnic conflict

Reasons	Sub-division											
	Kokrajhar =105				Gossaigaon=89				Parbatjhora=63			
	Govt.=57		Priv.=48		Govt.=47		Priv.=42		Govt.=24		Priv.=39	
	U=10	R=47	U=9	R=39	U=4	R=43	U=0	R=42	U=0	R=24	U=3	R=36
Due to lack of transportation	5 (50)	20 (42.55)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	32 (76.19)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Due to displacement	0 (0.00)	10 (21.28)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	10 (23.81)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Fear of attack on the way	5 (50)	17 (36.17)	0 (0.00)	30 (76.92)	4 (100)	23 (53.49)	0 (0.00)	0 (0.00)	0 (0.00)	24 (100)	3 (100)	30 (83.33)
Due to frustration	0 (0.00)	0 (0.00)	9 (100)	9 (23.08)	0 (0.00)	20 (46.51)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	6 (16.67)
Total column wise percentage	10 (100)	47 (100)	9 (100)	39 (100)	4 (100)	43 (100)	0 (0.00)	42 (100)	0 (0.00)	24 (100)	3 (100)	36 (100)

Source: Field Survey

From table 4.2, it is revealed that in Kokrajhar sub-division, 5(50%) respondents from urban Government high schools responded that the reason for not being able to attend schools during ethnic conflict was due to lack of transportation facilities. 5(50%) respondents from urban Government high schools said that they were not able to attend schools due to fear of attack on the way by miscreants. 20(42.55%) respondents from rural Government high schools said that they could not go to schools due to lack of transportation. 10(21.28%) respondents from rural Government high schools said that they could not go to schools due to displacement. 17(36.17%) respondents from rural Government high schools said that they could not go to schools due to fear of attack on the way. 9(100%) respondents from urban private high schools responded that they could not go to school due to frustration. 30(76.92%) respondents from rural private high schools said that they could not go to school due to fear of attack on the way. 9(23.08%)

respondents from rural private high schools said that they could not go to school due to frustration.

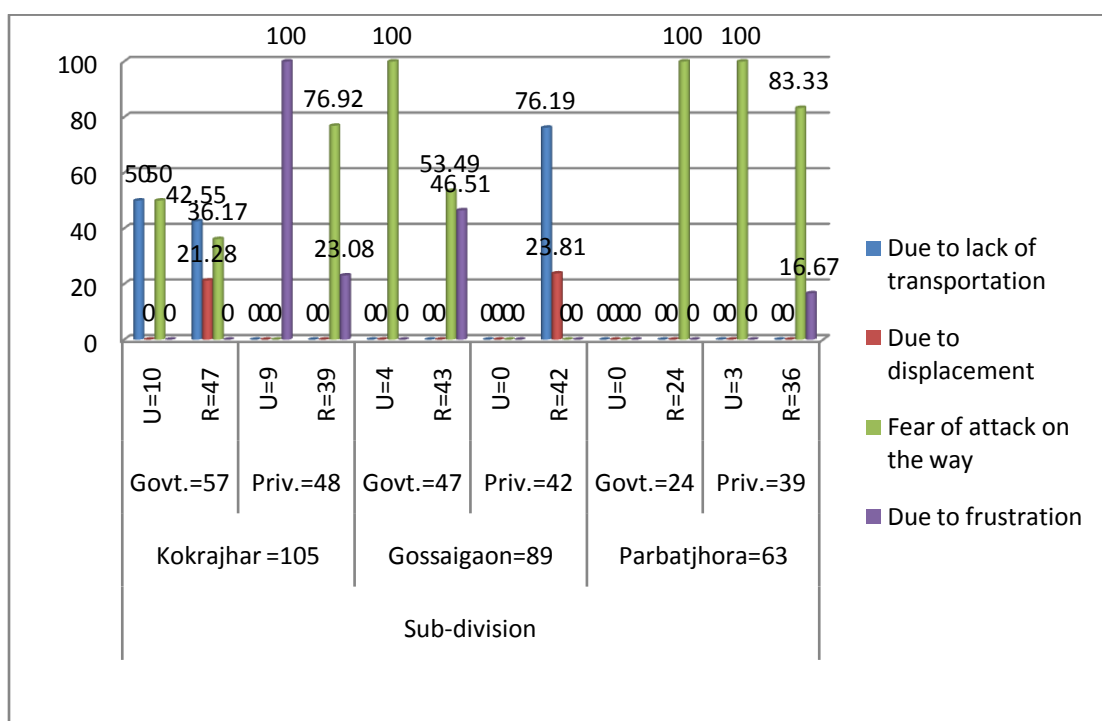
In Gossaigaon sub-division, 4(100%) respondents from urban Government high schools said that they could not go to schools due to fear of attack on the way. 23(53.49%) respondents from rural Government high schools responded that fear of attack on the way was the main cause of not going to school. 20(46.51%) respondents from rural Government high schools responded that they could not go to school due to frustration. 32(76.19%) respondents from rural private high schools said that they could not go to school due to lack of transportation. 10(23.81%) respondents from rural private high schools said that they could not go to school due to displacement.

In Parbatjhora sub-division, 24(100%) respondents from rural Government high schools said that they were not able to attend schools due to fear of attack on the way. 3(100%) respondents from urban private high schools said that they were not able to go to school due to fear of attack on the way. 30(83.33%) respondents from rural private high schools said that they could not go to school due to fear of attack on the way. 6(16.67%) respondents from rural private high schools said that they could not go to school due to frustration.

From the above analysis it is clear that majority of the students were not able to attend schools due to displacement and separation from their family members, due to lack of transportation, due to frustration and fear of attack on the way to schools. All these factors had created problem in their day to day living. This incident had affected the education of the students in the district. In order to create free conflict zone society,

education should be given importance in the society. Education should be given priority. Percentage wise distribution of reasons of the respondents for not attending school during ethnic conflict is shown in Figure 4.2 below:

Fig.4.2. shows percentage wise distribution of reasons of the respondents for not attending school during ethnic conflict



Source: Field Survey

The figure 4.2, shows that majority of the respondents residing in rural and urban areas both from Government and private high schools in Gossaigaon and Parbatjhora sub-divisions could not attend schools due to fear of attack on the way by some miscreants. It is interpreted that, the students did not feel safe to come out of the house and on the other hand they were not able to face the situations boldly. This incident had left the students in fear. Rural areas students were mostly affected during ethnic conflict in the district.

4.3.2 Closing of schools

Due to ethnic conflict most of the schools in the district were closed down. The responses of the respondents regarding closing of schools are given on Table 4.3 as follows:

Table 4.3
Showing responses of the respondents regarding closing of schools

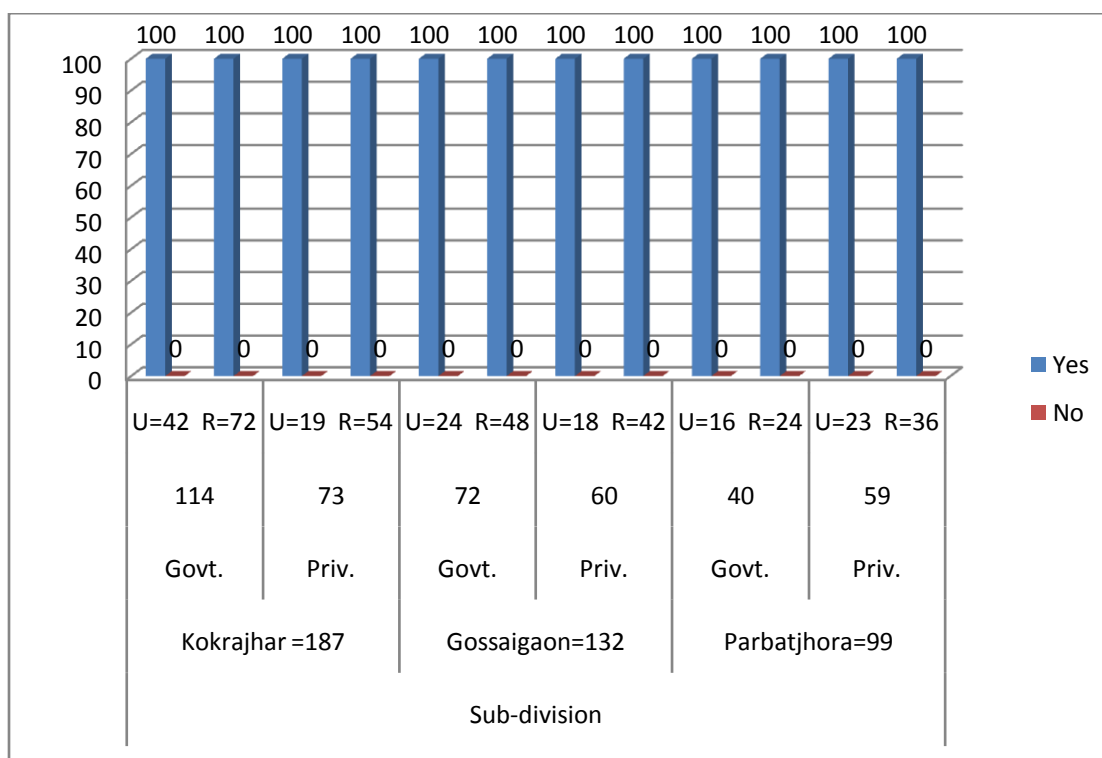
Res- ponse	Sub-division											
	Kokrajhar =187				Gossaigaon=132				Parbatjhora=99			
	Govt.=114		Priv.=73		Govt.=72		Priv.=60		Govt.=40		Priv.=59	
	U=42	R=72	U=19	R=54	U=24	R=48	U=18	R=42	U=16	R=24	U=23	R=36
Yes	42 (100)	72 (100)	19 (100)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)
No	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Total column wise percen tage	42 (100)	72 (100)	19 (100)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)

Source: Field Survey

From table 4.3, it is observed that, in all the three sub-divisions i.e., Kokrajhar, Gossaigaon and Parbatjhora sub-division, 42(100%), 72(100%), 19(100%), 54(100%), 24(100%), 48(100%), 18(100%), 42(100%), 16(100%), 24(100%), 23(100%) and 36(100%) respondents from urban and rural Government and private high schools said that their schools were closed down during ethnic conflict. Respondents could not communicate with each other at the time of incident. Most of the schools were totally closed down in the district.

From the analysis, it is revealed that ethnic conflict had led to closure of schools in the district. It had created problems and confusions among the students. It had affected the education of the students in the district. Percentage wise distribution of responses of the respondents regarding closing of schools is shown in the figure 4.3 as follows:

Fig.4.3. Percentage wise distribution of responses of the respondents regarding closing of schools



Source: Field Survey

The Figure 4.3, highlights that all the high schools in Kokrajhar, Gossaigaon and Parbatjhora sub-divisions in the districts both the Government and private high schools, urban and rural areas had remained closed during ethnic conflict. This had affected the education of the students in the district. It is interpreted that occurrence of ethnic conflict in the society can harm the quality education of the students. Once the quality of education deteriorates than the quality of the nation and the people will suffer.

4.3.2.1 Duration of closing of schools

During conflict, schools were closed down and so normal functioning of the schools were disrupted. The responses of the respondents regarding duration of closing of schools are

summarized on Table 4.4 as follows:

Table 4.4
Showing responses of the respondents regarding duration of closing of schools

Duration	Sub-division											
	Kokrajhar =187				Gossaigaon=132				Parbatjhora=99			
	Govt.=114		Priv.=73		Govt.=72		Priv.=60		Govt.=40		Priv.=59	
	U=42	R=72	U=19	R=54	U=24	R=48	U=18	R=42	U=16	R=24	U=23	R=36
Less than a month	10 (23.81)	25 (34.72)	5 (26.32)	20 (37.04)	15 (62.5)	14 (29.17)	18 (100)	12 (28.57)	10 (62.5)	5 (20.83)	13 (56.52)	12 (33.33)
2 months	9 (21.43)	19 (26.39)	14 (73.68)	10 (18.52)	9 (37.5)	10 (20.83)	0 (0.00)	15 (35.71)	6 (37.5)	8 (33.33)	10 (43.48)	14 (38.89)
3 months	15 (35.71)	20 (27.78)	0 (0.00)	22 (40.74)	0 (0.00)	20 (41.67)	0 (0.00)	10 (23.81)	0 (0.00)	3 (12.5)	0 (0.00)	10 (27.78)
More than 6 months	8 (19.05)	8 (11.11)	0 (0.00)	2 (3.70)	0 (0.00)	4 (8.33)	0 (0.00)	5 (11.90)	0 (0.00)	8 (33.33)	0 (0.00)	0 (0.00)
Total column wise percentage	42 (100)	72 (100)	19 (100)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)

Source: Field Survey

From table 4.4, it is seen that, in Kokrajhar sub-division, 10(23.81%) respondents from urban Government high schools had responded that the schools were closed down less than a month. 9(21.43%) respondents from urban Government high schools said that the schools were shut down for two months. Normal functioning of the schools was disrupted in the district. 15(35.71%) respondents from urban Government high schools said that the schools were closed down for three months. 8(19.05%) respondents from urban Government high schools said that the schools were closed down for more than six months. 25(34.72%) respondents from rural Government high schools said that the schools were closed down less than a month. 19(26.39%) respondents from rural Government high schools said that the schools were closed down for two months. 20(27.78%) respondents from rural Government high schools said that the schools were

closed down for three months. 8(11.11%) respondents from rural Government high schools said that the schools were closed down for more than six months. 5(26.32%) respondents from urban private high schools said that the schools were closed down for less than a month. 14(73.68%) respondents from urban private high schools said that the schools were closed down for two months. 20(37.04%) respondents from rural private high schools had responded that the schools were closed for less than a month. 10(18.52%) respondents from rural private high schools had responded that the schools were closed for two months. 22(40.74%) respondents from rural private high schools had responded that the schools were closed for three months. 2(3.70%) respondents from rural private high schools had responded that the schools were closed for more than six months.

In Gossaigaon sub-division, 15(62.5%) respondents from urban Government high schools said that the schools were closed down for less than a month. 9(37.5%) respondents from urban Government high schools said that the schools were closed down for two months. 14(29.17%) respondents from rural Government high schools said that the schools were closed down for less than a month. 10(20.83%) respondents from rural Government high schools said that the schools were closed down for two months. 4(8.33%) respondents from rural Government high schools said that the schools were closed down for more than six months. 18(100%) respondents from urban private high schools said that the schools were closed down for less than a month. 12(28.57%) respondents from rural private high schools said that the schools were closed down for less than a month. 15(35.71%) respondents from rural private high schools said that the schools were closed down for two months. 10(23.81%) respondents from rural private high schools said that

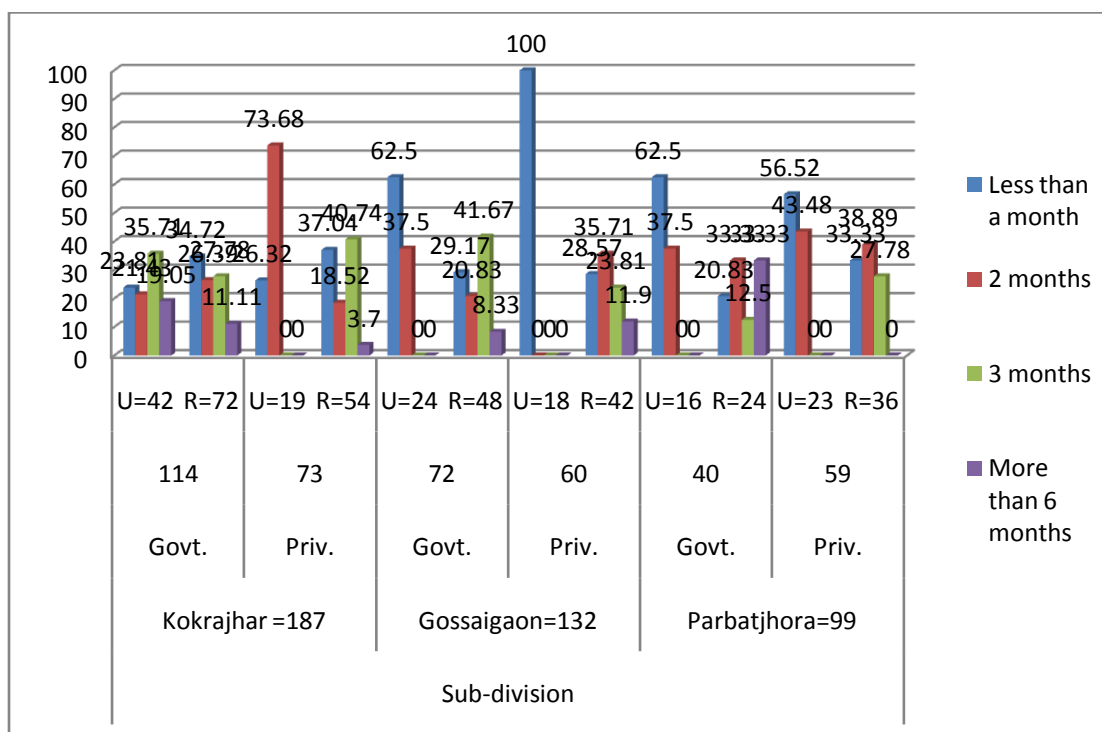
the schools were closed down for three months. 5(11.90%) respondents from rural private high schools said that the schools were closed down for more than six months.

In Parbatjhora sub-division, 10(62.5%) respondents from urban Government high schools reported that the schools were closed down just for less than a month. 6(37.5%) respondents from urban Government high schools reported that the schools were shut down for two months. 5(20.83%) respondents from rural Government high schools reported that it was closed down for less than a month. 8(33.33%) respondents from rural Government high schools reported that it was closed down for two months. 3(12.5%) respondents from rural Government high schools reported that it was closed down for three months. 8(33.33%) respondents from rural Government high schools reported that it was closed down for more than six months. 13(56.32%) respondents from urban private high schools said that the schools were closed down for less than a month. 10(43.48%) respondents from urban private high schools said that the schools were closed down for two months. 12(33.33%) respondents from rural private high schools said that the schools were closed down for less than a month. 14(38.89%) respondents from rural private high schools said that the schools were closed down for two months. 10(27.78%) respondents from rural private high schools said that the schools were closed down for three months.

From the above analysis it is seen that, ethnic conflict in the district had brought negative impact in the society. Most of the schools were made as relief camps in the society. Some of the relief camp lasted for a year. Normal functioning of the schools was disrupted and many schools were shifted to some other places. Classes were taken at the rented houses during conflict. Some of the teachers were shifted to some other schools temporarily.

Closure of schools had created indiscipline and workload among the teachers. It had affected the education of the students in the district.

Fig: 4.4. Percentage wise distribution of responses of the respondents regarding duration of closing of schools



Source: Field Survey

From figure 4.4, it can be seen that all the high schools in Kokrajhar, Gossaigaon and Parbatjhora sub-division had remained closed during ethnic conflict. It can be interpreted that majority of the students and teachers had faced problems due to closing of schools in the district.

4.3.3 Destruction of school infrastructure

Some of the school buildings were destroyed during ethnic conflict. Proper infrastructural facility is required in any educational institutions in order to make teaching-learning go smoothly. Ethnic conflict had destroyed the school buildings in the district. The responses

of the respondents regarding destruction of school building are shown in table no. 4.5 below:

Table 4.5
Showing responses of the respondents regarding destruction of schools
infrastructure

Res- ponse	Sub-division											
	Kokrajhar =187				Gossaigaon=132				Parbatjhora=99			
	Govt.=114		Priv.=73		Govt.=72		Priv.=60		Govt.=40		Priv.=59	
	U=42	R=72	U=19	R=54	U=24	R=48	U=18	R=42	U=16	R=24	U=23	R=36
Yes	0 (0.00)	50 (69.44)	0 (0.00)	54 (100)	0 (0.00)	30 (62.5)	0 (0.00)	42 (100)	10 (62.5)	24 (100)	23 (100)	36 (100)
No	42 (100)	22 (30.56)	19 (100)	0 (0.00)	24 (100)	18 (37.5)	18 (100)	0 (0.00)	6 (37.5)	0 (0.00)	0 (0.00)	0 (0.00)
Total column wise percen- tage	42 (100)	72 (100)	19 (100)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)

Source: Field survey

From the above table it is seen that, in Kokrajhar sub-division, 42(100%) respondents from urban Government high schools reported that their schools were not destroyed during ethnic conflict. 50(69.44%) respondents from rural Government high schools said that the schools were destroyed during ethnic conflict. 22(30.56%) respondents from rural Government high schools said that the schools were not destroyed during ethnic conflict. 19(100%) respondents from urban private high schools said that the schools were not destroyed at the time of conflict. 54(100%) rural private high schools said that the schools were destroyed at the time of conflict.

In Gossaigaon sub-division, 24(100%) respondents from urban Government high schools revealed that the schools were not destroyed. 30(62.5%) respondents from rural Government high schools had said that the schools were destroyed. 18(37.5%)

respondents from rural Government high schools had said that the schools were not destructed during conflict. 18(100%) respondents from urban private high schools had reported that the schools were not destroyed during ethnic conflict. 42(100%) respondents from rural private high schools had said that the schools were destroyed at the time of conflict.

In Parbatjhora sub-division, 10(62.5%) respondents from urban Government high schools revealed that school buildings were destroyed. 6(37.5%) respondents from urban Government high schools revealed that school buildings were not destructed at the time of conflict. 24(100%) respondents from rural Government high schools said that the schools were destroyed during conflict. 23(100%) urban private high schools had reported that the schools were destroyed. 36(100%) respondents from rural private high schools revealed that the schools were destroyed at the time of conflict.

From the above analysis it is seen that, most of the high schools especially in rural areas in all the three sub-divisions in the district were destroyed during ethnic conflict.

Some schools were totally burnt down whereas some schools were partially damaged.

Due to destruction of the school buildings, most of the schools were closed and classes were cancelled. Some of the schools had taken the classes in damaged building itself. It had disturbed the normal teaching-learning process in the schools. In some of the schools teaching-learning process went on amidst conflict in the society. Majority of the students and teachers had faced problems during ethnic conflict. It had brought negative impact in the society.

4.3.4 Concentration in the class

The responses given by the respondents regarding concentration in the class after the incident is summarized in the following table 4.6.

Table 4.6
Showing responses of the respondents regarding concentration in the class after ethnic conflict

Res- ponse	Sub-division											
	Kokrajhar =187				Gossaigaon=132				Parbatjhora=99			
	Govt.=114		Priv.=73		Govt.=72		Priv.=60		Govt.=40		Priv.=59	
	U=42	R=72	U=19	R=54	U=24	R=48	U=18	R=42	U=16	R=24	U=23	R=36
Yes	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
No	42 (100)	72 (100)	19 (100)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)
Total column wise percentage	42 (100)	72 (100)	19 (100)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)

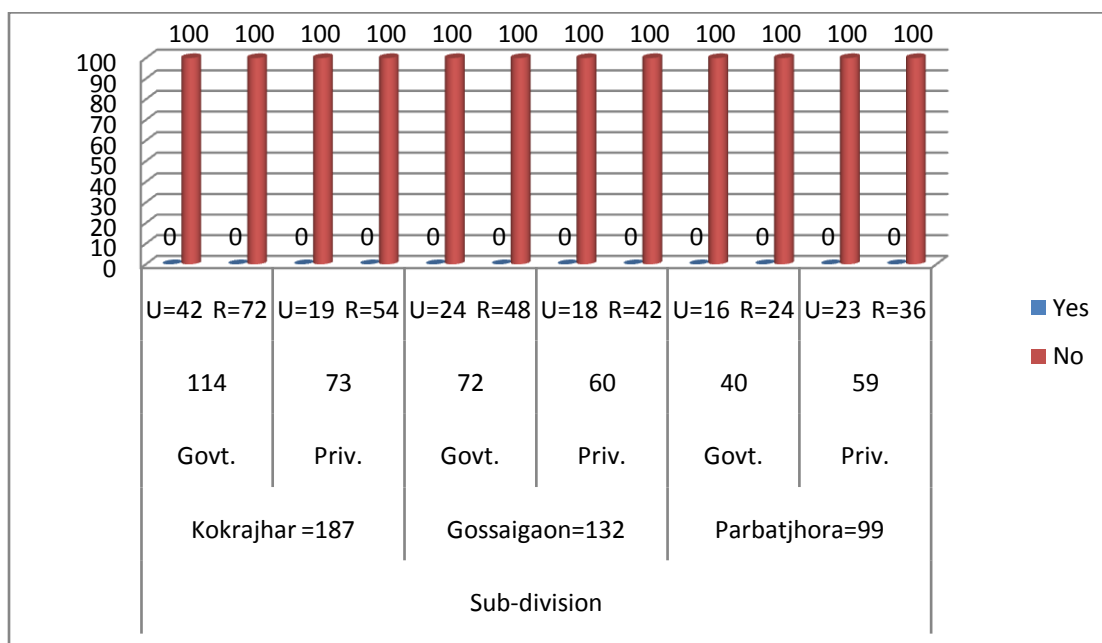
Source: Field Survey

From table 4.6, it is seen that, in all the three sub-divisions in the district i.e., Kokrajhar, Gossaigaon and Parbatjhora sub-divisions, 100% respondents from both the Government and private high schools, urban and rural areas had revealed that they could not concentrate well in the class after the incident. It had left them with fears, doubts and anxiety all the time. Respondents also reported that, the incident always remained fresh in their minds.

It is observed that majority of the respondents were disturbed with the incident that had broken their concentration power in studies. Ethnic conflict had brought negative impact on education of the students. It had blocked the road to success. The percentage wise

distribution of responses of the respondents with regard to concentration in the class after ethnic conflict is shown in figure 4.5 as follows:

Fig.4.5. shows percentage wise distribution of responses of the respondents regarding concentration in the class after ethnic conflict.



Source: Field Survey

From the above figure it is observed that majority of the students in Kokrajhar, Gossaigaon and Parbatjhora sub-division could not concentrate well in the class after the incident. Both the urban and rural areas had been affected by ethnic conflict. Conflict in the region had created chaos among the students. It can be interpreted that any conflict in the society can create long lasting problem in students' life.

4.3.5 Performance in the examination

Examination is an important factor which allows an individual to reach to the next level. Students need to perform well in the examination in order to get promotion to the next

class. Responses of the respondents regarding performance in the examination after the incident are given on Table 4.7 below:

Table 4.7

Showing responses of the respondents regarding performance in the examination after the incident

Res- ponse	Sub-division											
	Kokrajhar =187				Gossaigaon=132				Parbatjhora=99			
	Govt.=114		Priv.=73		Govt.=72		Priv.=60		Govt.=40		Priv.=59	
	U=42	R=72	U=19	R=54	U=24	R=48	U=18	R=42	U=16	R=24	U=23	R=36
Yes	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
No	42 (100)	72 (100)	19 (100)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)
Total column wise percen- tage	42 (100)	72 (100)	19 (100)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)

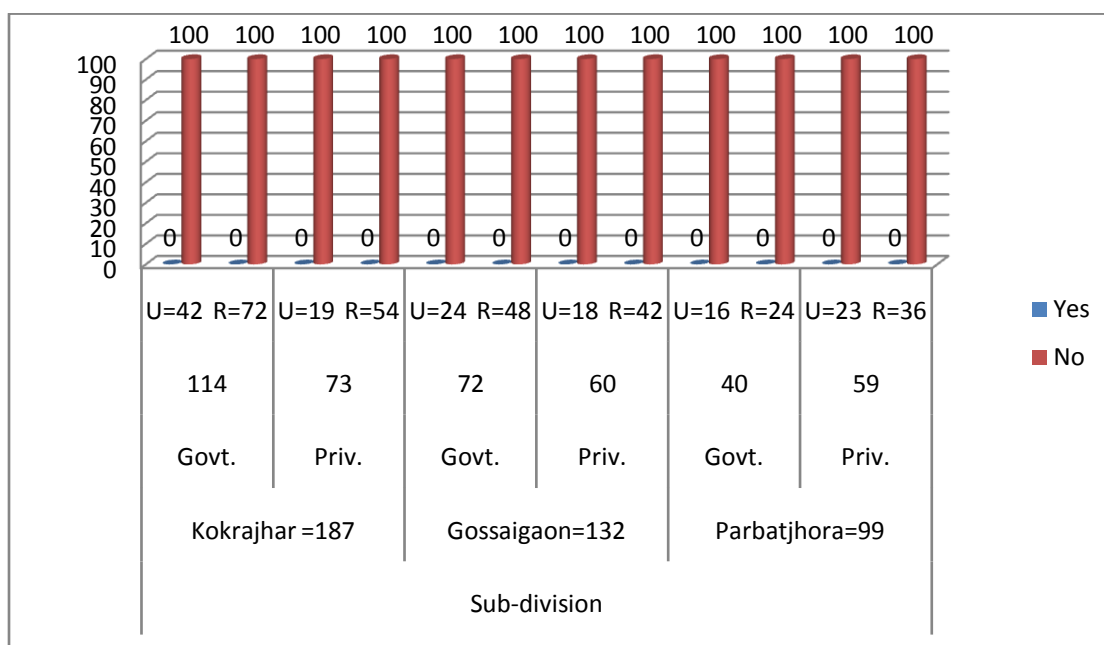
Source: Field Survey

From the above table 4.7, it is revealed that in all the three sub-divisions in the district i.e. Kokrajhar, Gossaigaon and Parbatjhora, 100% respondents from both the Government and private high schools, urban and rural areas had responded that they could not perform well in the examination after the incident.

The above analysis shows that due to ethnic conflict in the district, students could not do well in the examination. Majority of the respondents revealed that they had failed in most of the subjects. Majority of the respondents were detained in the same class more than twice. It can be interpreted that conflict had created problem among the school going students in the district. Proper measures should be taken in order to eradicate this kind of conflict in the region. A few of the respondents had to leave the school and get admitted

in other school. Passing in any examination is very important because it can help the students in getting promoted to the next class. Percentage wise distribution of responses regarding performance in the examination is shown in Figure 4.6 as follows:

Fig.4.6. shows percentage wise distribution of responses regarding performance in the examination after the incident



Source: Field Survey

The figure 4.6 shows that, majority of the students in all the three sub-divisions both from Government and private high schools, urban and rural areas in the district had not performed well in the examination due to ethnic conflict. Therefore it can be said that ethnic conflict had affected the education of the students in the district.

4.3.5.1 Reasons for not performing well in the examinations

We consider examination as an important factor in student's life. In order to do well in the examination, one should be free from all worries and problems. Majority of the students were not able to do well in the examination during and after the incident in the

district. The reasons given by the respondents for not performing well in the examinations are given in Table 4.8 below:

Table 4.8

Showing reasons of the respondents for not doing well in the examination after the incident

Reasons	Sub-division											
	Kokrajhar =187				Gossaigaon=132				Parbatjhora=99			
	Govt.=114		Priv.=73		Govt.=72		Priv.=60		Govt.=40		Priv.=59	
	U=42	R=72	U=19	R=54	U=24	R=48	U=18	R=42	U=16	R=24	U=23	R=36
Due to lack of studies	12 (28.57)	22 (30.56)	0 (0.00)	0 (0.00)	0 (0.00)	20 (41.67)	0 (0.00)	30 (71.43)	0 (0.00)	0 (0.00)	0 (0.00)	36 (100)
Irregularity in the class	0 (0.00)	50 (69.44)	0 (0.00)	40 (74.07)	24 (100)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	24 (100)	0 (0.00)	0 (0.00)
Lack of study materials	0 (0.00)	0 (0.00)	0 (0.00)	14 (25.93)	0 (0.00)	0 (0.00)	18 (100)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Due to frustration	30 (71.43)	0 (0.00)	19 (100)	0 (0.00)	0 (0.00)	28 (58.33)	0 (0.00)	12 (28.57)	16 (100)	0 (0.00)	23 (100)	0 (0.00)
Total column wise percentage	42 (100)	72 (100)	19 (100)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)

Source: Field Survey

From table 4.8, it is observed that in Kokrajhar sub-division, 12(28.57%) respondents from urban Government high schools reported that due to lack of studies they could not do well in examination after ethnic conflict. 30(71.43%) respondents from urban Government high schools reported that due to frustration they did not do well in the examination. 22(30.56%) respondents from rural Government high schools reported that due to lack of studies they could not perform well in the examination. 50(69.44%) respondents from rural Government high schools reported that due to irregularity in the class they could not do well in the examination. 19(100%) respondents from urban private high schools reported that due to frustration they did not perform well in the examination. 40(74.07%) respondents from rural private high schools had said that due to irregularity in the class they could not do well in the examination. 14(25.93%)

respondents from rural private high schools had said that due to lack of study materials they did not do well in the examination.

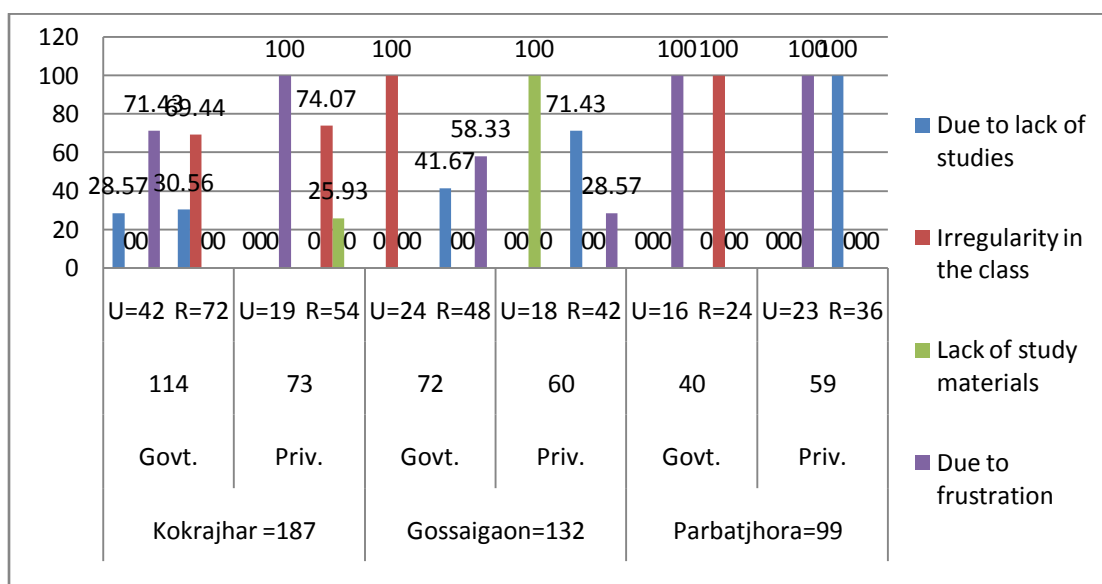
In Gossaigaon sub-division, 24(100%) respondents from urban Government high schools said that due to irregularity in the class at the time of ethnic conflict, they could not perform well. 20(41.67%) respondents from rural Government high schools said that due to lack of study materials they did not do well in the examination. 28(58.33%) respondents from rural Government high schools said that due to frustration they could not do well in the examination. 18(100%) respondents from urban private said that due to lack of study materials they did not do well in the examination. 30(71.43%) respondents from rural private high schools had said that due to lack of studies they had performed badly in the examination. 12(28.57%) respondents from rural private high schools had said that due to frustration they did not do well in the examination.

In Parbatjhora sub-division, 16(100%) respondents from urban Government high schools revealed that they did badly in examination due to frustration. Respondents could not study well and prepare for examination because of the conflict in the society. 24(100%) respondents from rural Government high schools said that due to irregularity in the class they could not perform well in the examination. 23(100%) respondents from urban private said that due to frustration they did not do well in the examination. 36(100%) respondents from rural private high schools had said that due to lack of studies they could not perform well in the examination.

It is interpreted that majority of the students could not do well in any examination due to ethnic conflict. Some of the respondents were frustrated with their life and thought that it

was useless to live in this world and some respondents could not attend schools regularly. Majority of the respondents said that before occurrence of the incident, their performance in studies and examination was good but after the incident, they could not concentrate in any work.

Fig.4.7. shows percentage wise distribution of reasons of the respondents for not doing well in the examination after the incident



Source: Field Survey

From the figure 4.7, it can be seen that majority of the students in the district did not do well in the examination due to lack of studies, irregularity in the class, lack of study materials and due to frustration.

4.3.6 Dropout of the school

Dropout rate of the students become very high during any conflict in the school. There are many factors for dropping out of the students from the school. The responses of the respondents regarding dropping out of the school at the time of ethnic conflict are given in Table 4.9.

Table 4.9**Showing responses of the respondents regarding dropping out of the school**

Res- ponse	Sub-division											
	Kokrajhar =187				Gossaigaon=132				Parbatjhora=99			
	Govt.=114		Priv.=73		Govt.=72		Priv.=60		Govt.=40		Priv.=59	
	U=42	R=72	U=19	R=54	U=24	R=48	U=18	R=42	U=16	R=24	U=23	R=36
Yes	10 (23.81)	50 (69.44)	0 (0.00)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)
No	32 (76.19)	22 (30.56)	19 (100)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Total column wise percen- tage	42 (100)	72 (100)	19 (100)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)

Source: Field Survey

From table 4.9, it is seen that, in Kokrajhar sub-division, 10(23.81%) respondents from urban Government high schools said that they had dropped out from the schools. 32(76.19%) respondents from urban Government high schools said that they did not drop out from the school during and after the incident. 50(69.44%) respondents from rural Government high schools said that they had dropped out from the schools. 22(30.56%) respondents from rural Government high schools said that they did not drop out from the school. 19(100%) respondents from urban private high schools said that they did not drop out from the school during and after the incident. 54(100%) respondents from rural private high schools had dropped out from the school.

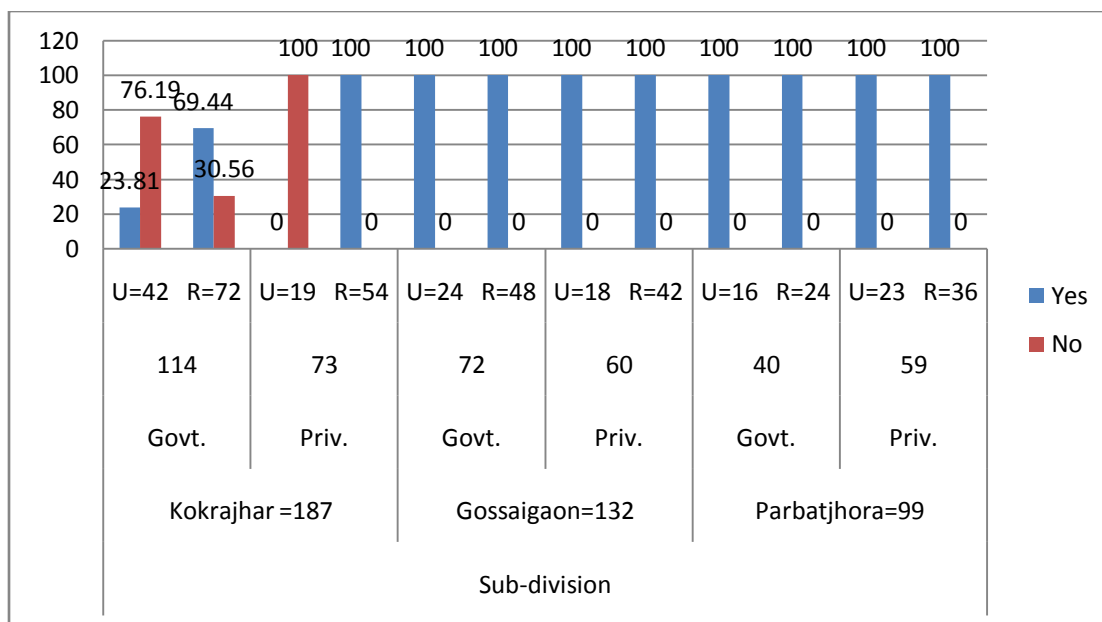
In Gossaigaon sub-division, 24(100%) respondents from urban Government high schools reported that they had dropped out from schools. 48(100%) respondents from rural Government had reported that they had dropped out from the schools. 18 (100%) respondents from urban private high schools said that they had dropped out from the

schools. 42(100%) respondents from rural private high schools had said that they had dropped from the schools.

In Parbatjhora sub-division, 16(100%) respondents from urban Government high schools had said that they had dropped out from the schools. 24(100%) respondents from rural Government high schools had said that they had dropped out from the schools. 23(100%) respondents from urban private high schools had said that they had dropped out from the schools. 36(100%) respondents from rural private high schools had said that they had dropped out from the school.

From the above analysis, it is observed that majority of the students had dropped out from the schools in all the three sub-divisions in the district. There is no difference between urban and rural areas in Gossaigaon and Parbatjhora sub-division. Majority of the students from these sub-divisions were affected during ethnic conflict. The teachers and the parents should help the students come back to normalcy after any incident. Ethnic conflict in the district had created confusions among the students.

Fig.4.8. shows percentage wise distribution of the respondents regarding dropping out of the school



Source: Field survey

The figure 4.8 shows that majority of the students from Gossaigaon and Parbatjhora sub-divisions both Government and Private high schools, urban and rural areas had dropped out from the schools during ethnic conflict.

4.3.6.1 Reasons for dropping out of schools

Ethnic conflict in the district had created confusions and frustration among the teachers and students in the schools. Dropout of the students becomes a very common issue in any conflict in the society. There are many factors which are involved in dropping out of the students during ethnic conflict. The reasons could be that due to fear of attack on the way, due to displacement, lack of communication and some students may simply be not interested in studies. These factors can create problem in students' life. The responses of the respondents regarding reasons for dropping out of the school are given on table no.4.10 on page no.71.

Table 4.10

Showing reasons of the respondents for dropping out of the school during ethnic conflict

Reasons	Sub-division											
	Kokrajhar =114				Gossaigaon=132				Parbatjhora=99			
	Govt.=60		Priv.=54		Govt.=72		Priv.=60		Govt.=40		Priv.=59	
	U=10	R=50	U=0	R=54	U=24	R=48	U=18	R=42	U=16	R=24	U=23	R=36
Due to displacement	10 (100)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	42 (100)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Fear of attack	0 (0.00)	50 (100)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	18 (100)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Due to lack of communication	0 (0.00)	0 (0.00)	0 (0.00)	54 (100)	24 (100)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	24 (100)	23 (100)	0 (0.00)
Not interested	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	48 (100)	0 (0.00)	0 (0.00)	16 (100)	0 (0.00)	0 (0.00)	36 (100)
Total column wise percentage	10 (100)	50 (100)	0 (0.00)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)

Source: Field Survey

From the above table 4.10, it is observed that in Kokrajhar sub-division, 10(100%) respondents from urban Government high schools had said that due to displacement they had dropped out from the schools. 50(100%) respondents from rural Government high schools had said that due to fear of attack on the way they had dropped out from the schools. 54(100%) respondents from rural private high schools had said that due to lack of communication they had dropped out from the schools.

In Gossaigaon sub-division, 24(100%) respondents from urban Government high schools said that due to lack of communication they had dropped out from schools. 48(100%) respondents from rural Government high schools had said that due to lack of interest they had dropped out from the school. 18(100%) respondents from urban private had said that due to fear of attack on the way they had dropped out from the school. 42(100%)

respondents from rural private had responded that they had dropped out from the school due to displacement.

In Parbatjhora sub-division, 16(100%) respondents from urban Government high schools revealed that due to lack of interest they had to drop out from schools. 24(100%) respondents from rural Government high schools had said that due to lack of communication they dropped out from the school. 23(100%) respondents from urban private high schools reported that due to lack of communication they dropped out from the school. 36(100%) respondents from rural private had responded that they had dropped out from the school due to lack of interest.

It can be interpreted that, majority of the respondents from all the three sub-divisions in the district had dropped out from the schools due to displacement, lack of communication, fear of attack on the way and due to lack of interest. The condition in Kokrajhar sub-division was much better than the other two sub-divisions in the district.

4.3.7 Completion of syllabus during ethnic conflict

Completion of syllabus on time is very important in order to conduct examination successfully. Students find difficult if syllabus is not completed on time. Lack of understanding occurs among the students with regard to syllabus and they might not be able to write well in the examination. It can lead them to failure also. Classes should be taken seriously whenever they get time in normal days itself in order to complete the syllabus on time. The responses of the respondents regarding completion of syllabus during ethnic conflict are summarized in Table 4.11 on page no.73.

Table 4.11**Showing responses of the respondents regarding completion of syllabus**

Res- ponse	Sub-division											
	Kokrajhar =187				Gossaigaon=132				Parbatjhora=99			
	Govt.=114		Priv.=73		Govt.=72		Priv.=60		Govt.=40		Priv.=59	
	U=42	R=72	U=19	R=54	U=24	R=48	U=18	R=42	U=16	R=24	U=23	R=36
Yes	40 (95.24)	0 (0.00)	0 (0.00)	0 (0.00)	24 (100)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
No	2 (4.76)	72 (100)	19 (100)	54 (100)	0 (0.00)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)
Total column wise percen- tage	42 (100)	72 (100)	19 (100)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)

Source: Field Survey

From table no. 4.11, it is revealed that, in Kokrajhar sub-division, 40(95.24%) respondents from urban Government high schools revealed that the syllabus was completed on time. 2(4.76%) respondents from urban Government high schools revealed that the syllabus was not completed on time. 72(100%) respondents from rural Government high schools revealed that the syllabus was not completed on time. 19(100%) respondents from urban private high schools revealed that the syllabus was not completed on time. 54(100%) respondents from rural private high schools revealed that the syllabus was not completed on time.

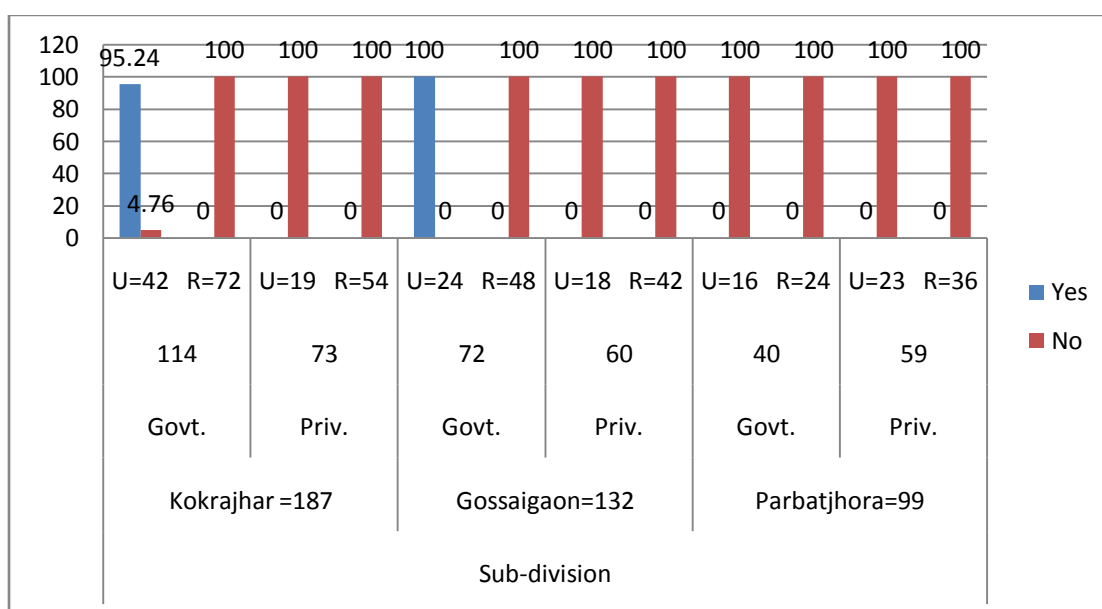
In Gossaigaon sub-division, 24(100%) respondents from urban Government high schools said that teachers completed the syllabus on time. 48(100%) respondents from rural Government high schools said that teachers did not complete the syllabus on time. 18(100%) respondents from urban private high schools revealed that the syllabus was not

completed on time. 42(100%) respondents from rural private high schools revealed that the syllabus was not completed on time.

In Parbatjhora sub-division, 16(100%) respondents from urban Government high schools had revealed that the syllabus was not completed on time. 24(100%) respondents from rural Government high schools said that teachers did not complete the syllabus on time. 23(100%) respondents from urban private high schools revealed that the syllabus was not completed on time. 36(100%) respondents from rural private high schools revealed that the syllabus was not completed on time.

From the above analysis, it is interpreted that ethnic conflict had created problem in most of the schools especially with regard to syllabus. The reasons for not completing the syllabus on time could be due to closure of schools, absenteeism of teachers and frequent bandhs in the district.

Fig.4.9. Percentage wise distribution of responses regarding completion of syllabus



Source: Field Survey

The figure 4.9 reveals that majority of the schools had not completed the syllabus on time. In Kokrajhar sub-division, the syllabus was completed in urban Government high schools but in Gossaigaon and Parbatjhora sub-division it can be seen that the syllabus was not completed on time.

4.3.8 Impact of ethnic conflict on future career

The responses of the respondents regarding impact of ethnic conflict on future career are given in Table 4.12 below:

Table no. 4.12
Showing responses regarding impact of ethnic conflict on future career

Res- ponse	Sub-division											
	Kokrajhar =187				Gossaigaon=132				Parbatjhora=99			
	Govt.=114		Priv.=73		Govt.=72		Priv.=60		Govt.=40		Priv.=59	
	U=42	R=72	U=19	R=54	U=24	R=48	U=18	R=42	U=16	R=24	U=23	R=36
Yes	0 (0.00)	72 (100)	10 (52.63)	54 (100)	20 (83.33)	48 (100)	18 (100)	42 (100)	10 (62.5)	24 (100)	23 (100)	36 (100)
No	42 (100)	0 (0.00)	9 (47.37)	0 (0.00)	4 (16.67)	0 (0.00)	0 (0.00)	0 (0.00)	6 (37.5)	0 (0.00)	0 (0.00)	0 (0.00)
Total column wise percen- tage	42 (100)	72 (100)	19 (100)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)

Source: Field Survey

From table no.4.12, it is observed that in Kokrajhar sub-division, 42(100%) respondents from urban Government high schools said that ethnic conflict had not hampered their future career. 72(100%) respondents from rural Government high schools said that ethnic conflict had hampered their future career. 10(52.63%) respondents from urban private high schools said that ethnic conflict had hampered their future career. 9(47.37%) respondents from urban private high schools said that ethnic conflict had not hampered

their future career. 54(100%) respondents from rural private high schools said that ethnic conflict had hampered their future career.

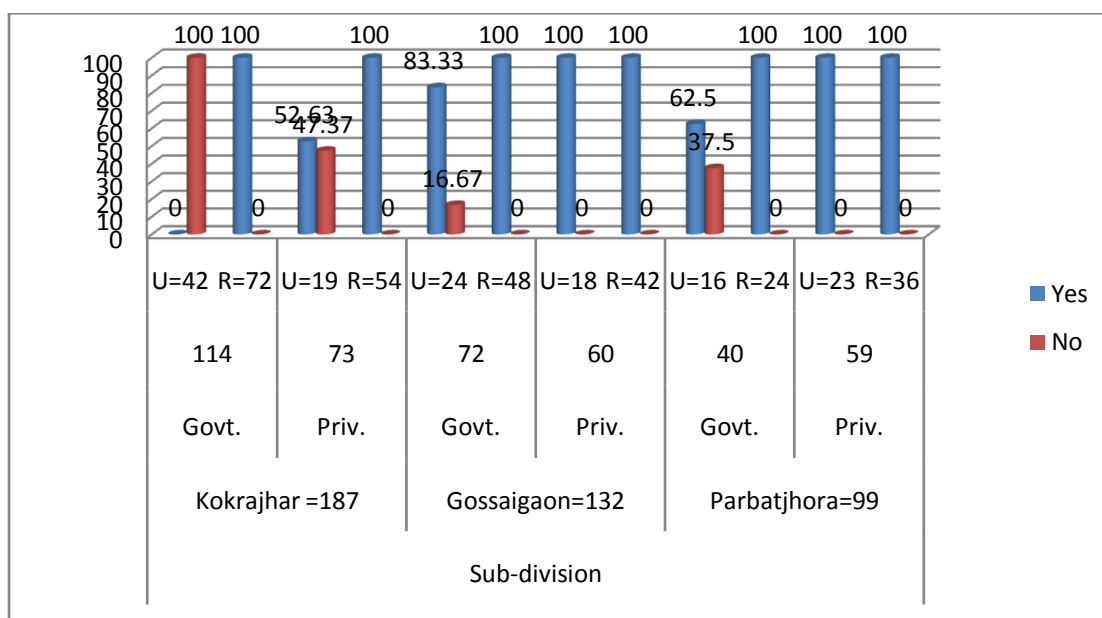
In Gossaigaon sub-division, it is revealed that 20(83.33%) respondents from urban Government high schools reported that ethnic conflict had hampered their future career. 4(16.67%) respondents from urban Government high schools reported that ethnic conflict had not hampered their future career. 48(100%) respondents from rural Government high schools said that ethnic conflict had hampered their future career. 18(100%) respondents from urban private high schools said that ethnic conflict had hampered their future career. 42(100%) respondents from rural private high schools said that ethnic conflict had hampered their future career.

In Parbatjhora sub-division, 10(62.5%) respondents from urban Government high schools said that ethnic conflict had affected their career whereas, 6(37.5%) respondents said that it had not affected their career. 24(100%) respondents from rural Government high schools said that ethnic conflict had hampered their future career. 23(100%) respondents from urban private high schools said that ethnic conflict had hampered their future career. 36(100%) respondents from rural private high schools said that ethnic conflict had hampered their future career.

From the above analysis, it can be observed that respondents in all the three sub-divisions were affected with ethnic conflict that had occurred in the district. Respondents from both the Government and private high schools, urban and rural areas were affected. Majority of the respondents' career or studies were affected very badly. Some of the respondents reported that they had long gap periods in studies. It is interpreted that ethnic conflict in

the region should be eradicated. School going students are the most targeted section of people in the society in any conflict, especially the women. Therefore, the Government should play an active role in trying to minimize the problem in the region. We can say that ethnic conflict had negative impact on education of the students. The percentage wise distribution of responses regarding impact of conflict on future career is shown in Figure 4.10.

Fig.4.10. shows percentage wise distribution of responses regarding impact of ethnic conflict on future career



Source: Field Survey

4.4 ANALYSIS AND INTERPRETATION OF DATA COLLECTED FROM FOCUS GROUP DISCUSSIONS

Based on the first objective of the study to find out the impact of ethnic conflict on the education of the students, data collected from parents of the sampled students are analyzed and interpreted according to the sub-divisions in the district, which are as

follows:

4.4.1 Experiences on ethnic conflict

In Focus Group Discussions, the parents were asked to discuss and share their experiences on ethnic conflict that had occurred in the district. Many parents had experienced many things during ethnic conflict. Their experiences are given below:

Table 4.13

Showing responses of the parents regarding experiences on ethnic conflict

Response	Sub-division		
	Kokrajhar=12	Gossaigaon=12	Parbatjhora=12
Frustration	2 (16.67)	0 (0.00)	1 (8.33)
Anger	0 (0.00)	3 (25)	2 (16.67)
Separation from the family members	0 (0.00)	0 (0.00)	1 (8.33)
Low-income of the family	1 (8.33)	2 (16.67)	0 (0.00)
Destruction of houses	3 (25)	0 (0.00)	0 (0.00)
Destruction of agricultural land	0 (0.00)	3 (25)	3 (25)
Tension in living with other groups	4 (33.33)	0 (0.00)	2 (16.67)
Emotional insecurity	0 (0.00)	2 (16.67)	0 (0.00)
Apprehension about future	0 (0.00)	2 (16.67)	0 (0.00)
Felt revengeful towards other people	2 (16.67)	0 (0.00)	3 (25)
Total column wise percentage	12 (100)	12 (100)	12 (100)

Source: Field Survey

From the table 4.13, it is seen that in Kokrajhar sub-division 2(16.67%) parents had said that they had experienced a feeling of frustration during and after the conflict.

1(8.33%) parent had said that they had experienced low income of the family during ethnic conflict. 3(25%) parents had said that their houses were destructed during ethnic conflict. 4(33.33%) parents had said that they had experienced tension in living with other groups during ethnic conflict. 2(16.67%) parents had said that they had felt revengeful towards other people at the time of conflict.

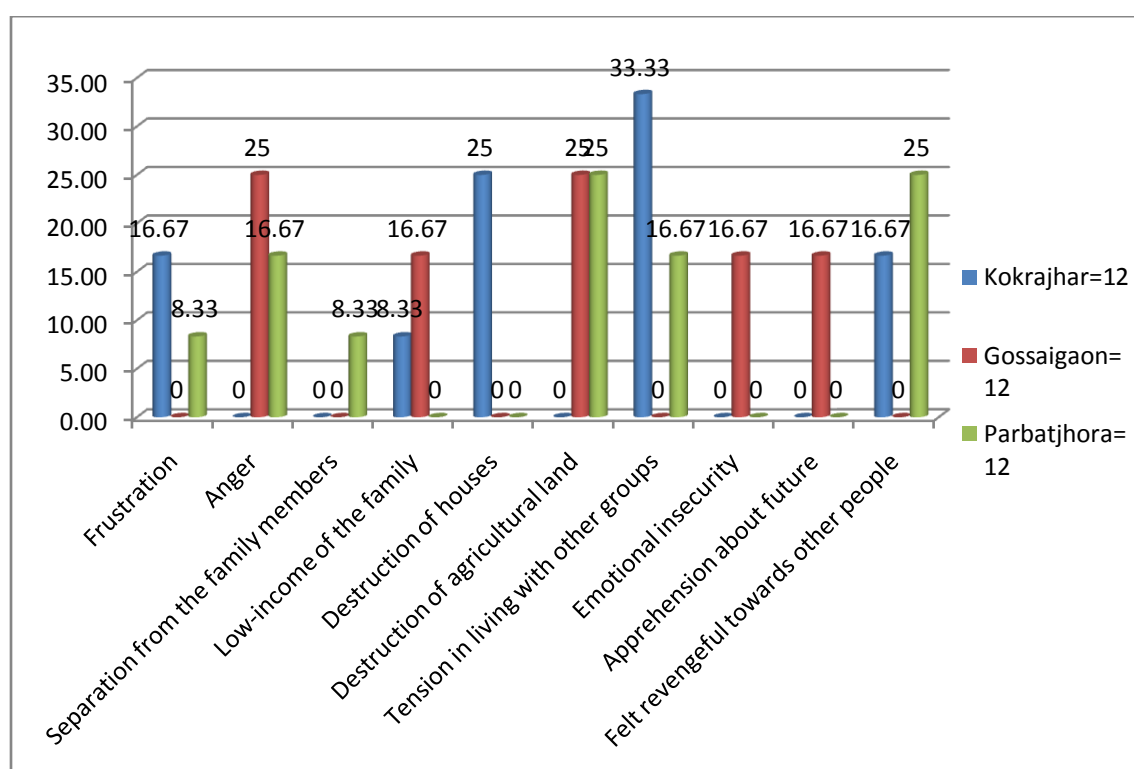
In Gossaigaon sub-division, it is revealed that 3(25%) parents had experienced a feeling of anger during and after the conflict. 2(16.67%) parents had revealed that they had come across low income rate of the family at the time of conflict. 3(25%) parents had revealed that they had experienced destruction of their agricultural land during ethnic conflict. 2(16.67%) parents had revealed that they had experienced emotional insecurity during and aftermath the incident. 2(16.67%) parents had said that they had experienced apprehension about the future.

In Parbatjhora sub-division, it is found that 1(8.33%) parent had experienced a feeling of frustration during ethnic conflict. 2(16.67%) parents had said that they had experienced a feeling of anger at the time of incident. 1(8.33%) parent had experienced separation from the family members at the time of conflict. 3(25%) parents had responded that they had experienced destruction of their agricultural land during conflict. 2(16.67%) parents had said that they had experienced tension in living with other groups at the time of conflict. 3(25%) parents had responded that they felt revengeful towards other people at the time of conflict.

From the above analysis, it is clear that ethnic conflict in the district had brought about negative impact in the society, especially in the mindsets of the people. Majority of the

parents had experienced different kind of feelings at the time of conflict. This type of feelings if not controlled or monitored properly can lead to some other behavioural problems. The percentage wise distribution of responses of the parents regarding experiences on ethnic conflict is shown in Figure 4.11 below:

Fig.4.11. Percentage wise distribution of responses of the parents regarding experiences on ethnic conflict



Source: Field Survey

4.4.2 Responses of the parents on impact of ethnic conflict on the education of the students

Education is regarded as the backbone of the society. The system of education in the country should be free of conflict. Only conflict free society can build the future of the students in the region. Ethnic conflict had created problems among the people in the

society in different ways. The question was asked to the parents on how ethnic conflict had affected the education of the students. Many parents had given their own views and experiences regarding ethnic conflict. The responses of the parents regarding the impact of ethnic conflict on the education of the students are analyzed in Table 4.14 below:

Table 4.14
**Showing responses of the parents regarding impact of ethnic conflict on the
education of the students**

Response	Sub-division		
	Kokrajhar=12	Gossaigaon=12	Parbatjhora=12
Wastage and stagnation	2 (16.67)	1 (8.33)	2 (16.67)
Drop out from the school	3 (25)	4 (33.33)	4 (33.33)
Irregular attendance	0 (0.00)	3 (25)	0 (0.00)
Could not appear in the examination	4 (33.33)	0 (0.00)	0 (0.00)
Debarred from examination	0 (0.00)	2 (16.67)	0 (0.00)
Hampered future career	3 (25)	0 (0.00)	3 (25)
Unemployment problem	0 (0.00)	2 (16.67)	3 (25)
Total column wise percentage	12 (100)	12 (100)	12 (100)

Source: Field Survey

From table 4.14, it is seen that in Kokrajhar sub-division, 2(16.67%) parents had said that ethnic conflict had affected the students very much. Due to ethnic conflict high wastage and stagnation was found among the students in the district. 3(25%) parents had said that majority of the students had dropped out from the school during ethnic conflict. 4(33.33%) parents had said that the students could not appear in the examination due to

ethnic conflict. 3(25%) parents had said that ethnic conflict had hampered future career of the students.

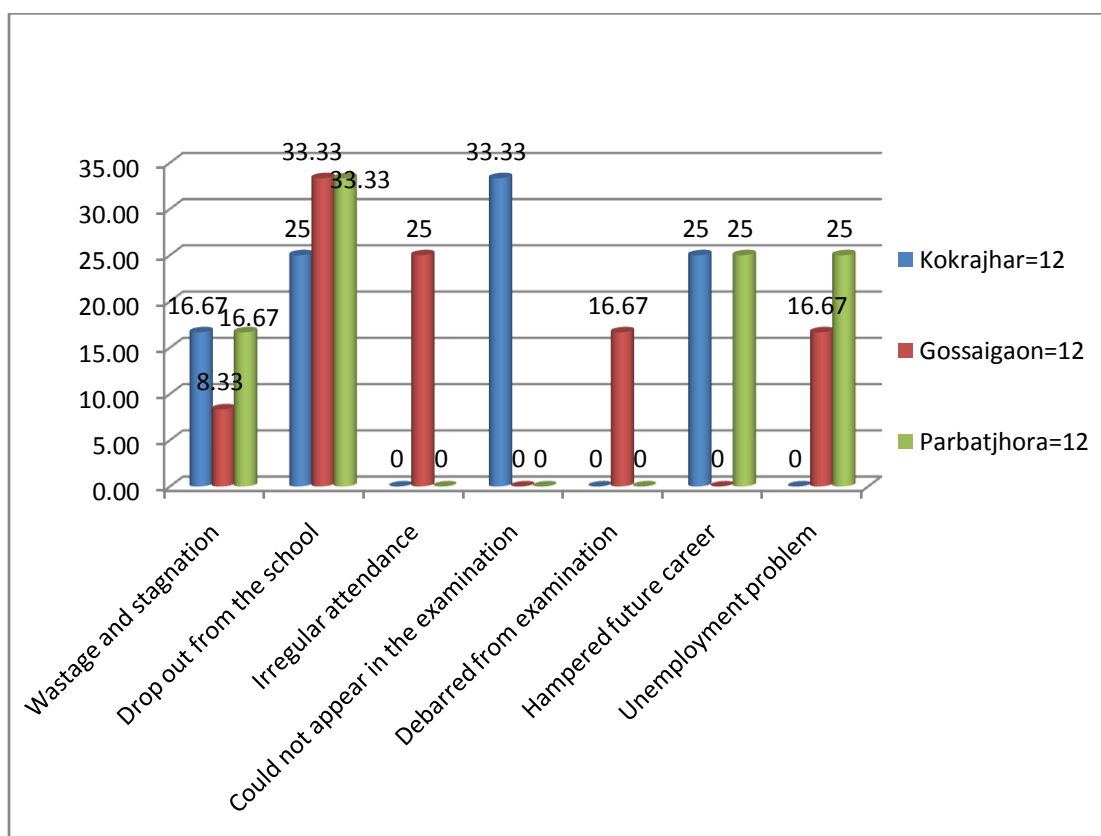
In Gossaigaon sub-division, 1(8.33%) parents had said that ethnic conflict had brought about wastage and stagnation among the students in the district. 4(33.33%) parents had said that due to ethnic conflict students had dropped out from the school. 3(25%) parents had revealed that due to ethnic conflict irregular attendance of the students was seen in the schools. 2(16.67%) parents had revealed that some of the students were debarred from examination during ethnic conflict. 2(16.67%) parents had responded that due to ethnic conflict in the district students had faced unemployment problem.

In Parbatjhora sub-division, 2(16.67%) parents had said that wastage and stagnation among the students were seen during ethnic conflict in the district. 4(33.33%) parents had said that they had noticed high dropped out rate of the students during ethnic conflict. 3(25%) parents had said that ethnic conflict had hampered future career of the students. 3(25%) parents had responded that ethnic conflict had caused unemployment problem among the students in the district.

From the above analysis, it can be interpreted that parents of the students had experienced various conditions during ethnic conflict in the district. Majority of the parents were also present during previous ethnic conflict a decade ago. They had experienced tremendous problems in both the conflict. Some of the parents had even lost their loved ones, agricultural land and monthly income was also affected during the incident. It is also seen that due to ethnic conflict the education of the students were hampered and their future career were hampered. Some of the students could not appear in the examination at the

time of conflict and so they had to be detained in the same classes. From the above analysis it is also seen that, ethnic conflict had created unemployment problem among the students in the district. Majority of the students those who were not able to complete their studies had faced this problem in their life. The percentage wise distribution of responses of the parents regarding impact of ethnic conflict on the education of the students is shown in Figure 4.12 as follows:

Fig.4.12. Percentage distribution of responses of the parents regarding impact of ethnic conflict on the education of the students



Source: Field Survey

4.4.3 Steps taken by the parents in protecting the students during ethnic conflict

Parents play an important role in the society in protecting the students from any kind

of problems. They have the responsibility of protecting the students during any conflict in the society. Students can feel safe if parents are there to protect them in times of need and danger. Protection has to be given to the students by the parents and people living in the society. Home is the first school for the child, so proper care should be provided by the elder ones in the family in order to help them grow in life. The responses of the parents regarding steps taken by them during ethnic conflict are given in Table 4.15 below:

Table 4.15

Showing responses of the parents regarding steps taken in protecting the students during ethnic conflict

Response	Sub-division		
	Kokrajhar=12	Gossaigaon=12	Parbatjhora=12
Conducted regular awareness programme in the society	3 (25)	2 (16.67)	2 (16.67)
Conducted peace rally	2 (16.67)	3 (25)	4 (33.33)
Frequent visits to the school	2 (16.67)	0 (0.00)	0 (0.00)
Frequent parent-teacher meet	0 (0.00)	3 (25)	2 (16.67)
Took help from local Government	2 (16.67)	4 (33.33)	0 (0.00)
Regular SMDC meeting	0 (0.00)	0 (0.00)	0 (0.00)
Accompanied students	3 (25)	0 (0.00)	4 (33.33)
Total column wise percentage	12 (100)	12 (100)	12 (100)

Source: Field Survey

From the table 4.15, it is revealed that 3(25%) parents had said that they had conducted regular awareness programme regarding impact of ethnic conflict in the society during and after the conflict. 2(16.67%) parents had responded that they had conducted peace rally in the society in order to protect students from any harm. 2(16.67%) parents had revealed that they had visited the schools frequently at the time of conflict. 2(16.67%)

parents had said that they had taken help from local Government regarding protection of the students during ethnic conflict. 3(25%) parents had said that they had accompanied the students in order to protect them from any harm.

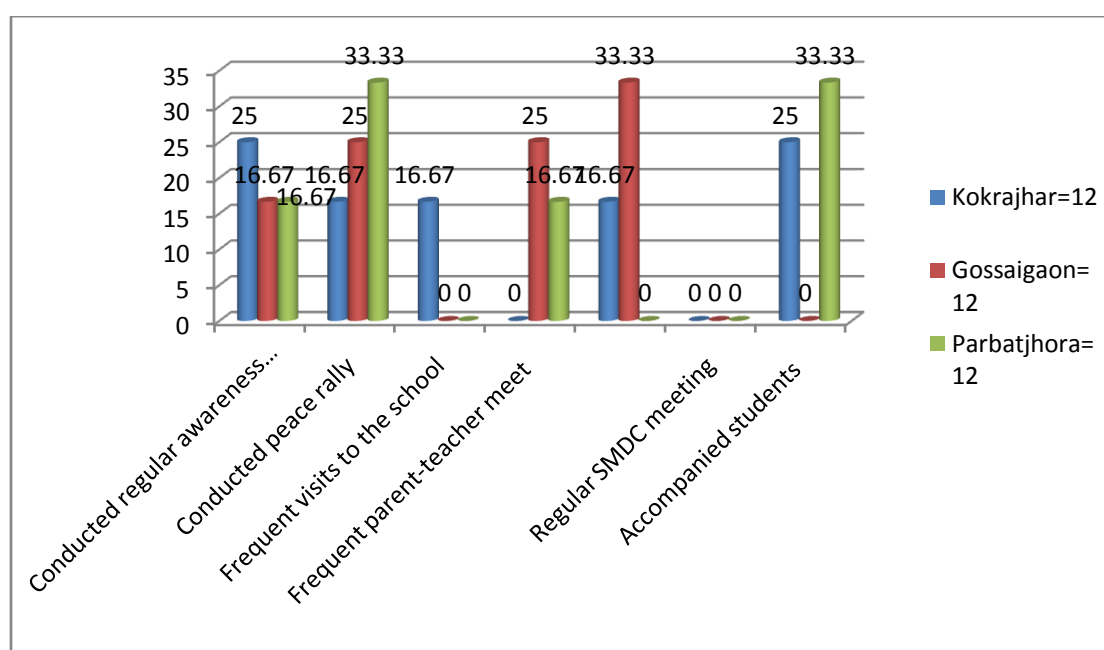
In Gossaigaon sub-division, 2(16.67%) parents had revealed that they had conducted regular awareness programme in the society on various themes during and after the conflict. 3(25%) parents had responded that they had conducted peace rally in the society. 3(25%) parents had attended frequent parent-teacher meet in the school in order to discuss about the situation and thereby bring solution to the problem. 4(33.33%) parents had revealed that they had taken help from local Government regarding protection of the students during ethnic conflict.

In Parbatjhora sub-division, 2(16.67%) parents had responded that they had conducted regular awareness programme in relation to ethnic conflict in the society. This served as one of the techniques of protecting the students during ethnic conflict. 4(33.33%) parents had revealed that they had conducted peace rally in the society. 2(16.67%) parents had said that they had participated frequently parent-teacher meet organized in the school. 4(33.33%) parents had revealed that they had accompanied the children to the school in order to protect them from any harm on the way.

From the analysis, it can be revealed that parents had taken active part in protecting their children from any harm during ethnic conflict in the district. Parents from each sub-division in the district had taken different steps in protecting the students from any violence. It is observed that parents had taken help from local Government in order to protect the students from ethnic conflict. It was found that local Government had helped

them too. Parents had also accompanied their children to the school during and after the incident. It shows that they love their children and want them to be safe from this problem. It is also seen that they had conducted peace rally and awareness programme in the society.

Fig.4.13. Percentage wise distribution of responses of the parents regarding steps taken in protecting the students during ethnic conflict



Source: Field Survey

4.5 ANALYSIS AND INTERPRETATION OF DATA COLLECTED FROM THE HEAD TEACHERS

Based on the first objective of the study to find out the impact of ethnic conflict on the education of the students, data collected from the head teachers of the high schools are analyzed and interpreted according to the type of management of schools, sub-divisions, rural and urban areas, which are as follows:

4.5.1 Responses of the head teachers on impact of ethnic conflict on education of the students

We can say that ethnic conflict had affected the education of the students in the district in many ways. The responses of the head teachers regarding impact of ethnic conflict on education of the students in the district are given on table no. 4.16.

Table no. 4.16

Showing responses of the head teachers regarding impact of ethnic conflict on the students

Res- ponse	Sub-division											
	Kokrajhar =30				Gossaigaon=22				Parbatjhora=13			
	Govt.=19		Priv.=11		Govt.=12		Priv.=10		Govt.=5		Priv.=8	
	U=7	R=12	U=2	R=9	U=4	R=8	U=3	R=7	U=1	R=4	U=2	R=6
Yes	7 (100)	12 (100)	2 (100)	9 (100)	4 (100)	8 (100)	3 (100)	7 (100)	1 (100)	4 (100)	2 (100)	6 (100)
No	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Total column wise percen- tage	7 (100)	12 (100)	2 (100)	9 (100)	4 (100)	8 (100)	3 (100)	7 (100)	1 (100)	4 (100)	2 (100)	6 (100)

Source: Field survey

From the above table 4.16, it can be observed that in all the three sub-divisions in the district i.e. Kokrajhar, Gossaigaon, Parbatjhora sub-division, 100% head teachers from the Government and private high schools, urban and rural areas had said that ethnic conflict had affected the education of the students in the district. From the analysis, it is clear that ethnic conflict had affected the education of the students in the district. According to the head teachers' response all the three sub-divisions in the district i.e. Kokrajhar, Gossaigaon and Parbatjhora sub-divisions were very much affected by ethnic conflict.

4.5.2 Ways and means how ethnic conflict affected the education of the students

The responses of the head teachers regarding how ethnic conflict had affected the education of the students are shown on table no. 4.17 below:

Table no. 4.17

Showing responses of the head teachers regarding how ethnic conflict had affected the education of the students

Res- ponse	Sub-division											
	Kokrajhar =30				Gossaigaon=22				Parbatjhora=13			
	Govt.=19		Priv.=11		Govt.=12		Priv.=10		Govt.=5		Priv.=8	
	U=7	R=12	U=2	R=9	U=4	R=8	U=3	R=7	U=1	R=4	U=2	R=6
Wastage and stagnation	2 (28.57)	4 (33.33)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Drop out	3 (42.86)	6 (50)	0 (0.00)	5 (55.56)	4 (100)	4 (50)	3 (100)	4 (57.14)	1 (100)	4 (100)	2 (100)	3 (50)
Irregular attendance	2 (28.57)	2 (16.67)	0 (0.00)	0 (0.00)	0 (0.00)	4 (50)	0 (0.00)	3 (42.86)	0 (0.00)	0 (0.00)	0 (0.00)	3 (50)
Debarred from examination	0 (0.00)	0 (0.00)	2 (100)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Hampered future career	0 (0.00)	0 (0.00)	0 (0.00)	2 (22.22)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Unemployment problem	0 (0.00)	0 (0.00)	0 (0.00)	2 (22.22)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Total column wise percentage	7 (100)	12 (100)	2 (100)	9 (100)	4 (100)	8 (100)	3 (100)	7 (100)	1 (100)	4 (100)	2 (100)	6 (100)

Source: Field Survey

From table 4.17, it is seen that in Kokrajhar sub-division, 2(28.57%) head teachers from urban Government high schools had said that there was wastage and stagnation among the students during ethnic conflict. 3(42.86%) head teachers from urban Government high schools had said that the students had dropped out from the school during ethnic conflict. 2(28.57%) head teachers from urban Government high schools had said that there was irregularity in attendance of the students. 4(33.33%) head teachers from rural Government high schools had said that there was wastage and stagnation among the

students at the time of incident. 6(50%) head teachers from rural Government high schools had said that the students had dropped out from the school during ethnic conflict. 2(16.67%) head teachers from rural Government high schools had said that there was irregularity in attendance of the students. 2(100%) head teachers from urban private high schools had said that students were debarred from examination at the time of incident. 5(55.56%) head teachers from rural private high schools had said that the students had dropped out from the school during ethnic conflict. 2(22.22%) head teachers from rural private high schools had said that ethnic conflict had hampered the future career of the students. 2(22.22%) head teachers from rural private high schools had said that ethnic conflict had created unemployment problem among the students in the district.

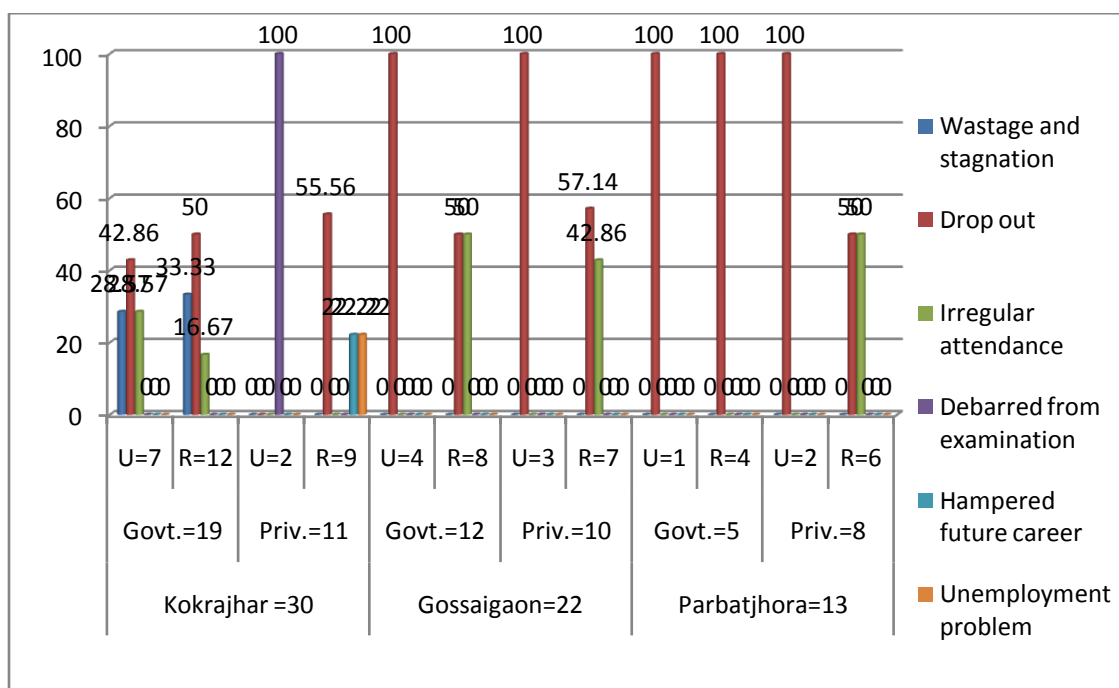
In Gossaigaon sub-division, 4(100%) head teachers from urban Government high schools had said that the students had dropped out from the school during ethnic conflict. 4(50%) head teachers from rural Government high schools had said that the students had dropped out from the school during ethnic conflict. 4(50%) head teachers from rural Government high schools had said that the students were irregular in the class at the time of incident. 3(100%) head teachers from urban private high schools had said that the students had dropped out from the school during ethnic conflict. 4(57.14%) head teachers from rural private high schools had said that the students had dropped out from the school during ethnic conflict. 3(42.86%) head teachers from rural private high schools had said that the students were irregular in the class at the time of incident.

In Parbatjhora sub-division, 1(100%) head teachers from urban Government high schools had said that the students had dropped out from the school during ethnic conflict. 4(100%) head teachers from rural Government high schools had said that the students

had dropped out from the school during ethnic conflict. 2(100%) head teachers from urban private high schools had said that the students had dropped out from the school during ethnic conflict. 3(50%) head teachers from rural private high schools had said that the students had dropped out from the school during ethnic conflict. 3(50%) head teachers from rural private high schools had said that there was irregularity in attendance of the students during ethnic conflict.

From the above analysis, it can be seen that in all the three sub-divisions in the district both from the Government and Private high schools, urban and rural areas, majority of the students had dropped out from the schools and there was irregularity of attendance in the school. It is interpreted that the incident had affected the education of the students in many ways. It had created unemployment problem among the students and hampered the future of the students. Conflict in the society should be eradicated in order to run the schools properly. The percentage distribution of responses of the head teachers on how ethnic conflict had affected the education of the students are given in figure 4.14 on page no.91.

Fig.4.14. Percentage distribution of responses of the head teachers on how ethnic conflict had affected the education of the students



Source: Field survey

The above figure shows how ethnic conflict had affected the education of the students in the district. Majority of the head teachers had faced the problem related with wastage and stagnation, drop out and irregular attendance of the students at the time of ethnic conflict.

4.5.3 Academic performance of the students in HSLC examination from 2010 to 2017

HSLC examination is regarded as the gateway to other higher degrees. Performance in the examination is very important for the students in order to get admission in good and reputed educational institutions. Future career of the students depend upon HSLC examination result. Therefore, everyone regard this as one of the most important examinations in their life. Academic performance of the students in HSLC examination in the district from 2010 to 2017 is shown on table 4.18 below:

Table 4.18

**Showing the academic performance of the students in HSLC Examination from
2010-2017**

Year	Total Appeared	Total Passed	Pass Percentage
2010	8123	4251	52.33
2011	8220	4742	57.69
2012	8692	5125	58.96
2013	12455	7686	61.71
2014	13691	7101	51.87
2015	14304	7508	52.49
2016	14165	7111	50.20
2017	13097	4161	31.77

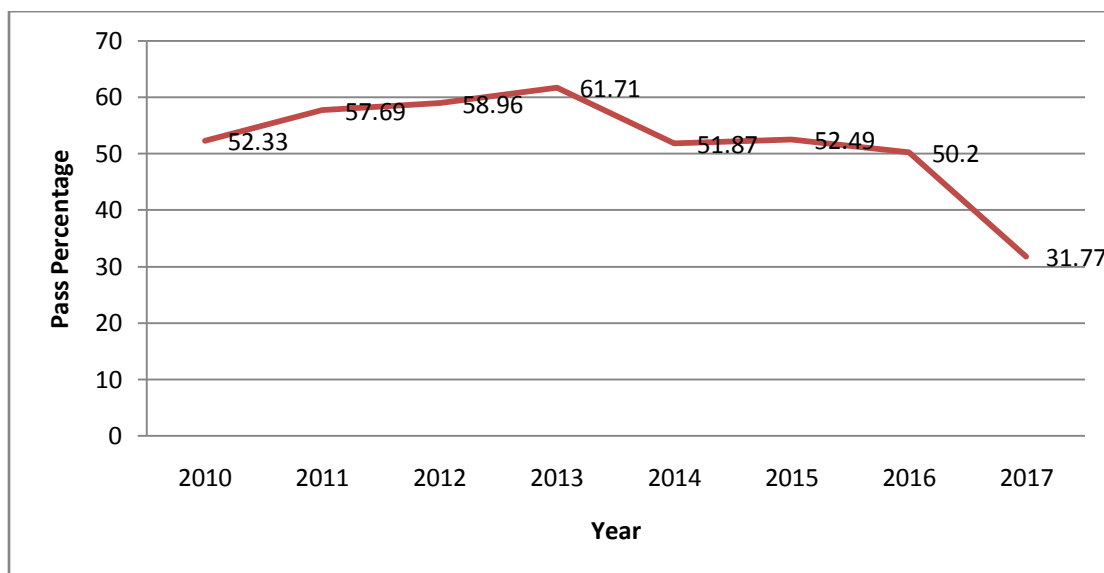
Source: Result Booklet of HSLC examination from 2010-2017

From the above table 4.18, it is seen that in 2010, the total students appeared in HSLC examination was 8123 and out of this 4251 students had passed well. The overall pass percentage was 52.33%. In 2011 the total students appeared in HSLC examination was 8220 and out of this 4742 students had passed well. The overall pass percentage was 57.69%. In 2012, the total students appeared in HSLC examination was 8692 and out of this 5125 students had passed well. The overall pass percentage was 58.96%. In 2013, the total students appeared in HSLC examination was 12455 and out of this 7686 students had passed well. The overall pass percentage was 61.71%. In 2014, the total students appeared in HSLC examination was 13691 and out of this 7101 students had passed well. The overall pass percentage was 51.87%. In 2015, the total students appeared in HSLC examination was 14304 and only 7508 had passed the examination. The overall pass percentage was 52.49%. In 2016, the total students appeared in HSLC examination was

14165 and 7111 students had passed. The overall pass percentage was 50.20%. In 2017, the total students appeared in HSLC examination was 13097 and 4161 students had passed. The pass percentage was 31.77%.

From the above analysis, it can be interpreted that ethnic conflict had not affected the academic performance of the students in HSLC examination in the year 2013 after the conflict but it can be seen that 2014 there was a decline in the overall pass percentage of the students in the district. It is a clear sign that due to occurrence of ethnic conflict in the district the performance of the students had become poor.

Fig.4.15. shows the trend diagram of results of HSLC examination from 2010-2017 (Eight Years)



Source: Result Booklet of HSLC examination from 2010-2017

The above figure 4.14 shows the academic performance of the students in HSLC examination from 2010 to 2017 in Kokrajhar district. It is found that the performance of the students in the year 2013 was good but it had decline in 2014. It can be said that due

to ethnic conflict in the district, the performance of the students in 2014 was poorer compared to 2013 result. Therefore, we can say that ethnic conflict had affected the academic performance of the students.

4.6 PSYCHOSOCIAL IMPACT OF ETHNIC CONFLICT ON STUDENTS

In regard to second objectives of the study: To investigate the psycho-social impact of ethnic conflict on the students in the district, the data collected from the students are analyzed and interpreted as follows:

4.6.1 Psychological impact of ethnic conflict on the students

The responses of the respondents regarding mental disorder during ethnic conflict are given in Table 4.19 below:

Table 4.19
Showing responses of the respondents regarding psychological conditions faced during ethnic conflict

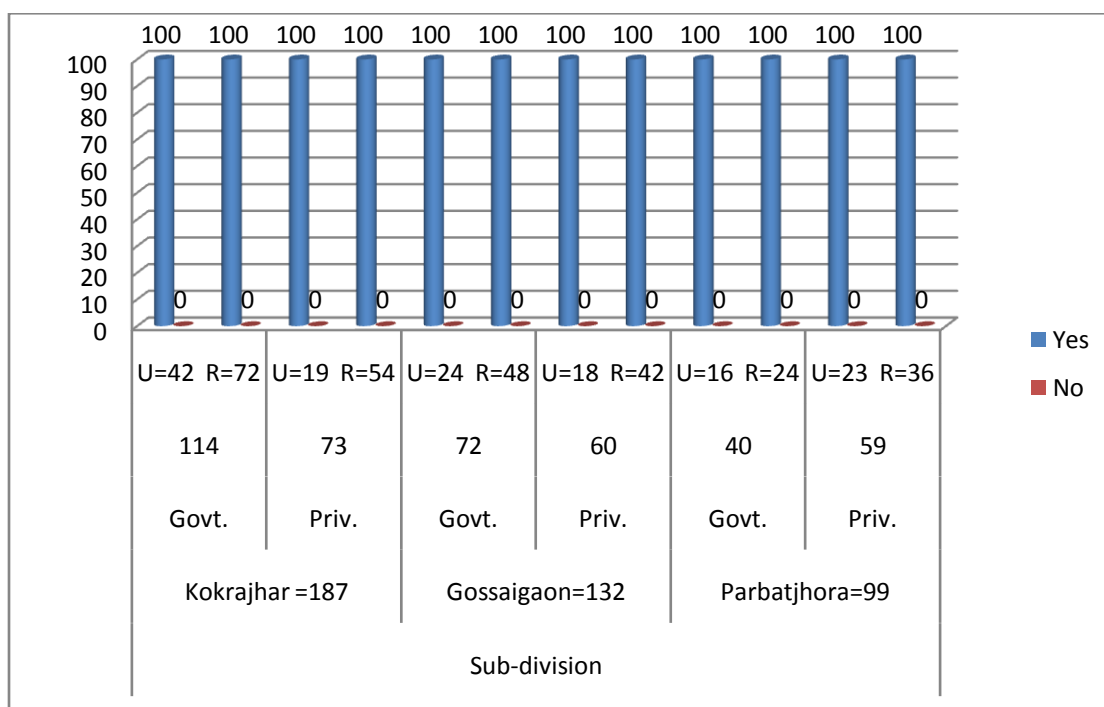
Res- ponse	Sub-division											
	Kokrajhar =187				Gossaigaon=132				Parbatjhora=99			
	Govt.=114		Priv.=73		Govt.=72		Priv.=60		Govt.=40		Priv.=59	
	U=42	R=72	U=19	R=54	U=24	R=48	U=18	R=42	U=16	R=24	U=23	R=36
Yes	42 (100)	72 (100)	19 (100)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)
No	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Total column wise percen- tage	42 (100)	72 (100)	19 (100)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)

Source: Field Survey

From the table 4.19, it is observed that in all the three sub-divisions in the district i.e. Kokrajhar, Gossaigaon and Parbatjhora sub-division, 100% respondents from the Government and private high schools, urban and rural areas had said that they had faced psychological conditions during ethnic conflict.

It is interpreted that majority of the respondents had gone through some mental disorders during ethnic conflict in the district. It had affected students very badly. We can say that this type of ethnic conflict can create problems in students' life if proper care is not taken. Percentage wise distribution of responses regarding psychological conditions during conflict is shown below:

Fig.4.16. Percentage distribution of responses regarding psychological conditions during ethnic conflict



Source: Field Survey

From the above figure, it is seen that in all the three sub-divisions in the district i.e.

Kokrajhar, Gossaigaon and Parbatjhora sub-division, majority of the students from the Government and private high schools, urban and rural areas, had faced some psychological problems during ethnic conflict. It is interpreted that school students were affected during ethnic conflict. This type of conflict in the society can play a negative role in students' life. The Government and local people should help and protect the students during any ethnic conflict in the region.

4.6.2 Types of psychological conditions experienced by the respondents

Majority of the students had faced some psychological conditions during ethnic conflict in the district. The responses of the respondents regarding psychological conditions experienced by them are given in Table 4.20 as follows:

Table 4.20
Showing responses regarding types of psychological conditions experienced during ethnic conflict

Psychological conditions	Sub-division											
	Kokrajhar =187				Gossaigaon=132				Parbatjhora=99			
	Govt.=114		Priv.=73		Govt.=72		Priv.=60		Govt.=40		Priv.=59	
	U=42	R=72	U=19	R=54	U=24	R=48	U=18	R=42	U=16	R=24	U=23	R=36
Emotional insecurity	20 (47.62)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	10 (20.83)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Sleeplessness	0 (0.00)	30 (41.67)	0 (0.00)	24 (44.44)	0 (0.00)	0 (0.00)	18 (100)	0 (0.00)	0 (0.00)	24 (100)	0 (0.00)	36 (100)
Anger	0 (0.00)	32 (44.44)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	42 (100)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Frustration	0 (0.00)	0 (0.00)	0 (0.00)	30 (55.56)	24 (100)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	23 (100)	0 (0.00)
Fear	22 (52.38)	0 (0.00)	19 (100)	0 (0.00)	0 (0.00)	38 (79.17)	0 (0.00)	0 (0.00)	16 (100)	0 (0.00)	0 (0.00)	0 (0.00)
Total column wise percentage	42 (100)	72 (100)	19 (100)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)

Source: Field Survey

From table 4.20, it is observed that, in Kokrajhar sub-division, 20(47.62%) respondents from urban Government high schools said that they had experienced emotional insecurity during ethnic conflict. 22(52.38%) respondents from urban Government high schools said that they had experienced a feeling of fear at the time of conflict. 30(41.67%) respondents from rural Government high schools said that they had experienced sleeplessness at the time of ethnic conflict. 32(44.44%) respondents from rural Government high schools said that they had experienced a feeling of anger. 19(100%) respondents from urban private high schools said that they had experienced a feeling of fear. 24(44.44%) respondents from rural private high schools said that they had experienced sleeplessness during ethnic conflict in the district. 30(55.56%) respondents from rural private high schools said that they had experienced a feeling of frustration.

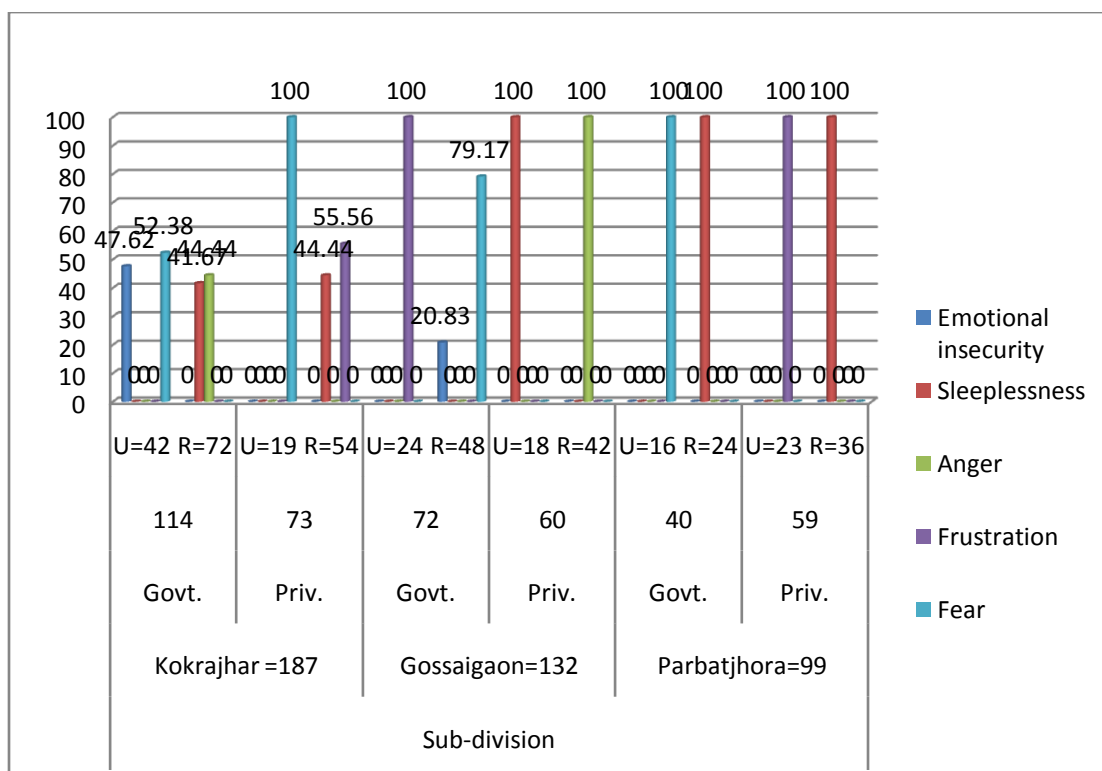
In Gossaigaon sub-division, 24(100%) respondents from urban Government high schools said that they had experienced frustration at the time of incident. 10(20.83%) respondents from rural Government high schools said that they had experienced emotional insecurity. 38(79.17%) respondents from rural Government high schools said that they had experienced a feeling of fear. 18(100%) respondents from urban private high schools said that they had experienced sleeplessness. 42(100%) respondents from rural private high schools said that they had experienced a feeling of anger.

In Parbatjhora sub-division, 16(100%) respondents from urban Government high schools said that they had experienced a feeling of fear during ethnic conflict. 24(100%) respondents from rural Government high schools said that they had experienced sleeplessness. 23(100%) respondents from urban private high schools said that they had experienced frustration in their life during ethnic conflict. 36(100%) respondents from

rural private high schools said that they had experienced sleeplessness at the time of incident.

The result shows that due to ethnic conflict majority of the respondents had suffered with some psychological disorders. These psychological problems can lead to some kind of disorders if proper care is not taken at the right time. Some of the respondents had said that they were not able to overcome this problem for a long period of time. Some respondents are not able to solve this problem till today.

Fig.4.17. Percentage wise distribution of responses regarding types of psychological conditions experienced during ethnic conflict



Source: Field Survey

From the figure 4.17, it is seen that majority of the students had faced one or the other psychological problems during ethnic conflict. These psychological conditions had disturbed them in their daily life.

4.6.3 Recalling the incidents

The responses of the respondents regarding recalling the incidents that occurred during ethnic conflict are summarized in Table 4.21 below:

Table 4.21

Showing responses of the respondents regarding recalling of the incidents

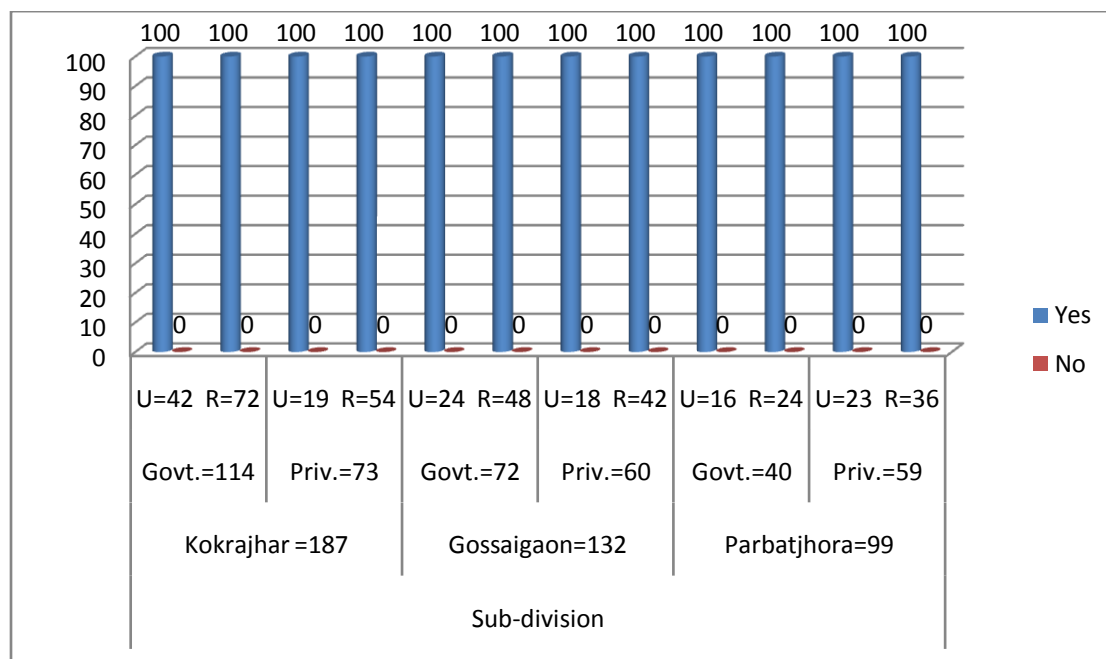
Res- ponse	Sub-division											
	Kokrajhar =187				Gossaigaon=132				Parbatjhora=99			
	Govt.=114		Priv.=73		Govt.=72		Priv.=60		Govt.=40		Priv.=59	
	U=42	R=72	U=19	R=54	U=24	R=48	U=18	R=42	U=16	R=24	U=23	R=36
Yes	42 (100)	72 (100)	19 (100)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)
No	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Total column wise percen- tage	42 (100)	72 (100)	19 (100)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)

Source: Field Survey

From table no. 4.21, it is revealed that, in the three sub-divisions in the district i.e. Kokrajhar, Gossaigaon and Parbatjhora sub-division, 100% respondents from the Government and private high schools, urban and rural areas had revealed that they use to recall the incidents that occurred during ethnic conflict.

From the above analysis it is interpreted that, majority of the students had suffered during and after the incident. It can be said that recalling of the incidents can cause some serious mental disorders among the students. Due to ethnic conflict majority of the respondents had suffered tremendous problems. The growing situations in the district should be wiped away in order to help students study well and prosper well in life. Both the parents and teachers have to play an important role in students' life by solving their problems. Teachers should try to provide guidance programme to the students in the schools so that they can get rid from the problems. The percentage wise distribution of responses of the respondents regarding recalling of the incidents is shown in Figure 4.18.

Fig.4.18. Percentage distribution of responses of the respondents regarding recalling of the incidents



Source: Field Survey

From the above figure, it is clear that majority of the students from Kokrajhar, Gossaigaon and Parbatjhora sub-divisions, both from the Government and private high

schools, urban and rural areas use to recall the incidents. We can say that ethnic conflict had affected the students in the district.

4.6.4 Trying to commit suicide

Ethnic conflict had affected the psychological status of the students in many ways. A tendency to commit suicide among the young people or students had become a trend in the society. Teenagers are very prone to this type of problem in the society. Therefore, they should be monitored frequently by the teachers and parents as well both at home as well as in the school. The responses of the respondents regarding trying to commit suicide during ethnic conflict are summarized in Table 4.22 below.

Table 4.22

Showing responses of the respondents regarding trying to commit suicide during ethnic conflict

Res- ponse	Sub-division											
	Kokrajhar =187				Gossaigaon=132				Parbatjhora=99			
	Govt.=114		Priv.=73		Govt.=72		Priv.=60		Govt.=40		Priv.=59	
	U=42	R=72	U=19	R=54	U=24	R=48	U=18	R=42	U=16	R=24	U=23	R=36
Yes	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	2 (8.33)	5 (10.42)	6 (33.33)	2 (4.76)	0 (0.00)	4 (16.67)	0 (0.00)	0 (0.00)
No	42 (100)	72 (100)	19 (100)	54 (100)	22 (91.67)	43 (89.58)	12 (66.67)	40 (95.24)	16 (100)	20 (83.33)	23 (100)	36 (100)
Total column wise percen- tage	42 (100)	72 (100)	19 (100)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)

Source: Field Survey

From table no.4.22, it is observed that, in Kokrajhar sub-division, 100% respondents from both the urban and rural areas, Government and private high schools said that they

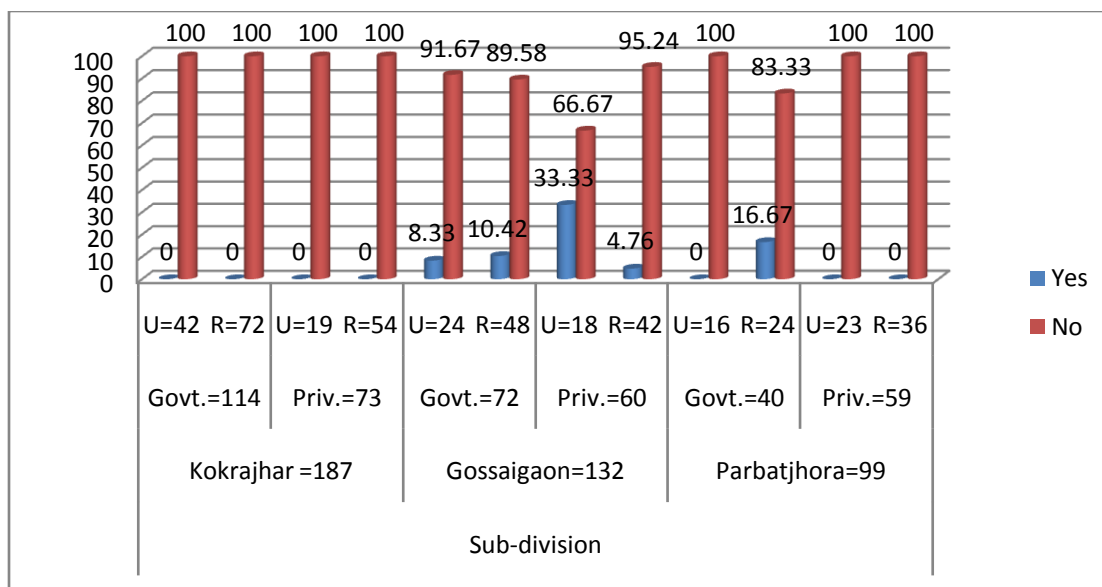
did not have a tendency to commit suicide during ethnic conflict.

In Gossaigaon sub-division, 2(8.33%) respondents from urban Government high schools had revealed that they had feelings of committing suicide during ethnic conflict whereas, 22(91.67%) respondents from urban Government high schools had revealed that they did not have the feelings of committing suicide. 5(10.42%) respondents from rural Government high schools had revealed that they wanted to commit suicide at the time of conflict due to frustration. 43(89.58%) respondents from rural Government high schools had revealed that they did not have any intention to commit suicide at the time of incident. 6(33.33%) respondents from urban private high schools had revealed that they wanted to commit suicide at the time of conflict. 12(66.67%) respondents from urban private high schools had revealed that they had no tendency to commit suicide at the time of conflict. 2(4.76%) respondents from rural private high schools had revealed that they had the tendency to commit suicide at the time of conflict. 40(95.24%) respondents from rural private high schools had revealed that they did not have the tendency to commit suicide at the time of conflict.

In Parbatjhora sub-division, 16(100%) respondents from urban Government high schools said that they had no intention to commit suicide at the time of conflict. 4(16.67%) respondents from rural Government high schools said that they had the intention to commit suicide at the time of conflict. 20(83.33%) respondents from rural Government high schools said that they had no intention to commit suicide at the time of conflict. 23(100%) respondents from urban private high schools said that they had no intention to commit suicide at the time of conflict. 36(100%) respondents from rural private high schools said that they also had no intention to commit suicide at the time of conflict. The

percentage wise distribution of responses of the respondents regarding trying to commit suicide during ethnic conflict is shown in the figure 4.19 below.

4.19. Percentage distribution of responses of the respondents regarding trying to commit suicide during ethnic conflict



Source: Field Survey

The figure 4.19 shows that majority of the respondents in Kokrajhar, Gossaigaon and Parbatjhora sub-division in the district, both urban and rural areas, Government and private high schools did not try to commit suicide at the time of ethnic conflict. It can be said that ethnic conflict had not affected them in committing suicide. Some of the respondents in Gossaigaon and Parbatjhora sub-divisions had the tendency of committing suicide at the time of conflict in the district.

4.6.4.1 Reasons for trying to commit suicide during ethnic conflict

There are many factors which help the people commit suicide in the society. The growing students should be monitored properly so that they do not fall into temptation. The

reasons of the respondents regarding wanting to commit suicide during and after ethnic conflict is given in Table 4.23 below:

Table 4.23

Showing reasons of the respondents regarding trying to commit suicide during ethnic conflict

Reasons	Sub-division											
	Kokrajhar =0				Gossaigaon=15				Parbatjhora=4			
	Govt.=0		Priv.=0		Govt.=7		Priv.=8		Govt.=4		Priv.=0	
	U=0	R=0	U=0	R=0	U=2	R=5	U=6	R=2	U=0	R=4	U=0	R=0
Due to lose of property	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	3 (60)	3 (50)	2 (100)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Due to lose of dear and near ones	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Due to displacement	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	2 (40)	0 (0.00)	0 (0.00)	0 (0.00)	4 (100)	0 (0.00)	0 (0.00)
Due to frustration	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	2 (100)	0 (0.00)	3 (50)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Total column wise percentage	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	2 (100)	5 (100)	6 (100)	2 (100)	0 (0.00)	4 (100)	0 (0.00)	0 (0.00)

Source: Field Survey

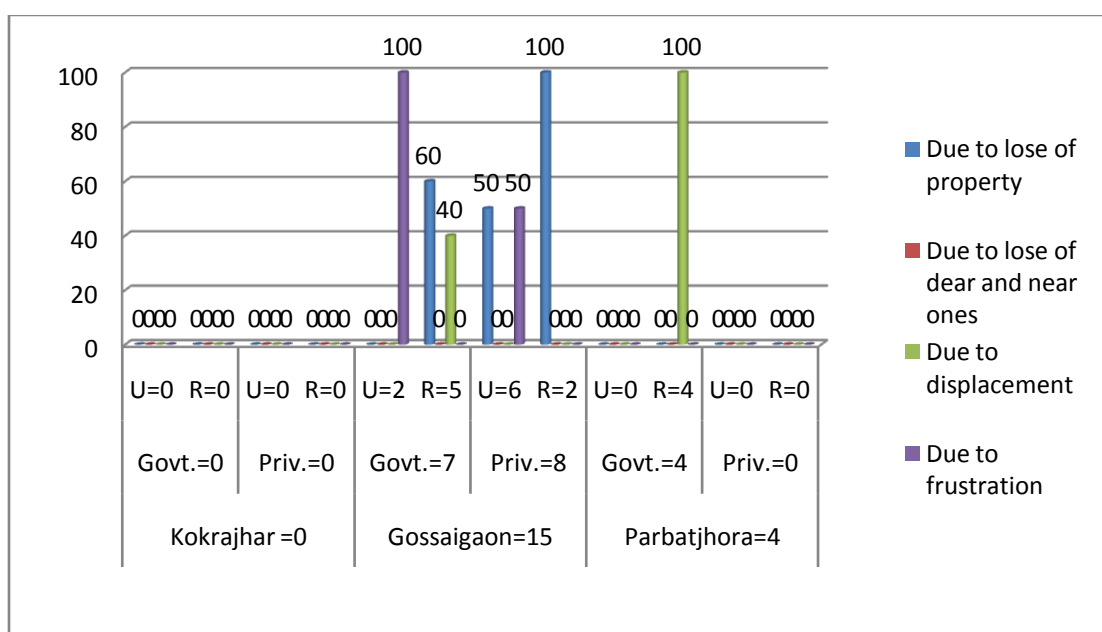
From table no. 4.23, it is revealed that in Kokrajhar sub-division, no respondents wanted to commit suicide at the time of ethnic conflict in the district.

In Gossaigaon sub-division, 2(100%) respondents from urban Government high schools said that they wanted to commit suicide due to frustration. 3(60%) respondents from rural Government high schools said that they wanted to commit suicide due to lose of property. 2(40%) respondents from rural Government high schools said that they wanted to commit suicide due to displacement. 3(50%) respondents from urban private high schools said

that they wanted to commit suicide due to lose of property. 3(50%) respondents from urban private high schools said that they wanted to commit suicide due to frustration. 2(100%) respondents from rural private high schools said that they wanted to commit suicide due to lose of property. In Parbatjhora sub-division, 4(100%) respondents from rural Government high schools said that they wanted to commit suicide due to displacement.

From the above analysis, it is interpreted that in Kokrajhar sub-division, no respondents intended to commit suicide during ethnic conflict. Some of the respondents in Gossaigaon and Parbatjhora sub-division had the intention of committing suicide during ethnic conflict. So we can say that, among all the three sub-divisions in the district two sub-divisions were badly affected during conflict.

4.20. Percentage distribution of reasons of the respondents regarding trying to commit suicide during ethnic conflict



Source: Field survey

From the figure 4.20, it is clear that majority of the students from Gossaigaon and Parbatjhora sub-division wanted to commit suicide due to lose of property, displacement and frustration.

4.6.5 Behavioural problems

Behavioural problems among the students occur during any problem in the society. Majority of the students now a day have different kinds of behavioural problems. These problems of the students should be monitored and taken care of it. Both the parents and teachers should give them regular guidance so that they can come out from any behavioural problems. Some of the respondents had experienced one or the other type of behavioural problems during ethnic conflict. The school authorities should provide guidance and counseling services to the students in the schools so that students can modify their behaviours and try to become good citizens in the society and country. The responses of the respondents regarding behavioural problems experienced by them during ethnic conflict are given in Table 4.24 below:

Table 4.24

Showing responses regarding behavioral problems experienced by the respondents

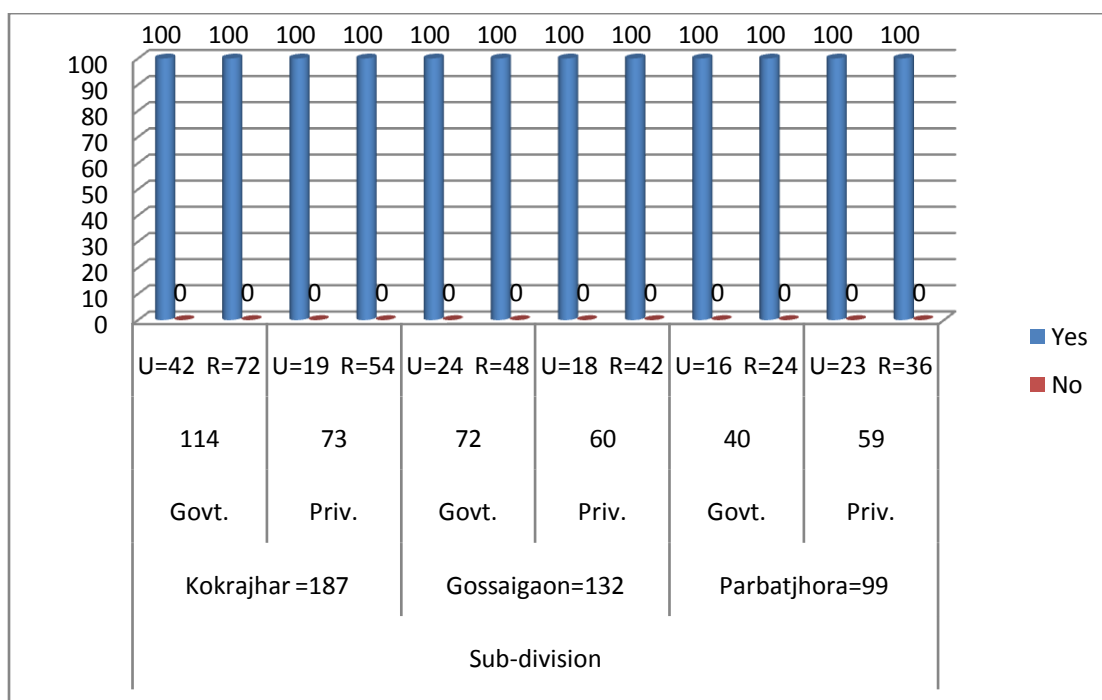
Res- ponse	Sub-division											
	Kokrajhar =187				Gossaigaon=132				Parbatjhora=99			
	Govt.=114		Priv.=73		Govt.=72		Priv.=60		Govt.=40		Priv.=59	
	U=42	R=72	U=19	R=54	U=24	R=48	U=18	R=42	U=16	R=24	U=23	R=36
Yes	42 (100)	72 (100)	19 (100)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)
No	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Total column wise percen- tage	42 (100)	72 (100)	19 (100)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)

Source: Field Survey

From table 4.24, it is seen that, in all the three sub-divisions in the district i.e. Kokrajhar, Gossaigaon and Parbatjhora sub-divisions, urban and rural areas, Government and private high schools, majority of the students have experienced behavioural problems during ethnic conflict.

The result shows that majority of the students in all the three sub-divisions in the district, both urban and rural areas had experienced behavioural problems at the time of incident in the district. It is interpreted that ethnic conflict had affected the large number of school students in the region.

Fig.4.21. Percentage wise distribution of responses regarding behavioural problems experienced by the respondents



Source: Field Survey

The above figure shows that majority of the respondents in Kokrajhar, Gossaigaon and Parbatjhora sub-division both the Government and private high schools, urban and rural areas had faced tremendous behavioural problems during and after the incident.

4.6.5.1 Type of behavioural problems experienced by the respondents

The growing young students face many problems in today's world. They have different types of problems according to the stages of growth and development. But certain incidents can leave them with some kinds of behavioural problems. During ethnic conflict respondents had experienced some kind of behavioural problems which are given in Table 4.25 below:

Table 4.25

Showing responses regarding type of behavioral problems experienced by the respondents

Behavioural problem	Sub-division											
	Kokrajhar =187				Gossaigaon=132				Parbatjhora=99			
	Govt.=114		Priv.=73		Govt.=72		Priv.=60		Govt.=40		Priv.=59	
	U=42	R=72	U=19	R=54	U=24	R=48	U=18	R=42	U=16	R=24	U=23	R=36
Created eating disorder	0 (0.00)	50 (69.44)	0 (0.00)	54 (100)	14 (58.33)	0 (0.00)	18 (100)	0 (0.00)	0 (0.00)	14 (58.33)	0 (0.00)	0 (0.00)
Felt revengeful	20 (47.62)	0 (0.00)	19 (100)	0 (0.00)	0 (0.00)	48 (100)	0 (0.00)	22 (52.38)	16 (100)	0 (0.00)	23 (100)	36 (100)
Made chain smoker	0 (0.00)	22 (30.56)	0 (0.00)	0 (0.00)	10 (41.67)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Addicted to alcohol	22 (52.38)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	20 (47.62)	0 (0.00)	10 (41.67)	0 (0.00)	0 (0.00)
Total column wise percentage	42 (100)	72 (100)	19 (100)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)

Source: Field Survey

From table 4.25, it is observed that, in Kokrajhar sub-division, 20(47.62%) respondents from urban Government high schools had reported that they had felt revengeful towards people. 22(52.38%) respondents from urban Government high schools had reported that

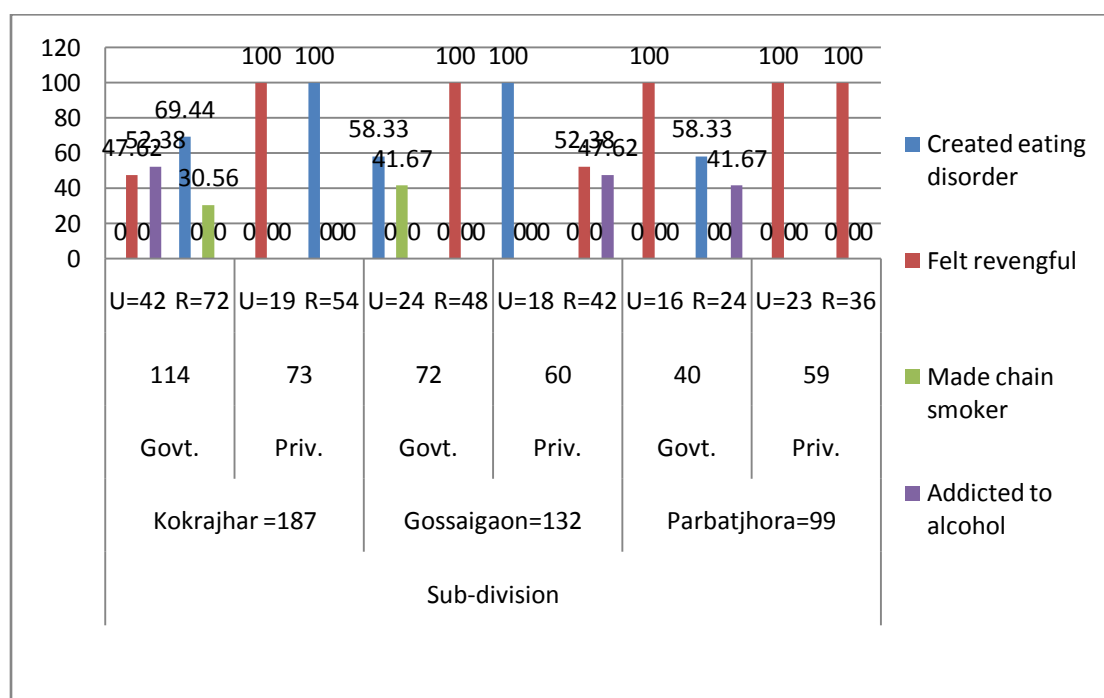
they were addicted to alcoholism during ethnic conflict. 50(69.44%) respondents from rural Government high schools had reported that it had created eating disorder. 22(30.56%) respondents from rural Government high schools had reported that it had made them chain smoker. 19(100%) respondents from urban private high schools had reported that they felt revengeful towards other people in the society. 54(100%) respondents from rural private high schools had reported that it had created eating disorder.

In Gossaigaon sub-division, 14(58.33%) respondents from urban Government high schools had reported that it had created eating disorder. 10(41.67%) respondents from urban Government high schools had reported that it had made them chain smoker. 48(100%) respondents from rural Government high schools had reported that they felt revengeful. 18(100%) respondents from urban private high schools had reported that it had created eating disorder among them. 22(52.38%) respondents from rural private high schools had reported that they had felt revengeful towards other people. 20(47.62%) respondents from rural private high schools had reported that they were addicted to alcoholism.

In Parbatjhora sub-division, 16(100%) respondents from urban Government high schools had reported that they had felt revengeful towards people. 14(58.33%) respondents from rural Government high schools had reported that it had created eating disorder. 10(41.67%) respondents from rural Government high schools had reported that they were addicted to alcoholism. 23(100%) respondents from urban private high schools had reported that they had felt revengeful towards people. 36(100%) respondents from rural private high schools had reported that they had felt revengeful towards people.

From the analysis, it can be interpreted that some of the respondents had experienced unusual behavior during ethnic conflict. This type of behaviour can lead to some serious problem in students' life. Addiction to alcoholism and being a chain smoker can cause health related problems. Percentage wise distributions of responses regarding type of behavioural problems experienced by the respondents are shown in Figure 4.22 below:

Fig.4.22. Percentage wise distribution of responses regarding type of behavioral problems experienced by the respondents



Source: Field Survey

The above figure shows that ethnic conflict had created behavioural problems among the students. Majority of the students had experienced eating disorder at the time of conflict and also they felt revengeful towards people. Some of them had become chain smoker and addicted to alcoholism. We can say that this type of behaviour can cause problem to the students in future. Therefore teachers and parents should monitor the students

frequently and help them to get rid of the problem. It is interpreted that ethnic conflict had affected the behaviours of the students.

4.6.6 Adjustment in the society

Adjustment is very important in the society. Every individual is expected to adjust well with each other. The responses of the respondents regarding adjustment in the society are given in Table 4.26 below:

Table 4.26

Showing responses of the respondents with regard to adjustment in the society

Res- ponse	Sub-division											
	Kokrajhar =187				Gossaigaon=132				Parbatjhora=99			
	Govt.=114		Priv.=73		Govt.=72		Priv.=60		Govt.=40		Priv.=59	
	U=42	R=72	U=19	R=54	U=24	R=48	U=18	R=42	U=16	R=24	U=23	R=36
Yes	42 (100)	72 (100)	19 (100)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)
No	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Total column wise percen- tage	42 (100)	72 (100)	19 (100)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)

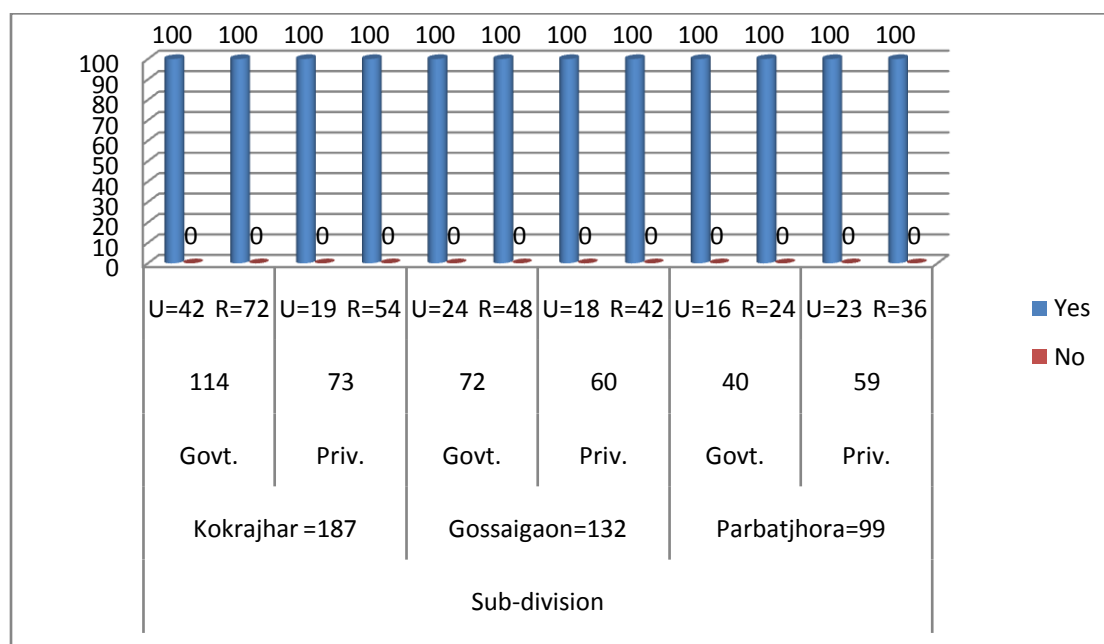
Source: Field Survey

From table 4.26, it is observed that, in all the three sub-divisions in the district i.e. Kokrajhar, Gossaigaon and Parbatjhora sub-division, 100% respondents from the Government and private high schools, urban and rural areas had reported that they were not able to adjust well with the people in the society.

From the analysis, it can be interpreted that majority of the students had suffered adjustment problem during ethnic conflict. Some of the respondents had said that they

could not adjust well with friends due to frustration and some respondents felt isolated in the class and some respondents felt neglected with friends. Being social animal, it is expected that people adjust well with each other in the society. The researcher feels that ethnic conflict should be eradicated from the society so that teaching-learning process can be done properly. The percentage wise distribution of responses of the respondents with regard to adjustment in the society is shown in Figure 4.23 below:

Fig.4.23. Percentage distribution of responses of the respondents with regard to adjustment in the society



Source: Field Survey

From the above figure it is clear that majority of the respondents in Kokrajhar, Gossaigaon and Parbatjhora sub-division, Government and private high schools, urban and rural areas had suffered adjustment problem in the society.

4.6.7 Regarding people as strangers during ethnic conflict

Pride and prejudice is very common among the people in the society. People start thinking negatively about the other person without even knowing who that person is in reality. The incident had left the students in doubts and fears in the society. They had felt that all the people are strangers to them. This type of thoughts can make them pessimist students. Whenever some incidents take place in the society, it is very common in the people that they start to think everyone as strangers. The researcher wanted to know about the respondents' views and thoughts so the question was asked to them. The responses of the respondents regarding this item are given in Table 4.27 as follows:

Table 4.27

Showing responses of the respondents on assuming people as strangers

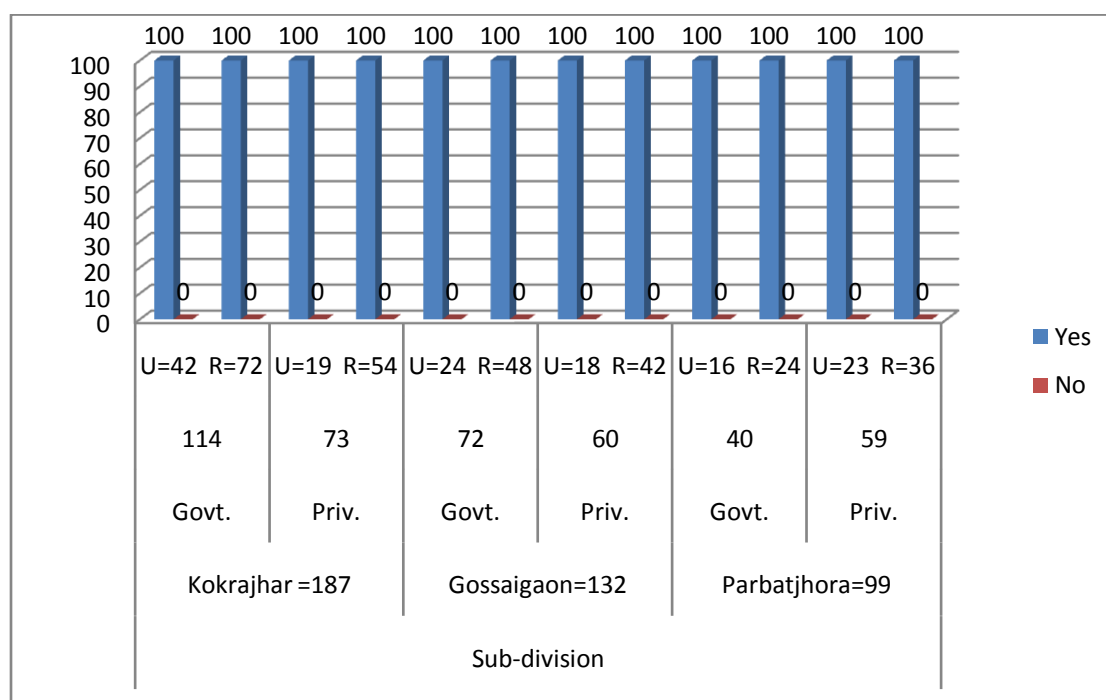
Res- ponse	Sub-division											
	Kokrajhar =187				Gossaigaon=132				Parbatjhora=99			
	Govt. =114		Priv. =73		Govt. =72		Priv. =60		Govt. =40		Priv. =59	
	U=42	R=72	U=19	R=54	U=24	R=48	U=18	R=42	U=16	R=24	U=23	R=36
Yes	42 (100)	72 (100)	19 (100)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)
No	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Total column wise percen- tage	42 (100)	72 (100)	19 (100)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)

Source: Field Survey

From table 4.27, it is seen that, in all the three sub-divisions in the district i.e. Kokrajhar, Gossaigaon and Parbatjhora sub-division, 100% respondents from the Government and private high schools, urban and rural areas had reported that they had assumed people as strangers in the society.

From the above analysis, it can be interpreted that the respondents might have thought that all people were criminals, selfish minded and not friendly so regarded them as strangers. Ethnic conflict had created problem in the society. Some of the respondents had said that they did not want to see or meet any one during and after the incident. Some of the respondents felt that people were bad and everyone had the same character. This type of feelings can create negative thoughts among students and can harm them in future. The percentage wise distribution of responses of the respondents on assuming people as strangers is shown in Figure 4.24 below:

Fig.4.24. Percentage wise distribution of responses of the respondents on assuming people as strangers



Source: Field Survey

The figure 4.24 shows that majority of the respondents in Kokrajhar, Gossaigaon and Parbatjhora sub-division, Government and private high schools, urban and rural areas had

assumed people as strangers. This type of thoughts can bring negative impact in ones' life. Ethnic conflict in the society had affected large number of students in the district. This problem has to be wiped out from the minds of the people in order to bring peace and brotherhood among the people in the region. It is interpreted that majority of the students had stopped meeting people in their life due to frustration.

4.6.8 Participation in social activities

Participation in any social activity is very important in the society. Human beings are expected to participate and work together in any society. The researcher wanted to know whether the students were able to participate in any social activities organized in the schools. The responses of the respondents regarding this item are given in Table 4.28 as follows:

Table 4.28

Showing responses of the respondents regarding participation in social activities

Res- ponse	Sub-division											
	Kokrajhar =187				Gossaigaon=132				Parbatjhora=99			
	Govt. =114		Priv. =73		Govt. =72		Priv. =60		Govt. =40		Priv. =59	
	U=42	R=72	U=19	R=54	U=24	R=48	U=18	R=42	U=16	R=24	U=23	R=36
Yes	10 (23.81)	30 (41.67)	0 (0.00)	20 (37.04)	10 (41.67)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
No	32 (76.19)	42 (58.33)	19 (100)	34 (62.96)	14 (58.33)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)
Total column wise percen- tage	42 (100)	72 (100)	19 (100)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)

Source: Field Survey

From table 4.28, it is found that, 10(23.81%) respondents from urban Government

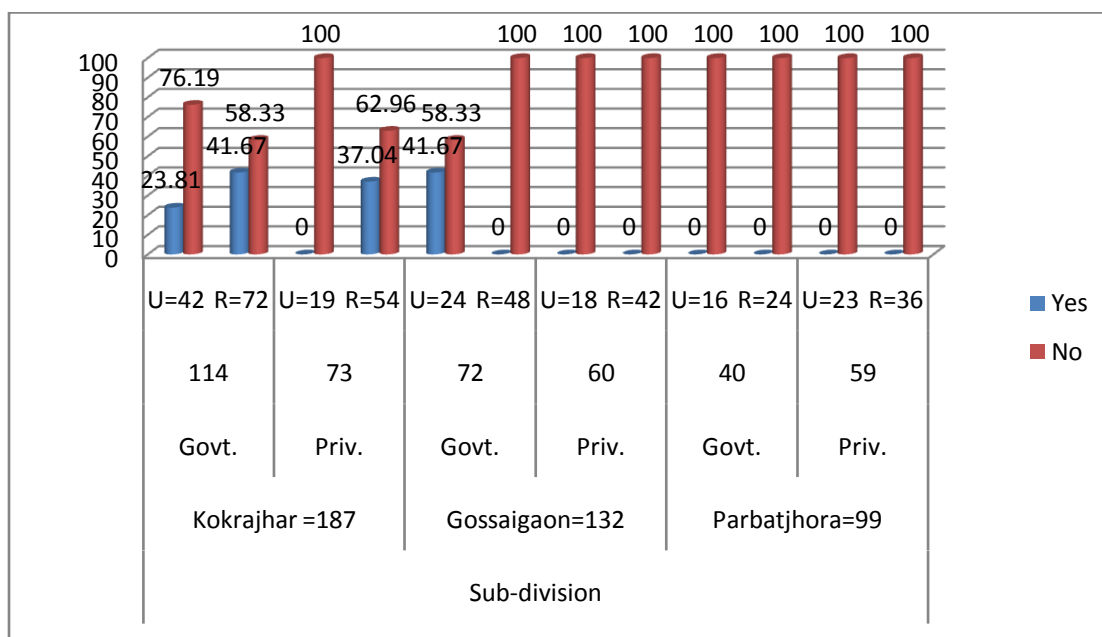
high schools reported that they had participated in social activities organized in the school, whereas, 32(76.19%) respondents from urban Government high schools said that they had not taken part in any activities in the schools. 30(41.67%) respondents from rural Government high schools had said that they had participated in any activities in the schools. 42(58.33%) respondents from rural Government high schools had said that they had not participated in any activities in the schools. 19(100%) respondents from urban private high schools had said that they had not participated in any social activities organized in the schools. 20(37.04%) respondents from rural private high schools had said that they had participated in any social activities organized in the schools. 34(62.96%) respondents from rural private high schools had said that they had not participated in any social activities organized in the schools.

In Gossaigaon sub-division, 10(41.67%) respondents from urban Government high schools had reported that they had participated in all the social activities in the schools, whereas, 14(58.33%) respondents from urban Government high schools had reported that they had not participated in all the social activities in the schools. 48(100%) respondents from rural Government high schools had said that they had not participated in any activities in the schools. 18(100%) respondents from urban private high schools had said that they had not participated in the activities. 42(100%) respondents from rural private high schools had said that they had not participated in the activities.

In Parbatjhora sub-division, 100% respondents from the urban and rural areas, Government and private high schools had reported that they had not participated in any social activities in the schools.

From the analysis, it can be seen that majority of the students had not taken any role in social activities organized in the schools. It can be interpreted that due to frustration and anger the students were not willing to take part in any activities in the schools. Taking active part in any function is very important for the students in order to build up their social relationship and appreciation of work. Therefore schools can play a vital role in promoting healthy thoughts among the affected students in the respective schools. The percentage wise distribution of responses of the respondents regarding participation in social activities is shown in Figure 4.25 below:

Fig.4.25. Percentage distribution of responses of the respondents regarding participation in social activities



Source: Field Survey

The above figure shows that majority of the students from all the three sub-divisions in the district, urban and rural areas, Government and private high schools had not participated in any social activities organized in the schools.

4.6.8.1 Reasons for not participating in social activity

School is a place where teaching-learning process goes on between the teachers and students. Learning by doing is very important in ones' life. We learn by doing. Therefore, participation in any social activities is very important in the school. Any activity in the society can help the students grow and become a responsible person. Therefore, living in the society, students should try to adjust well in the society. But in conflict ridden society, one is not able to adjust well. The responses of the respondents regarding the reasons for not participating in social activities in the school are given in Table no. 4.29 below:

Table 4.29

Showing reasons of the respondents for not participating in social activities

Reasons	Sub-division											
	Kokrajhar =127				Gossaigaon=132				Parbatjhora=99			
	Govt.=74		Priv.=53		Govt.=72		Priv.=60		Govt.=40		Priv.=59	
	U=32	R=42	U=19	R=34	U=24	R=48	U=18	R=42	U=16	R=24	U=23	R=36
Felt neglected	30 (93.75)	20 (47.62)	19 (100)	0 (0.00)	24 (100)	30 (62.5)	0 (0.00)	22 (52.38)	16 (100)	0 (0.00)	23 (100)	30 (83.33)
Lack of interest	2 (6.25)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	18 (100)	0 (0.00)	0 (0.00)	24 (100)	0 (0.00)	0 (0.00)
Due to anger	0 (0.00)	0 (0.00)	0 (0.00)	4 (11.76)	0 (0.00)	0 (0.00)	0 (0.00)	20 (47.62)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Frustration	0 (0.00)	22 (52.38)	0 (0.00)	30 (88.24)	0 (0.00)	18 (37.5)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	6 (16.67)
Total column wise percentage	32 (100)	42 (100)	19 (100)	34 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)

Source: Field survey

From the table 4.29, it is revealed that, in Kokrajhar sub-division 30(93.75%) respondents from urban Government high schools revealed that they did not participate in social activities in schools because they felt neglected by friends, whereas another 2(6.25%) respondents from urban Government high schools revealed that they did not participate in social activities in schools due to lack of interest. 20(47.62%) respondents from rural Government high schools revealed that they did not participate in social activities in

schools because they felt neglected by friends. 22(52.28%) respondents from rural Government high schools revealed that they did not participate in social activities in schools due to frustration. 19(100%) respondents from urban private high schools had reported that they did not participate in activities because they felt neglected by friends. 4(11.76%) respondents from rural private high schools had reported that they did not participate in activities due to anger. 30(88.24%) respondents from rural private high schools had reported that they did not participate in social activities due to frustration.

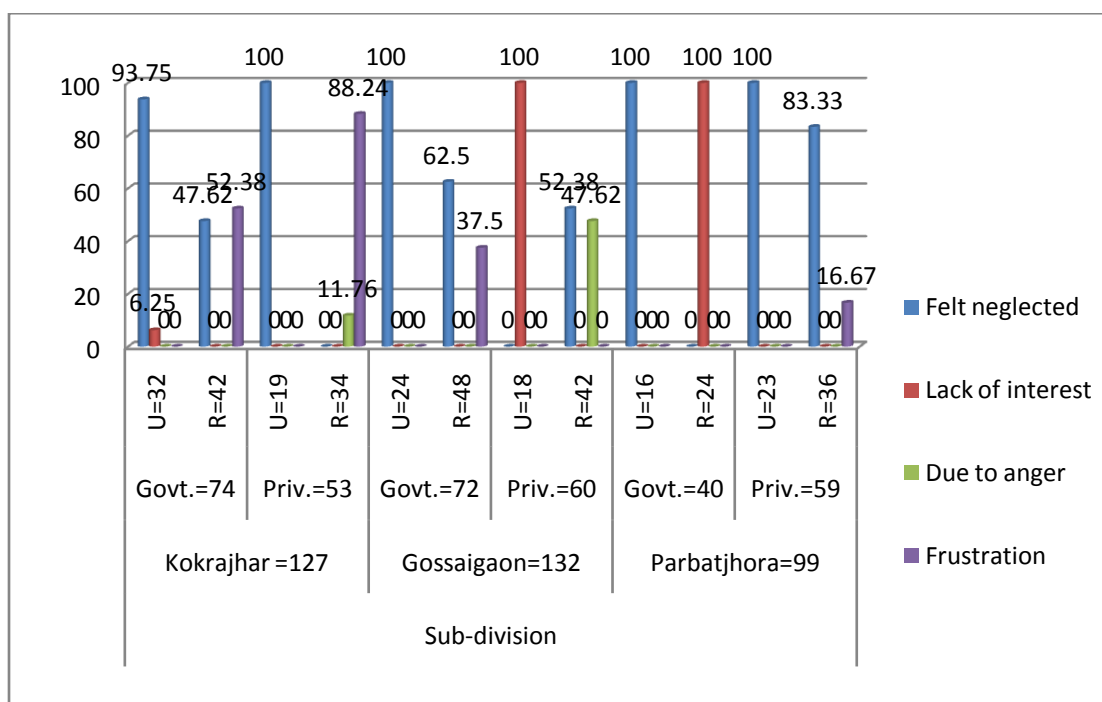
In Gossaigaon sub-division, 24(100%) respondents from urban Government high schools had revealed that they had not participated in any activities in the schools because they felt neglected by friends. 30(62.5%) respondents from rural Government high schools had revealed that they had not participated in any activities in the schools because they felt neglected by friends. 18(37.5%) respondents from rural Government high schools had revealed that they had not participated in any activities in the schools due to frustration. 18(100%) respondents from urban private high schools had revealed that they had not participated in any activities in the schools due to lack of interest. 22(52.38%) respondents from rural private high schools had revealed that they had not participated in any activities in the schools because they felt neglected by others. 20(47.62%) respondents from rural private high schools had revealed that they had not participated in any activities in the schools due to anger.

In Parbatjhora sub-division, 16(100%) respondents from urban Government high schools said that they had not participated in activities because they felt neglected by friends and teachers in the schools. 24(100%) respondents from rural Government high schools said that they had not participated in any activities due to lack of interest. 23(100%)

respondents from urban private high schools had revealed that they had not participated in any activities in the schools because they felt neglected by others. 30(83.33%) respondents from rural private high schools had revealed that they had not participated in any activities in the schools because they felt neglected by others. 6(16.67%) respondents from rural private high schools had revealed that they had not participated in any activities in the schools due to frustration.

The result shows that ethnic conflict had brought psychological impact among the students in the district. Feeling negligence, lack of interest, anger and frustration can hamper students in their life. Occurrence of any conflict in the society can ruin the life of the people especially the students. Students' minds should be kept free from all these happenings in the society. It is the duty of the parents, teachers as well as the elders in the society to encourage the students to take active part in the schools. Government should try to solve the problems in the region. The percentage wise distribution of the responses of the respondents regarding participation in social activities is shown in Figure 4.26 on page no. 121.

Fig.4.26. Percentage wise distribution of responses of the respondents regarding participation in social activities



Source: Field Survey

The above figure shows that majority of the students in the three sub-divisions in the district namely, Kokrajhar, Gossaigaon and Parbatjhora sub-divisions, felt that they were neglected. Some students did not participate in activities due to anger, frustration and lack of interest during ethnic conflict in the district.

4.6.9 Leadership role in the school

Leaders are the backbone of the society. Being a good leader in the school or society can change the lives of people. Every individual is expected to play a role of a leader in the society. Teachers and students in the schools are expected to be the leaders in the society. Schools should play an important role in helping both the teachers and students to take up leadership role in the society. Students are the future of the country. Proper training on

leadership role should be given to them so that they can be good leaders in the society.

The responses of the respondents regarding leadership role in the schools is given in

Table 4.30 below:

Table 4.30
Showing responses of the respondent regarding leadership role

Res- ponse	Sub-division											
	Kokrajhar =187				Gossaigaon=132				Parbatjhora=99			
	Govt.=114		Priv.=73		Govt.=72		Priv.=60		Govt.=40		Priv.=59	
	U=42	R=72	U=19	R=54	U=24	R=48	U=18	R=42	U=16	R=24	U=23	R=36
Yes	12 (28.57)	30 (41.67)	9 (47.37)	0 (0.00)	2 (8.33)	8 (16.67)	8 (44.44)	2 (4.76)	6 (37.5)	0 (0.00)	13 (56.52)	6 (16.67)
No	30 (71.43)	42 (58.33)	10 (52.63)	54 (100)	22 (91.67)	40 (83.33)	10 (55.56)	40 (95.24)	10 (62.5)	24 (100)	10 (43.48)	30 (83.33)
Total column wise percen - tage	42 (100)	72 (100)	19 (100)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)

Source: Field Survey

From the table 4.30, it is observed that, in Kokrajhar sub-division, 12(28.57%) respondents from urban Government high schools said that they had taken up leadership role in the schools during ethnic conflict. Whereas, 30(71.43%) respondents from urban Government high schools said that they had not taken up leadership role in the schools during ethnic conflict. 30(41.67%) respondents from rural Government high schools said that they had taken up leadership role in the schools during ethnic conflict. 42(58.33%) respondents from rural Government high schools said that they had not taken up leadership role in the schools during ethnic conflict. 9(47.37%) respondents from urban private high schools said that they had taken up leadership role in the schools during ethnic conflict. 10(52.63%) respondents from urban private high schools said that they

had not taken up leadership role in the schools during ethnic conflict. 54(100%) respondents from rural private high schools said that they had not taken up leadership role in the schools during ethnic conflict.

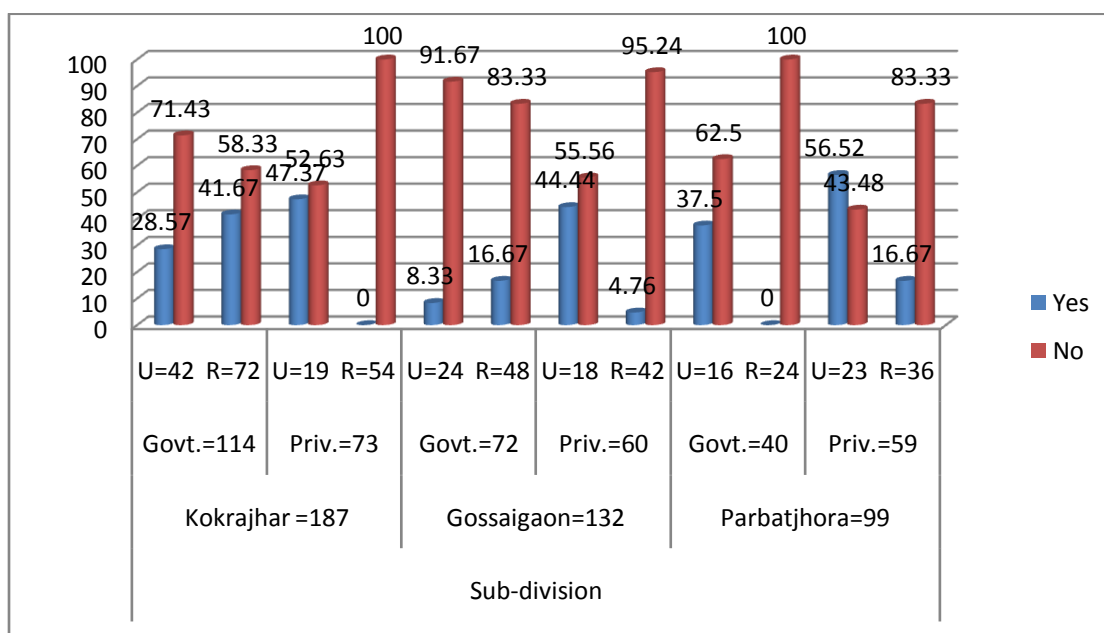
In Gossaigaon sub-division, 2(8.33%) respondents from urban Government high schools had revealed that they had played a leadership role in the schools, whereas, 22(91.67%) respondents from urban Government high schools had revealed that they had not played a leadership role in the schools. 8(16.67%) respondents from urban Government high schools had revealed that they had played a leadership role in the schools. 40(83.33%) respondents from rural Government high schools had revealed that they had not played a leadership role in the schools. 8(44.44%) respondents from urban private high schools respondents from urban Government high schools had revealed that they had played a leadership role in the schools. 10(55.56%) respondents from urban private high schools responded that they had not played a leadership role in the schools. 2(4.76%) respondents from rural private high schools said that they had taken up leadership role in the schools during ethnic conflict. 40(95.24%) respondents from rural private high schools said that they had not taken up leadership role in the schools during ethnic conflict.

In Parbatjhora sub-division, 6(37.5%) respondents from urban Government high schools had responded that they had played any leadership role in the schools. 10(62.5%) respondents from urban Government high schools had responded that they had not played any leadership role in the schools. 24(100%) respondents from rural Government high schools had responded that they had not played any leadership role in the schools. 13(56.52%) respondents from urban private high schools had revealed that they had played a leadership role in the schools. 10(43.48%) respondents from urban private high

schools had revealed that they had not played a leadership role in the schools. 6(16.67%) respondents from rural private high schools had revealed that they had played a leadership role in the schools. 30(83.33%) respondents from rural private high schools had revealed that they had not played a leadership role in the schools.

From the above analysis, it is clear that majority of the students from all the three sub-divisions had not taken up any leadership role in the school during ethnic conflict. It had created chaos among the students in the schools. It had brought negative thoughts among the people as well as in the students. The percentage wise distribution of responses of the respondents regarding leadership role is shown in Figure 4.27 as follows:

Fig.4.27. Percentage distribution of responses of the respondents regarding leadership role



Source: Field Survey

The figure 4.27 shows that majority of the students from Kokrajhar, Gossaigaon and Parbatjhora sub-divisions in the district had not taken up any leadership role in the schools.

4.6.9.1 Reasons for not taking up leadership role

The reasons given by the respondents for not taking up leadership role in the schools are summarized in Table 4.31 below:

Table 4.31

Showing reasons of the respondent for not taking up leadership role

Reason	Sub-division											
	Kokrajhar =136				Gossaigaon=112				Parbatjhora=74			
	Govt.=72		Priv.=64		Govt.=62		Priv.=50		Govt.=34		Priv.=40	
	U=30	R=42	U=10	R=54	U=22	R=40	U=10	R=40	U=10	R=24	U=10	R=30
Due to lack of interest	30 (100)	0 (0.00)	10 (100)	54 (100)	0 (0.00)	0 (0.00)	10 (100)	20 (50)	0 (0.00)	24 (100)	0 (0.00)	10 (33.33)
Due to aggression	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	22 (100)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Due to humiliation	0 (0.00)	30 (71.43)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	20 (50)	0 (0.00)	0 (0.00)	10 (100)	0 (0.00)
Due to negligence	0 (0.00)	12 (28.57)	0 (0.00)	0 (0.00)	0 (0.00)	40 (100)	0 (0.00)	0 (0.00)	10 (100)	0 (0.00)	0 (0.00)	20 (66.67)
Total column wise percentage	30 (100)	42 (100)	10 (100)	54 (100)	22 (100)	40 (100)	10 (100)	40 (100)	10 (100)	24 (100)	10 (100)	30 (100)

Source: Field Survey

From table 4.31, it is seen that, in Kokrajhar sub-division, 30(100%) respondents from urban Government high schools had said that they did not take up leadership role due to lack of interest. 30(71.43%) respondents from rural Government high schools had said that they did not take up leadership role due to humiliation. 12(28.57%) respondents from rural Government high schools had said that they did not take up leadership role due to

negligence. 10(100%) respondents from urban private high schools had said that they did not take up leadership role due to lack of interest. 54(100%) respondents from rural private high schools had said that they did not take up leadership role due to lack of interest.

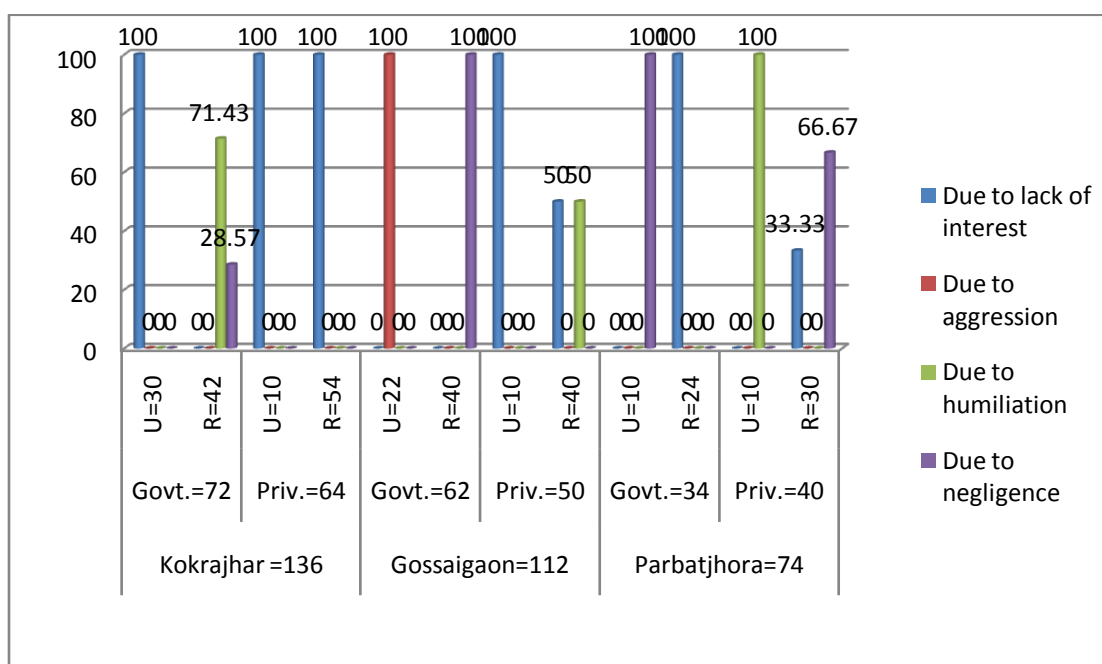
In Gossaigaon sub-division, 22(100%) respondents from urban Government high schools had said that they did not take up leadership role due to aggression. 40(100%) respondents from rural Government high schools had said that they did not take up leadership role due to negligence. 10(100%) respondents from urban private high schools had said that they did not take up leadership role due to lack of interest. 20(50%) respondents from rural private high schools had said that they did not take up leadership role due to lack of interest. 20(50%) respondents from rural private high schools had said that they did not take up leadership role due to humiliation.

In Parbatjhora sub-division, 10(100%) respondents from urban Government high schools had said that they did not take up leadership role due to negligence. 24(100%) respondents from rural Government high schools had said that they did not take up leadership role due to lack of interest. 10(100%) respondents from urban private high schools had said that they did not take up leadership role due to humiliation. 10(33.33%) respondents from rural private high schools had said that they did not take up leadership role due to lack of interest. 20(66.67%) respondents from rural private high schools had said that they did not take up leadership role due to negligence.

From the analysis, the researcher felt that respondents were not in the position to take up any leadership role in the schools and society during and after the conflict. Conflict in the

society can create problems among the people especially the students. Therefore, people should realize the negative impact of any conflict in the society and try to avoid as much as possible. Only clean society can bring development in the society. The percentage wise distribution of reasons of the respondents for not taking up leadership role is shown in Figure 4.28 below:

Fig.4.28. Percentage distribution of reasons of the respondents for not taking up leadership role



Source: Field Survey

From the above analysis it can be seen that majority of the students in the district had not taken up leadership role due to lack of interest, aggression, humiliation and negligence.

4.6.10 Disturbance of ethnic conflict in social life

In any conflict, social life is being disturbed in the society. Social lives in students are

disturbed more than any section of people in the society. Meeting one another and stepping out from the house becomes difficult in any conflict. Maintaining good relationship is very important in the society. But ethnic conflict that had occurred in the district had taken away the smiles and peaceful environment in the society. It had affected the social life of the people very much. The responses of the respondents regarding disturbances of ethnic conflict in social life are given in Table 4.32 below:

Table 4.32

Showing responses of the respondents regarding disturbance of ethnic conflict in their social life

Res- ponse	Sub-division											
	Kokrajhar =187				Gossaigaon=132				Parbatjhora=99			
	Govt.=114		Priv.=73		Govt.=72		Priv.=60		Govt.=40		Priv.=59	
	U=42	R=72	U=19	R=54	U=24	R=48	U=18	R=42	U=16	R=24	U=23	R=36
Yes	42 (100)	72 (100)	19 (100)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)
No	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Total column wise percen tage	42 (100)	72 (100)	19 (100)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)

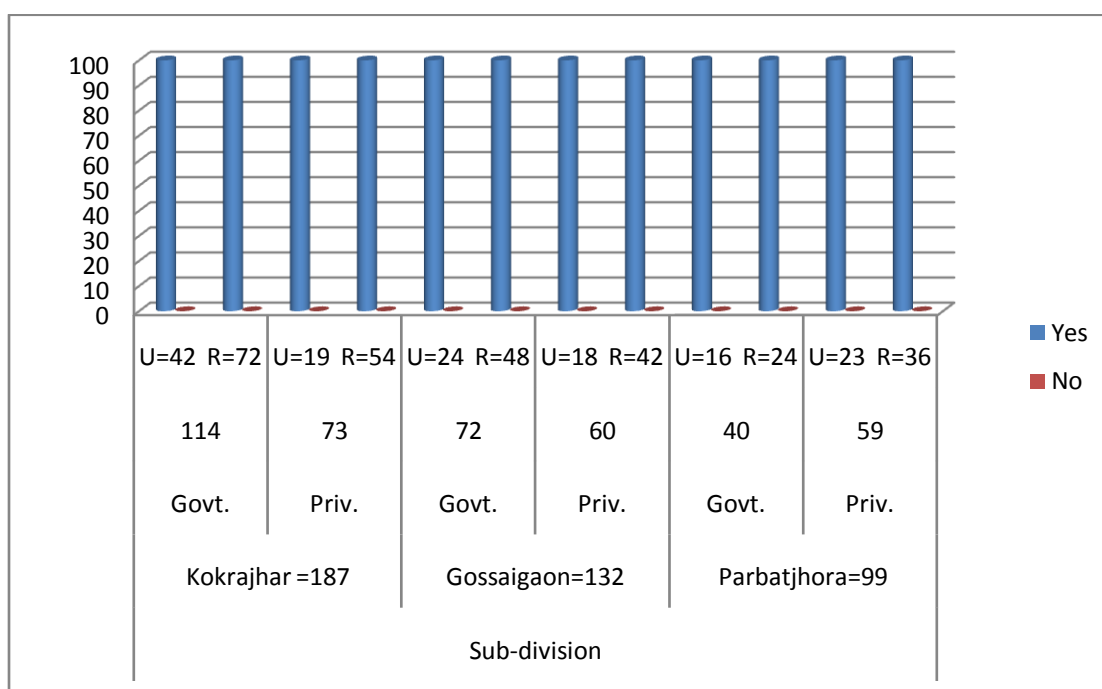
Source: Field Survey

From the table 4.32, it is observed that, in all the three sub-divisions in the district i.e. Kokrajhar, Gossaigaon and Parbatjhora sub-division, 100% respondents from urban and rural areas, Government and private high schools responded that ethnic conflict had disturbed their social life.

From the above analysis, it can be interpreted that ethnic conflict had affected the social life of the students in the society. Some of the respondents had said that before the occurrence of ethnic conflict in the society, their social life was never disturbed but

during and after ethnic conflict their social life was disturbed. This type of conflict in the society can spoil the normal life of the people. It can create misunderstanding and hatred among the people. Therefore, the occurrence of ethnic conflict should be wiped away from the region. The percentage wise distribution of responses of the respondents regarding disturbance of ethnic conflict in their social life is shown in figure 4.29 below.

Fig.4.29. Percentage wise distribution of responses of the respondents regarding disturbance of ethnic conflict in their social life



Source: Field Survey

The above figure shows that majority of the respondents from Kokrajhar, Gossaigaon and Parbatjhora sub-divisions, both the Government and private high schools, urban and rural areas had been affected by ethnic conflict in the district. Majority of them had said that their social life was affected by the incident.

4.6.10.1 Ways of disturbances of ethnic conflict in social life

Ethnic conflict can affect the social life of the students in many ways. In order to live a healthy life we need to have good social life. The question on how did ethnic conflict disturb the social life of the respondents was asked and the responses of the respondents are summarized in Table 4.33 as follows:

Table 4.33

Showing responses of the respondents on how ethnic conflict had disturbed their social life

Res- ponse	Sub-division											
	Kokrajhar =187				Gossaigaon=132				Parbatjhora=99			
	Govt. =114		Priv. =73		Govt. =72		Priv. =60		Govt. =40		Priv. =59	
	U=42	R=72	U=19	R=54	U=24	R=48	U=18	R=42	U=16	R=24	U=23	R=36
Stopped meeting friends	20 (47.62)	0 (0.00)	0 (0.00)	0 (0.00)	24 (100)	0 (0.00)	0 (0.00)	42 (100)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Not attended any functions	0 (0.00)	30 (41.67)	0 (0.00)	54 (100)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	24 (100)	0 (0.00)	36 (100)
Not responded to people	22 (52.38)	42 (58.33)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	18 (100)	0 (0.00)	16 (100)	0 (0.00)	23 (100)	0 (0.00)
Stayed alone	0 (0.00)	0 (0.00)	19 (100)	0 (0.00)	0 (0.00)	48 (100)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Total column wise percentage	42 (100)	72 (100)	19 (100)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)

Source: Field Survey

From table 4.33, it is revealed that, in Kokrajhar sub-division, 20(47.62%) respondents from urban Government high schools said that ethnic conflict had stopped them from meeting friends, whereas, 22(52.38%) respondents from urban Government high schools said that they had not responded to people during ethnic conflict. 30(41.67%) respondents from rural Government high schools said that they had not attended any functions in the school. 42(58.33%) respondents from rural Government high schools said that they had

not responded to people during ethnic conflict. 19(100%) respondents from urban private high schools had said that they had stayed alone at the time of ethnic conflict. 54(100%) respondents from rural private high schools had said that they had not attended any functions at the time of ethnic conflict.

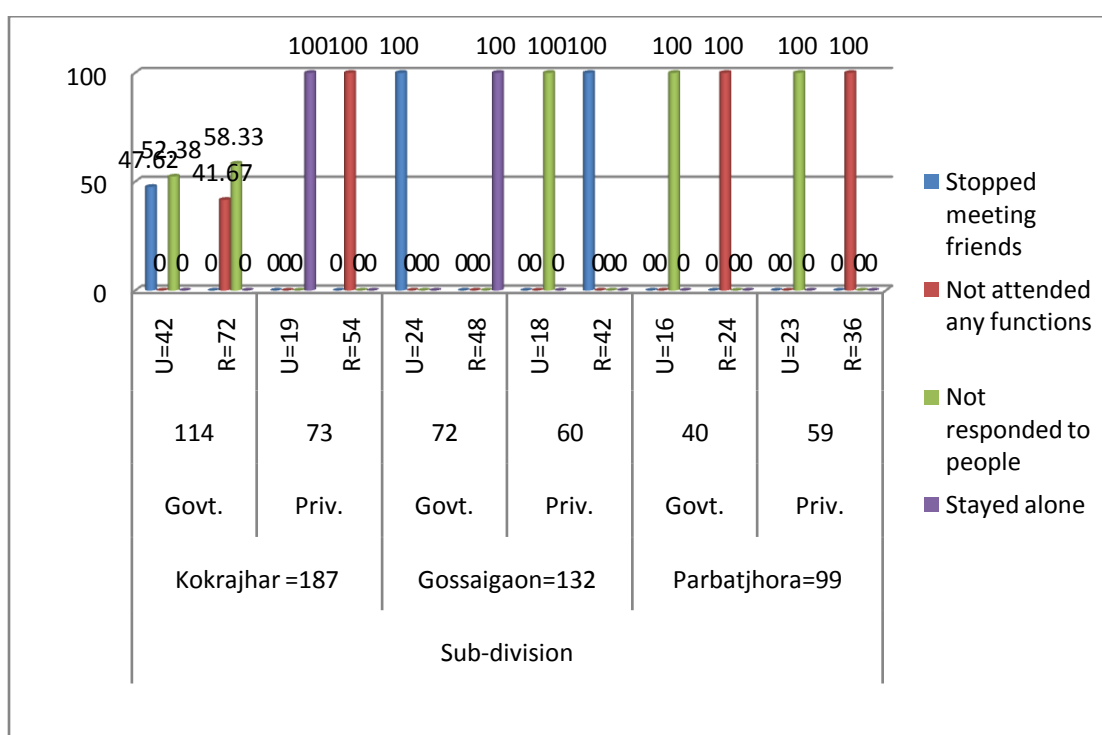
In Gossaigaon sub-division, 24(100%) respondents from urban Government high schools revealed that they had stopped meeting friends at the time of conflict. 48(100%) respondents from rural Government high schools revealed that they had stayed alone at the time of incident. 18(100%) respondents from urban private high schools had said that they had not responded to people during ethnic conflict. 42(100%) respondents from rural private high schools had said that they had stopped meeting friends at the time of conflict.

In Parbatjhora sub-division, 16(100%) respondents from urban Government high schools had said that they had not responded to people. 24(100%) respondents from rural Government high schools had said that they had not attended any functions. 23(100%) respondents from urban private high schools had said that they had not responded to people during ethnic conflict. 36(100%) respondents from rural private high schools had said that they had not attended any functions in the society.

From the above analysis, it is interpreted that ethnic conflict had affected the social life of the respondents in all the three sub-divisions i.e. Kokrajhar, Gossaigaon and Parbatjhora sub-divisions in the district. Both the respondents from the Government and Private high schools, urban and rural areas had been badly affected during ethnic conflict. Most of the respondents had been disturbed by ethnic conflict in the day to day living. Social life is very important in a society where people live together. People should try to understand

the negative impact of ethnic conflict in the society and so try to eradicate it for better living. Home environment as well as school environment should be free from conflicts and problems. The percentage wise distribution of responses of the respondents regarding disturbances in social life is shown in Figure 4.30 below:

Fig.4.30. Percentage distribution of responses of the respondents on how ethnic conflict had disturbed their social life



Source: Field Survey

The above figure shows that majority of the students in the three sub-divisions in the district, both urban and rural areas, Government and private high schools had been disturbed by ethnic conflict. Their social life had been disturbed very much.

4.7 IMPACT OF ETHNIC CONFLICT ON ECONOMIC CULTURAL STATUS OF THE STUDENTS

Based on the third objective of the study, to find out the impact of ethnic conflict on the economic and cultural status of the secondary school stage students in the district, the analysis and interpretation of data collected from the secondary school stage students in the district based on the type of management of the school, urban and rural areas are analyzed in different sub-headings.

4.7.1 Financial problem

Money is very important for the people in order to survive in this world. The question on facing financial problem during conflict was asked to the students and the responses of the respondents are given in Table 4.34 below:

Table 4.34

Showing responses of the respondents regarding facing financial problem during ethnic conflict

Res- ponse	Sub-division											
	Kokrajhar =187				Gossaigaon=132				Parbatjhora=99			
	Govt. =114		Priv. =73		Govt. =72		Priv. =60		Govt. =40		Priv. =59	
	U=42	R=72	U=19	R=54	U=24	R=48	U=18	R=42	U=16	R=24	U=23	R=36
Yes	10 (23.81)	60 (83.33)	0 (0.00)	54 (100)	14 (58.33)	48 (100)	10 (55.56)	42 (100)	10 (62.5)	24 (100)	13 (56.52)	36 (100)
No	32 (76.19)	12 (16.67)	19 (100)	0 (0.00)	10 (41.67)	0 (0.00)	8 (44.44)	0 (0.00)	6 (37.5)	0 (0.00)	10 (43.48)	0 (0.00)
Total column wise percen- tage	42 (100)	72 (100)	19 (100)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)

Source: Field Survey

From table 4.34, it is observed that, in Kokrajhar sub-division 10(23.81%) respondents from urban Government high schools had said that they had faced financial problems during ethnic conflict, whereas, 32(76.19%) respondents from urban Government high schools had said that they had not faced financial problems during ethnic conflict. 60(83.33%) respondents from rural Government high schools had said that they had

faced financial problems during ethnic conflict. 12(16.67%) respondents from rural Government high schools had said that they had not faced financial problems during ethnic conflict. 19(100%) respondents from urban private high schools had said that they had not faced financial problem. 54(100%) respondents from rural private high schools had said that they had faced financial problem at the time of incident.

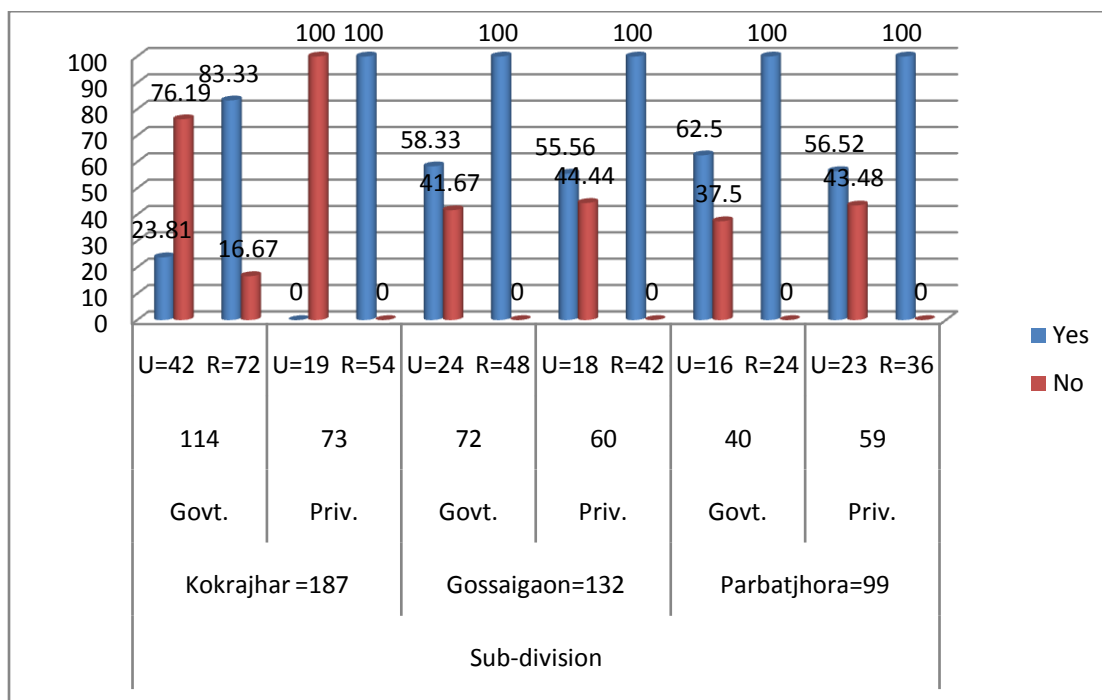
In Gossaigaon sub-division, 14(58.33%) respondents from urban Government high schools had said that they had faced financial crises during ethnic conflict whereas, 10(41.67%) respondents from urban Government high schools had said that they had not faced financial crises during ethnic conflict. 48(100%) respondents from rural Government high schools had said that they had faced financial crises during ethnic conflict. 10(55.56%) respondents from urban private high schools had reported that they had financial crises at the time of conflict. 8(44.44%) respondents from urban private high schools had reported that they had not financial crises at the time of conflict. 42(100%) respondents from rural private high schools had reported that they had financial crises at the time of conflict.

In Parbatjhora sub-division, 10(62.5%) respondents from urban Government high schools said that they had faced financial crises at the time of conflict, whereas, 6(37.5%) respondents from urban Government high schools said that they had not come across any financial crises. 24(100%) respondents from rural Government high schools said that they had faced financial crises at the time of conflict. 13(56.52%) respondents from urban private high schools had reported that they had financial crises at the time of conflict. 10(43.48%) respondents from urban private high schools had reported that they had not faced financial crises at the time of conflict. 36(100%) respondents from rural private

high schools had reported that they had faced financial crises at the time of conflict in the district.

From the above analysis, it can be interpreted that majority of the respondents from rural areas in all the three sub-divisions had faced financial problem during ethnic conflict in the district. It had brought chaos in the district, especially among the school students. Facing financial problem is a major problem among the students. Ethnic conflict should be eradicated from the society, so that everyone can live in peace and harmony. Peace in the society can only be achieved if people work hard together. People living in the region should try not to create conflict among themselves in relation to any issues because this type of conflict can only bring trouble to the people especially to the students. Percentage wise distribution of responses of the respondents regarding financial problem is shown in figure 4.31 on page no. 136.

Fig.4.31. Percentage distribution of responses of the respondents regarding facing financial problem during ethnic conflict



Source: Field Survey

The above figure shows that majority of the respondents from the rural areas in Kokrajhar, Gossaigaon and Parbatjhora sub-divisions in the district had faced financial crises during ethnic conflict.

4.7.2 Occupation of the family

Occupation is an important source of livelihood. A person should be able to earn his own livelihood. In Kokrajhar district, majority of the people live on agriculture. It has become a main occupation of the people. Some of the people are engaged in business and others depend on daily wages. People having Government services can afford things better in life than those depending on agriculture. The table 4.35 on page no. 137 shows the responses of the respondents on occupation of the family.

Table 4.35**Showing responses of the respondents on occupation of the family**

Occupation	Sub-division											
	Kokrajhar =187				Gossaigaon=132				Parbatjhora=99			
	Govt.=114		Priv.=73		Govt.=72		Priv.=60		Govt.=40		Priv.=59	
	U=42	R=72	U=19	R=54	U=24	R=48	U=18	R=42	U=16	R=24	U=23	R=36
Service	20 (47.62)	10 (13.89)	9 (47.37)	0 (0.00)	4 (16.67)	8 (16.67)	0 (0.00)	2 (4.76)	6 (37.5)	0 (0.00)	3 (13.04)	6 (16.67)
Business	10 (23.81)	2 (2.78)	0 (0.00)	20 (37.04)	0 (0.00)	10 (20.83)	8 (44.44)	10 (23.81)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Agriculture	12 (28.57)	60 (83.33)	10 (52.63)	34 (62.96)	20 (83.33)	30 (62.5)	10 (55.56)	30 (71.43)	10 (62.5)	24 (100)	20 (86.96)	30 (83.33)
Total column wise percentage	42 (100)	72 (100)	19 (100)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)

Source: Field Survey

Table 4.35, reveals that, in Kokrajhar sub-division 20(47.62%) respondents from urban Government high schools had said that the main occupation of their family was service, whereas 10(23.81%) respondents from urban Government high schools had said that the main occupation of their family was business. 12(28.57%) respondents from urban Government high schools had said that the main occupation of their family was agriculture. 10(13.89%) respondents from rural Government high schools had said that the main occupation of their family was service. 2(2.78%) respondents from rural Government high schools had said that the main occupation of their family was business. 60(83.33%) respondents from rural Government high schools had said that the main occupation of their family was agriculture. 9(47.37%) respondents from urban private high schools had said that the main occupation of their family was service. 10(52.63%) respondents from urban private high schools had said that the main occupation of their family was agriculture. 20(37.04%) respondents from rural private high schools had reported that the main occupation of the family was business. 34(62.96%) respondents

from rural private high schools had reported that the main occupation of the family was agriculture.

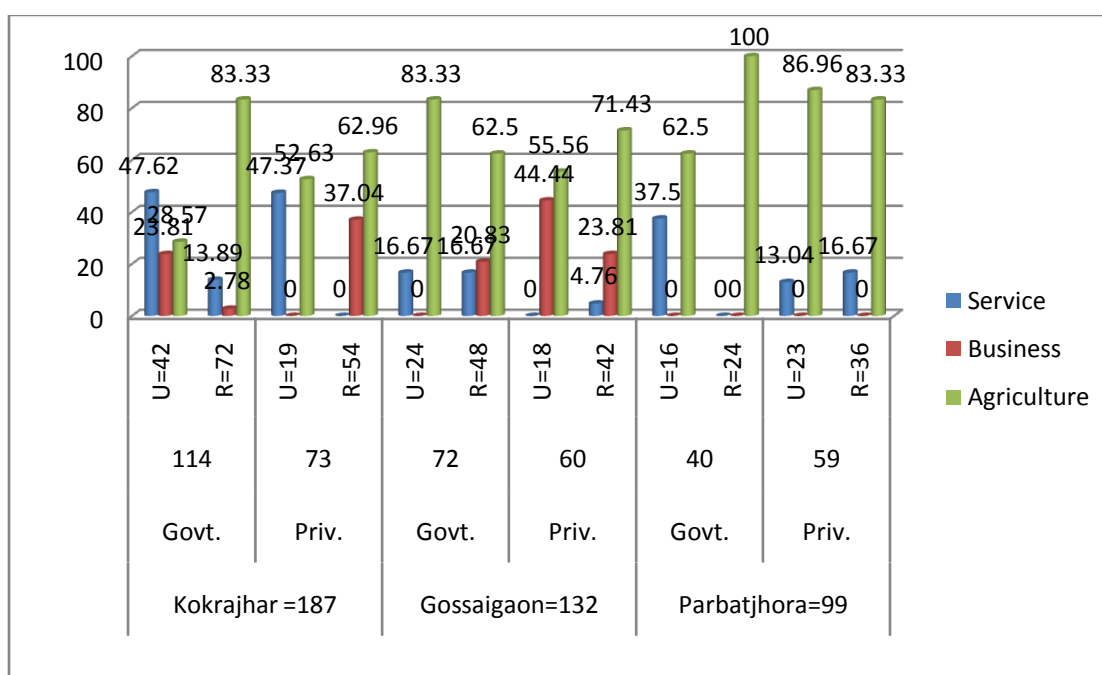
In Gossaigaon sub-division, 4(16.67%) respondents from urban Government high schools revealed that the main occupation of their family was service during ethnic conflict. 20(83.33%) respondents from urban Government high schools revealed that the main occupation of their family was agriculture. 8(16.67%) respondents from rural Government high schools had said that the occupation of their family was service. 10(20.83%) respondents from rural Government high schools had said that the occupation of their family was business. 30(62.5%) respondents from rural Government high schools had said that the occupation of their family was agriculture. 8(44.44%) respondents from urban private high schools had said that the occupation of their family was business. 10(55.56%) respondents from urban private high schools had said that the occupation of their family was agriculture. 2(4.76%) respondents from rural private high schools had said that the occupation of their family was service. 10(23.81%) respondents from rural private high schools had said that the occupation of their family was business. 30(71.43%) respondents from rural private high schools had said that the occupation of their family was agriculture.

In Parbatjhora sub-division, 6(37.5%) respondents from urban Government high schools had responded that the main occupation of their family during ethnic conflict was service, whereas, 10(62.5%) respondents from urban Government had responded that the occupation of the family was agriculture. 24(100%) respondents from rural Government high schools had responded that the occupation of the family was agriculture. 3(13.04%) respondents from urban private high schools had responded that the

occupation of the family was service. 20(86.96%) respondents from urban private high schools had responded that the occupation of the family was agriculture. 6(16.67%) respondents from rural private high schools had responded that the occupation of the family was service. 30(83.33%) respondents from rural private high schools had responded that the occupation of the family was agriculture.

From the above analysis, it can be seen that majority of the respondents had said that the occupation of their family was agriculture. It can be interpreted that majority of the respondents' family live on agriculture. Agriculture is the main occupation of the people living in Kokrajhar district. People depend greatly for their livelihood on agriculture. The percentage wise distribution of responses of the respondents on occupation of the family is shown in Figure 4.32 as follows:

Fig.4.32. Percentage distribution of responses of the respondents on occupation of the family



Source: Field Survey

The figure 4.32 shows the main occupation of the family of the respondents in the three sub-divisions in the district. It is seen that agriculture is the main occupation of the family of the respondents.

4.7.2.1 Impact of ethnic conflict on occupation

Occurrence of ethnic conflict in the society affects the occupation of people. The responses of the respondents whether ethnic conflict had affected their occupation is given in Table 4.36 below:

Table 4.36
Showing responses of the respondents regarding impact of ethnic conflict on occupation

Res- ponse	Sub-division											
	Kokrajhar =187				Gossaigaon=132				Parbatjhora=99			
	Govt.=114		Priv.=73		Govt.=72		Priv.=60		Govt.=40		Priv.=59	
	U=42	R=72	U=19	R=54	U=24	R=48	U=18	R=42	U=16	R=24	U=23	R=36
Yes	20 (47.62)	62 (86.11)	15 (78.95)	50 (92.59)	10 (41.67)	48 (100)	18 (100)	42 (100)	10 (62.5)	24 (100)	23 (100)	36 (100)
No	22 (52.38)	10 (13.89)	4 (21.05)	4 (7.41)	14 (58.33)	0 (0.00)	0 (0.00)	0 (0.00)	6 (37.5)	0 (0.00)	0 (0.00)	0 (0.00)
Total column wise percen- tage	42 (100)	72 (100)	19 (100)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)

Source: Field Survey

From table 4.36, it is observed that, in Kokrajhar sub-division 20(47.62%) respondents from urban Government high schools said that ethnic conflict had affected the occupation of the family, whereas, 22(52.38%) respondents from urban Government high schools said that it had not affected the occupation of the family. 62(86.11%) respondents from rural Government high schools said that ethnic conflict had hampered the occupation of the family, whereas, 10(13.89%) respondents from rural Government high schools said

that ethnic conflict had not hampered the occupation of the family. 15(78.95%) respondents from urban private high schools said that ethnic conflict had hampered the occupation of the family. 4(21.05%) respondents from urban private high schools said that ethnic conflict had not hampered the occupation of the family. 50(92.59%) respondents from rural private high schools said that ethnic conflict had hampered the occupation of the family. 4(7.41%) respondents from rural private high schools said that ethnic conflict had not hampered the occupation of the family.

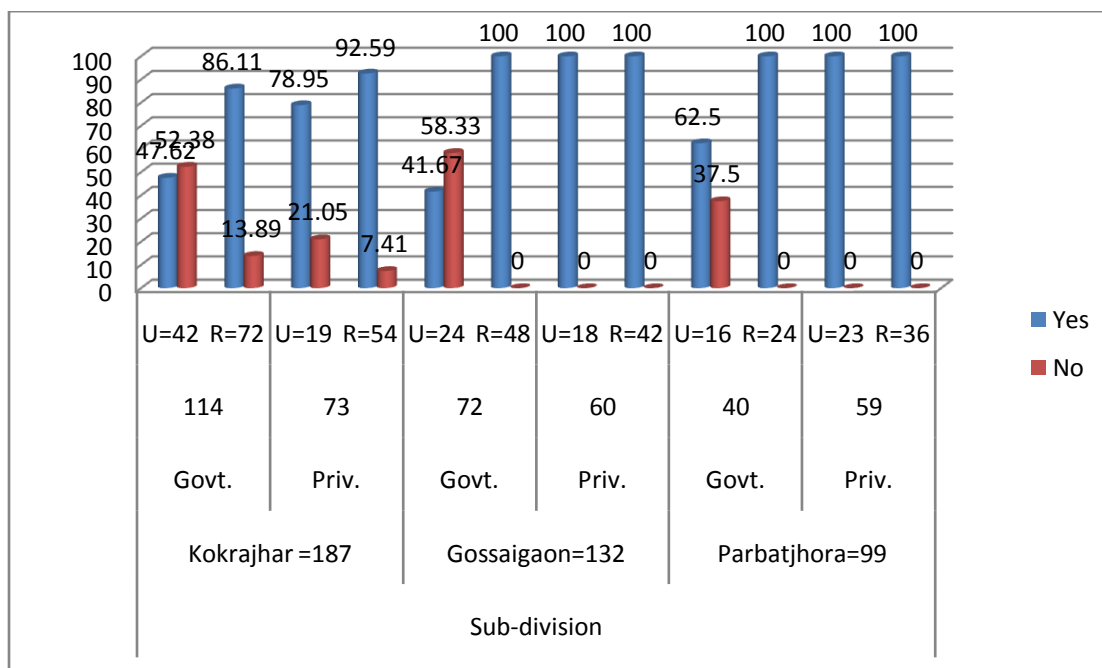
In Gossaigaon sub-division, 10(41.67%) respondents from urban Government high schools had responded that ethnic conflict in the district had affected the daily occupation of the family, whereas, 14(58.33%) respondents from urban Government high schools had responded that ethnic conflict in the district had not affected the occupation of the family. 48(100%) respondents from rural Government high schools had responded that ethnic conflict in the district had affected the daily occupation of the family. 18(100%) respondents from urban private high schools had responded that ethnic conflict in the district had affected the occupation of the family. 42(100%) respondents from rural private high schools had responded that ethnic conflict in the district had affected the occupation of the family.

In Parbatjhora sub-division, 10(62.5%) respondents from urban Government high schools had revealed that ethnic conflict had badly hampered their daily occupation and 6(37.5%) respondents from urban Government high schools had revealed that ethnic conflict had not hampered the occupation. 24(100%) respondents from rural Government high schools had revealed that ethnic conflict had badly hampered their occupation. 23(100%) respondents from urban private high schools had revealed that ethnic conflict had badly

hampered their occupation. 36(100%) respondents from rural private high schools had revealed that ethnic conflict had hampered the occupation.

From the above analysis, it can be said that ethnic conflict had affected the occupation of the people in the society. Majority of the respondents' occupation in Gossaigaon and Parbatjhora sub-divisions, both urban and rural areas were affected. Daily occupations of the people were hampered and so they had financial crises. Any conflict in the society can hamper the daily work of the people and especially the students. It is interpreted that ethnic conflict had affected the people very much.

Fig.4.33. Percentage distribution of responses of the respondents regarding impact of ethnic conflict on occupation



Source: Field Survey

The above figure shows that majority of the respondents from the urban and rural areas, Government and private high schools in Kokrajhar, Gossaigaon and Parbatjhora sub-division in the district had suffered in relation to occupation during ethnic conflict.

4.7.3 Impact of ethnic conflict on monthly income

The responses of the respondents whether ethnic conflict had affected the monthly income of the students' family is summarized in Table 4.37 below:

Table 4.37

Showing responses of the respondents regarding impact of ethnic conflict on monthly income of the family

Res- ponse	Sub-division											
	Kokrajhar =187				Gossaigaon=132				Parbatjhora=99			
	Govt.=114		Priv.=73		Govt.=72		Priv.=60		Govt.=40		Priv.=59	
	U=42	R=72	U=19	R=54	U=24	R=48	U=18	R=42	U=16	R=24	U=23	R=36
Yes	20 (47.62)	62 (86.11)	15 (78.95)	50 (92.59)	10 (41.67)	48 (100)	18 (100)	42 (100)	10 (62.5)	24 (100)	23 (100)	36 (100)
No	22 (52.38)	10 (13.89)	4 (21.05)	4 (7.41)	14 (58.33)	0 (0.00)	0 (0.00)	0 (0.00)	6 (37.5)	0 (0.00)	0 (0.00)	0 (0.00)
Total column wise percen- tage	42 (100)	72 (100)	19 (100)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)

Source: Field Survey

From table 4.37, it is observed that, in Kokrajhar sub-division 20(47.62%) respondents from urban Government high schools had revealed that monthly income of their family was affected by ethnic conflict, whereas, 22(52.38%) respondents from urban Government high schools had revealed that monthly income of their family was not affected by ethnic conflict. 62(86.11%) respondents from rural Government high schools had revealed that monthly income of their family was affected by ethnic conflict, whereas 10(13.89%) respondents from rural Government high schools had revealed that monthly income of their family was not affected by ethnic conflict. 15(78.95%) respondents from urban private high schools had revealed that monthly income of their family was affected by ethnic conflict. 4(21.05%) respondents from urban private high schools had revealed

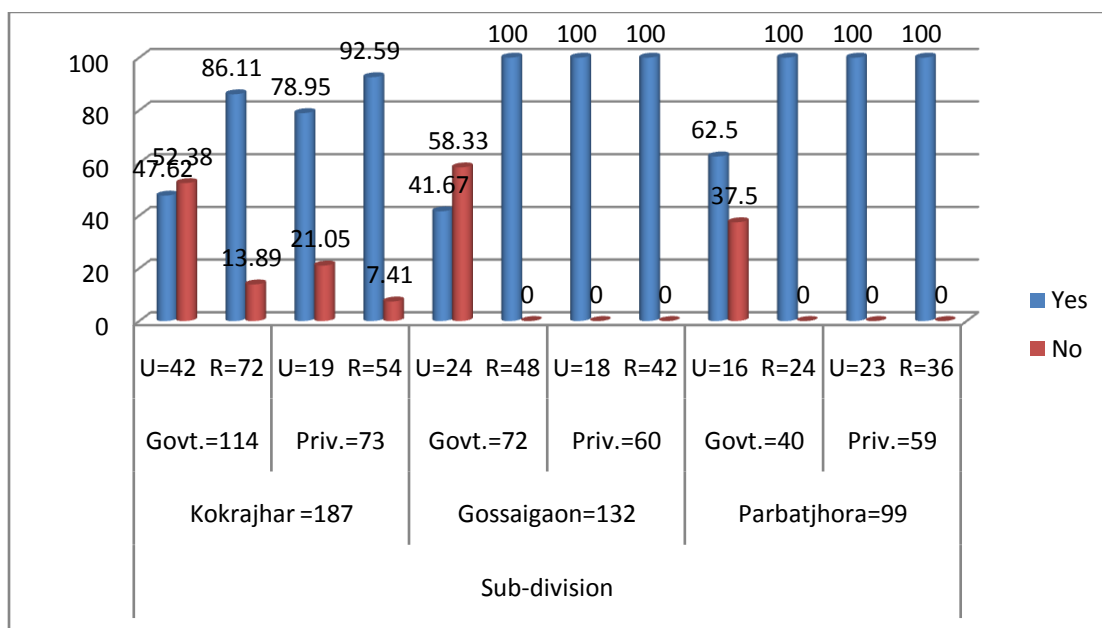
that monthly income of their family was not affected by ethnic conflict. 50(92.59%) respondents from rural private high schools had revealed that monthly income of their family was affected by ethnic conflict. 4(7.41%) respondents from rural private high schools had revealed that monthly income of their family was not affected by ethnic conflict.

In Gossaigaon sub-division, 10(41.67%) respondents from urban Government high schools said that ethnic conflict had hampered the monthly income of their family, whereas, 14(58.33%) respondents from urban Government high schools said that ethnic conflict had not hampered the monthly income of their family. 48(100%) respondents from rural Government high schools said that ethnic conflict had hampered the monthly income of their family. 18(100%) respondents from urban private high schools said that ethnic conflict had hampered the monthly income of their family. 42(100%) respondents from rural private high schools said that ethnic conflict had hampered the monthly income of their family.

In Parbatjhora sub-division, 10(62.5%) respondents from urban Government high schools had responded that ethnic conflict had affected the monthly income of their family, whereas, 6(37.5%) respondents from urban Government high schools had responded that ethnic conflict had not affected the monthly income of their family. 24(100%) respondents from rural Government high schools had responded that ethnic conflict had affected the monthly income of their family. 23(100%) respondents from urban private high schools had responded that ethnic conflict had affected the monthly income of their family. 36(100%) respondents from rural private high schools had responded that ethnic conflict had affected the monthly income of their family.

From the above analysis it is observed that occurrence of ethnic conflict in the district had affected the monthly income of the people. Some of the respondents had said that they had to borrow money from their relatives and friends and some of the respondents had taken help from their neighbours. Majority of the students in the district are from poor background and so it becomes very difficult for them to survive if monthly income falls. Majority of them depend on agriculture. Ethnic conflict had affected the monthly income as well as destroyed the agricultural land.

Fig.4.34. Percentage wise distribution of responses of the respondents regarding impact of ethnic conflict on monthly income of the family



Source: Field Survey

The above figure shows that ethnic conflict had affected the monthly income of the respondents in all the three sub-divisions i.e. Kokrajhar, Gossaigaon and Parbatjhora sub-divisions in the district. Respondents from both the Government and private high schools, urban and rural areas were affected during ethnic conflict.

4.7.4 Payment of school fees

Payment of school fees is very important for the students. School fees should be paid regularly, so that schools can function properly. Students are not allowed to sit in examination if the fees are not cleared by them before the examination. During ethnic conflict majority of the students were not able to pay the school fees on time and some of them were not able to pay the fees at all. Since there were communication gap at the time of conflict, most of the parents could not go for daily wages and work and so could not pay school fees on time. The responses of the respondents regarding payment of school fees during ethnic conflict are given in Table 4.38 below:

Table 4.38

Showing responses of the respondents regarding payment of school fees on time

Res- ponse	Sub-division											
	Kokrajhar =187				Gossaigaon=132				Parbatjhora=99			
	Govt.=114		Priv.=73		Govt.=72		Priv.=60		Govt.=40		Priv.=59	
	U=42	R=72	U=19	R=54	U=24	R=48	U=18	R=42	U=16	R=24	U=23	R=36
Yes	32 (76.19)	12 (16.67)	10 (52.63)	20 (37.04)	20 (83.33)	0 (0.00)	5 (27.78)	0 (0.00)	9 (56.25)	0 (0.00)	3 (13.04)	0 (0.00)
No	10 (23.81)	60 (83.33)	9 (47.37)	34 (62.96)	4 (16.67)	48 (100)	13 (72.22)	42 (100)	7 (43.75)	24 (100)	20 (86.96)	36 (100)
Total column wise percen- tage	42 (100)	72 (100)	19 (100)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)

Source: Field Survey

From table 4.38, it is seen that, in Kokrajhar sub-division, 32(76.19%) respondents from urban Government high schools had said that school fees were paid on time. They did not find any problem in paying the school fees during ethnic conflict. 10(23.81%) respondents from urban Government high schools had said that school fees were not paid on time. 12(16.67%) respondents from rural Government high schools had said that they

were able to pay the school fees on time. 60(83.33%) respondents from rural Government high schools had said that they were not able to pay the school fees on time. 10(52.63%) respondents from urban private high schools had said that they were able to pay the school fees on time. 9(47.37%) respondents from urban private high schools had said that they were not able to pay the school fees on time. 20(37.04%) respondents from rural private high schools had said that they were able to pay the school fees. 34(62.96%) respondents from rural private high schools had said that they were not able to pay the school fees.

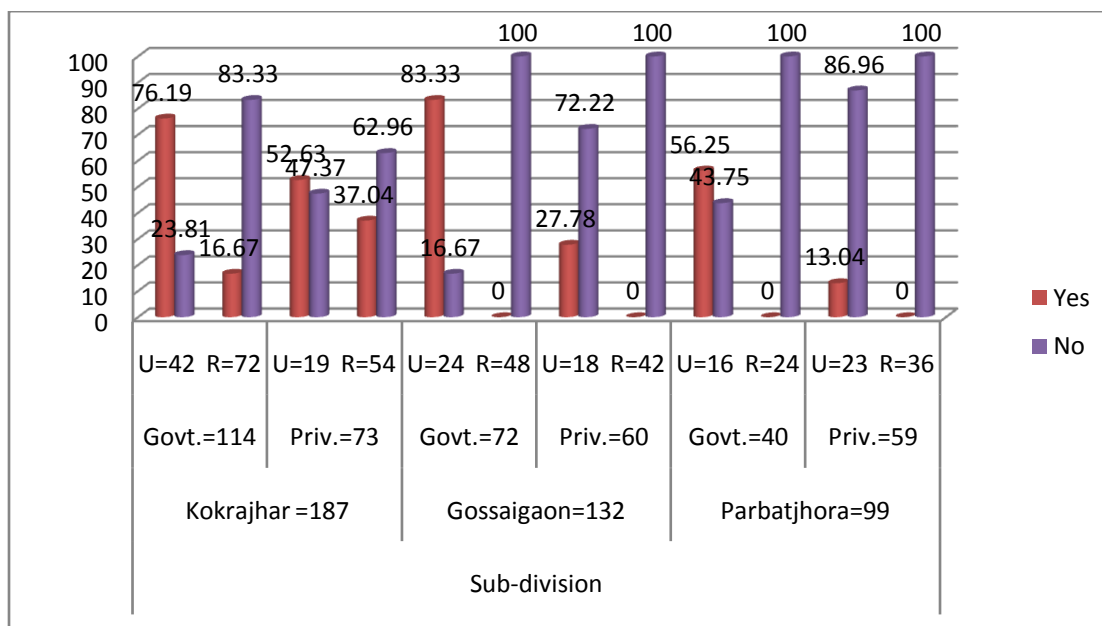
In Gossaigaon sub-division, 20(83.33%) respondents from urban Government high schools had said that they were able to pay the school fees on time. 4(16.67%) respondents from urban Government high schools had said that they were not able to pay the school fees on time. 48(100%) respondents from rural Government high schools had said that they were not able to pay the school fees on time. 5(27.78%) respondents from urban private high schools had said that they were able to pay the school fees. 13(72.22%) respondents from urban private high schools had said that they were not able to pay the school fees. 42(100%) respondents from rural private high schools had said that they were not able to pay the school fees.

In Parbatjhora sub-division, 9(56.25%) respondents from urban Government high schools had said that they were able to pay the school fees on time. 7(43.75%) respondents from urban Government high schools had said that they were not able to pay the school fees on time. 24(100%) respondents from rural Government high schools had said that they were not able to pay the school fees on time. 3(13.04%) respondents from urban private high schools had said that they were able to pay the school fees. 20(86.96%) respondents from

urban private high schools had said that they were not able to pay the school fees. 36(100%) respondents from rural private high schools had said that they were not able to pay the school fees.

From the analysis, it can be interpreted that most of the parents and students had faced difficulty in paying the school dues on time due to ethnic conflict. Some of the respondents had said that they borrowed money from their friends in order to pay the fees and some respondents revealed that they did part time work in people's house in order to pay the school dues.

Fig.4.35. Percentage wise distribution of responses of the respondents regarding payment of school fees on time



Source: Field Survey

The figure 4.35 shows that majority of the respondents in Kokrajhar, Gossaigaon and Parbatjhora sub-division, both in Government and Private high schools, urban and rural areas had found difficulty in paying the school fees on time.

4.7.5 Condition of the house during ethnic conflict

House or home is a place where we live together. It is very important in one's life. We need proper house to live. The response of the respondents regarding the condition of their house during ethnic conflict is given in Table 4.39 below:

Table 4.39

Showing responses of the respondents regarding the condition of their house during ethnic conflict

Condition of the house	Sub-division											
	Kokrajhar =187				Gossaigaon=132				Parbatjhora=99			
	Govt.=114		Priv.=73		Govt.=72		Priv.=60		Govt.=40		Priv.=59	
	U=42	R=72	U=19	R=54	U=24	R=48	U=18	R=42	U=16	R=24	U=23	R=36
Houses were burnt	0 (0.00)	0 (0.00)	0 (0.00)	10 (18.52)	0 (0.00)	30 (62.5)	8 (44.44)	32 (76.19)	16 (100)	24 (100)	23 (100)	26 (72.22)
Property looted	0 (0.00)	22 (30.56)	10 (52.63)	30 (55.56)	14 (58.33)	18 (37.5)	10 (55.56)	10 (23.81)	0 (0.00)	0 (0.00)	0 (0.00)	10 (27.78)
Houses partially destroyed	0 (0.00)	10 (13.89)	9 (47.37)	10 (18.52)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Condition of the house was good	42 (100)	50 (69.44)	0 (0.00)	4 (7.41)	10 (41.67)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Total column wise percentage	42 (100)	72 (100)	19 (100)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)

Source: Field Survey

From the table 4.39, it is seen that in Kokrajhar sub-division, 42(100%) respondents from urban Government high schools had responded that the condition of their house was good during ethnic conflict. 22(30.56%) respondents from rural Government high schools had responded that their property were looted by some miscreants. 10(13.89%) respondents from rural Government high schools had responded that their houses were partially destroyed during ethnic conflict. 50(69.44%) respondents from rural Government high schools had responded that the condition of their house was good. 10(52.63%)

respondents from urban private high schools had responded that their property were taken away by some miscreants. 9(47.37%) respondents from urban private high schools had responded that their houses were partially destroyed. 10(18.52%) respondents from rural private high schools had responded that their houses were burnt. 30(55.56%) respondents from rural private high schools had responded that their property were looted. 10(18.52%) respondents from rural private high schools had responded that their houses were partially destroyed. 4(7.41%) respondents from rural private high schools had responded that their houses were not destroyed.

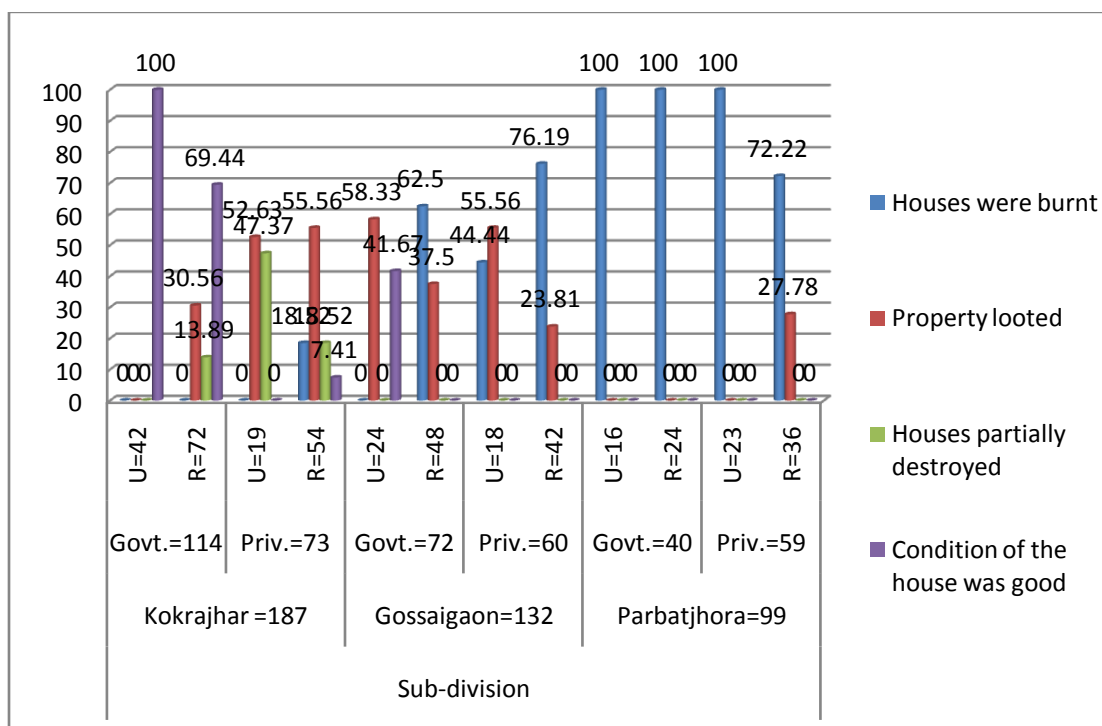
In Gossaigaon sub-division, 14(58.43%) respondents from urban Government high schools responded that their properties were looted during ethnic conflict. 10(41.67%) respondents from urban Government high schools responded that the condition of their house was good. 30(62.5%) respondents from rural Government high schools had responded that the condition of their house was burnt. 18(37.5%) respondents from rural Government high schools had responded that their properties were taken away. 8(44.44%) respondents from urban private high schools had responded that their houses were burnt. 10(55.56%) respondents from urban private high schools had responded that their properties were taken away by some miscreants. 32(76.19%) respondents from rural private high schools had responded that their houses were burnt. 10(23.81%) respondents from rural private high schools had responded that their property were looted.

In Parbatjhora sub-division, 16(100%) respondents from urban Government high schools said that their houses were burnt during conflict. 24(100%) respondents from rural Government high schools said that their houses were burnt during conflict. 23(100%)

respondents from urban private high schools said that their houses were burnt. 26(72.22%) respondents from rural private high schools said that their houses were burnt. 10(27.78%) respondents from rural private high schools said that their properties were taken away by some unknown people.

From the above analysis, it is interpreted that occurrence of ethnic conflict had brought tremendous change in the society. Houses were burnt, damaged and property was looted during ethnic conflict. Some of the respondents had said that even though their houses were not burnt but it was partially destroyed and made their living miserable. We can say that ethnic conflict had affected the economic status of the people. Percentage wise distribution of responses of the respondents regarding the conditions of the respondents' house during ethnic conflict is shown in Figure 4.36 on page no. 152.

Fig.4.36. Percentage wise distribution of responses of the respondents regarding the condition of their house during ethnic conflict



Source: Field Survey

The figure 4.36 shows that majority of the respondents were affected during ethnic conflict. Some of the respondents houses were burnt down, property looted and houses partially destroyed.

4.7.6 Ethnic conflict causing harm to family members

The question was asked to students whether ethnic conflict had caused harm to the family members of the respondents and the responses of the respondents are summarized in Table 4.40 on page no. 153.

Table 4.40

**Showing responses of the respondents regarding ethnic conflict causing harm to
family members**

Res- ponse	Sub-division											
	Kokrajhar =187				Gossaigaon=132				Parbatjhora=99			
	Govt.=114		Priv.=73		Govt.=72		Priv.=60		Govt.=40		Priv.=59	
	U=42	R=72	U=19	R=54	U=24	R=48	U=18	R=42	U=16	R=24	U=23	R=36
Yes	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	10 (41.67)	20 (41.67)	0 (0.00)	12 (28.57)	6 (37.5)	14 (58.33)	0 (0.00)	6 (16.67)
No	42 (100)	72 (100)	19 (100)	54 (100)	14 (58.33)	28 (58.33)	18 (100)	30 (71.43)	10 (62.5)	10 (41.67)	23 (100)	30 (83.33)
Total column wise percen- tage	42 (100)	72 (100)	19 (100)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)

Source: Field Survey

From table 4.40, it is seen that, in Kokrajhar sub-division 100% respondents from the urban and rural areas, Government and private high schools had said that ethnic conflict had not caused any harm to their family members.

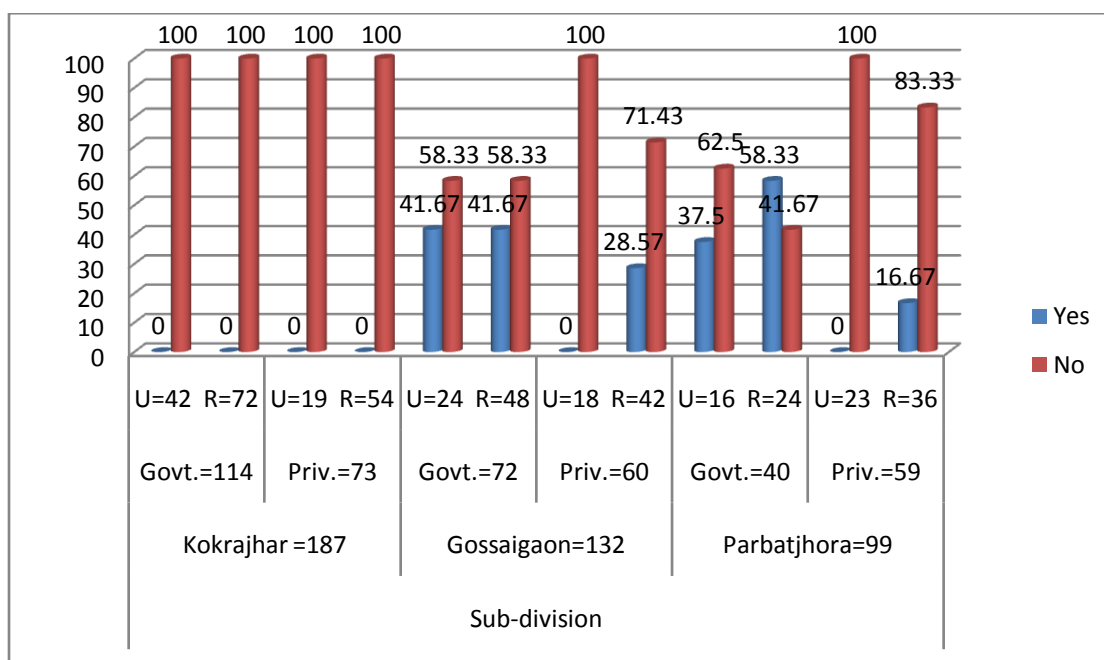
In Gossaigaon sub-division, 10(41.67%) respondents from urban Government high schools had revealed that ethnic conflict had harmed the family members of the respondents, whereas, 14(58.33%) respondents from urban Government high schools had revealed that ethnic conflict had not harmed the family members of the respondents. 20(41.67%) respondents from rural Government high schools had revealed that ethnic conflict had harmed the family members of the respondents. 28(58.33%) respondents from rural Government high schools had revealed that ethnic conflict had not harmed the family members of the respondents. 18(100%) respondents from urban private high schools had revealed that ethnic conflict had not harmed the family members of the

respondents. 12(28.57%) respondents from rural private high schools had revealed that ethnic conflict had harmed the family members of the respondents. 30(71.43%) respondents from rural private high schools had revealed that ethnic conflict had not harmed the family members of the respondents.

In Parbatjhora sub-division, 6(37.5%) respondents from urban Government high schools had revealed that ethnic conflict had caused harm to their family members and 10(62.5%) respondents from urban Government high schools had revealed that ethnic conflict had not caused harm to their family members. 14(58.33%) respondents from rural Government high schools had revealed that ethnic conflict had caused harm to their family members. 10(41.67%) respondents from rural Government high schools had revealed that ethnic conflict had not caused harm to their family members. 23(100%) respondents from urban private high schools had revealed that ethnic conflict had not caused harm to their family members. 6(16.67%) respondents from rural private high schools had revealed that ethnic conflict had not caused harm to their family members. 30(83.33%) respondents from rural private high schools had revealed that ethnic conflict had not caused harm to their family members.

From the analysis, it can be said that a few respondents' family members were harmed during ethnic conflict. Due to ethnic conflict some of the family members were displaced, separated from each other. Some of the respondents had even said that some of their family members went missing. So it can be interpreted that occurrence of ethnic conflict in the society can destroy and cause harm to the people in the society.

Fig.4.37. Percentage wise distribution of responses of the respondents regarding ethnic conflict causing harm to the family



Source: Field Survey

The above figure shows that in all the three sub-divisions in the district majority of the respondents' family was safe. However, in Gossaigaon and Parbatjhora sub-divisions a few respondents' family was harmed during ethnic conflict.

4.7.7 Impact of ethnic conflict on customs, traditions and values

Customs and traditions are being followed by the people living in the society. It is the guiding principle of the society. It is a set of norms, where people are bound to follow it. These customs and traditions help people to go in a proper way. The responses of the respondents in regard to impact of ethnic conflict on customs and traditions are summarized on table no. 4.41 on page no. 156.

Table 4.41

**Showing responses of the respondents in regard to impact of ethnic conflict on
customs, traditions and values of the respondents**

Res- ponse	Sub-division											
	Kokrajhar =187				Gossaigaon=132				Parbatjhora=99			
	Govt.=114		Priv.=73		Govt.=72		Priv.=60		Govt.=40		Priv.=59	
	U=42	R=72	U=19	R=54	U=24	R=48	U=18	R=42	U=16	R=24	U=23	R=36
Yes	32 (76.19)	70 (97.22)	19 (100)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)
No	10 (23.81)	2 (2.78)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Total column wise percen- tage	42 (100)	72 (100)	19 (100)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)

Source: Field Survey

From the table 4.41, it is observed that, in Kokrajhar sub-division, 32(76.19%) respondents from urban Government high schools said that ethnic conflict had affected their customs, traditions and values in the society and 10(23.81%) respondents from urban Government high schools said that ethnic conflict had not affected their customs, traditions and values in the society. 70(97.22%) respondents from rural Government high schools said that ethnic conflict had affected their customs, traditions and values in the society. 2(2.78%) respondents from rural Government high schools said that ethnic conflict had not affected their customs, traditions and values in the society. 19(100%) respondents from urban private high schools said that ethnic conflict had affected their customs, traditions and values in the society. 54(100%) respondents from rural private high schools said that ethnic conflict had affected their customs, traditions and values in the society.

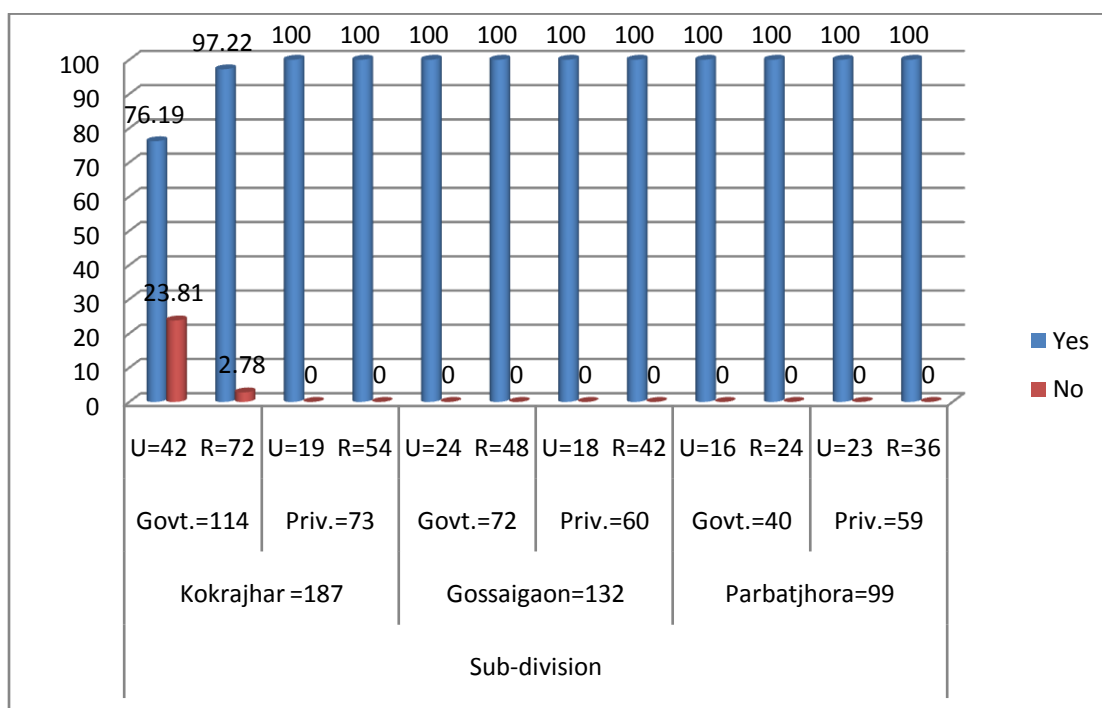
In Gossaigaon sub-division, 24(100%) respondents from urban Government high schools had revealed that the customs, traditions and values of the society were affected. 48(100%) respondents from rural Government high schools had revealed that the customs, traditions and values of the society were affected. 18(100%) respondents from urban private high schools said that ethnic conflict had affected their customs, traditions and values in the society. 42(100%) respondents from rural private high schools said that ethnic conflict had affected their customs, traditions and values in the society.

In Parbatjhora sub-division, 16(100%) respondents from urban Government high schools had revealed that ethnic conflict had affected the customs, traditions and values of the society. 24(100%) respondents from rural Government high schools had revealed that ethnic conflict had affected the customs, traditions and values of the society. 23(100%) respondents from urban private high schools had revealed that ethnic conflict had affected the customs, traditions and values of the society. 36(100%) respondents from rural private high schools had revealed that ethnic conflict had affected the customs, traditions and values of the society.

From the above analysis, it is interpreted that ethnic conflict had badly affected the customs, traditions and values of the society. Occurrence of this type of incident can create problem in the society. Therefore, this type of conflict should be wiped away in the society. Traditions, customs and values of the people are very important in order to survive in the society. Free conflict society can only provide sound and healthy atmosphere for the students to imbibe proper customs, traditions and values. In each and every society, there exist some customs, traditions and values which have to be followed by the people in the society. It is interpreted that conflict that had occurred in the society

had affected those culture of the people negatively. The percentage wise distribution of responses of the respondents with regard to impact of ethnic conflict on customs, traditions and values is shown in Figure 4.38 below:

Fig.4.38. Percentage distribution of responses of the respondents in regard to impact of ethnic conflict on customs, traditions and values



Source: Field Survey

The above figure 4.38 shows that majority of the students from Kokrajhar, Gossaigaon and Parbatjhora sub-divisions had been affected by ethnic conflict. Respondents from both the Government and private high schools, urban and rural areas had said that ethnic conflict had affected their customs, traditions and values.

4.7.8 Impact of ethnic conflict on religion

During any conflict in the society, religion is being affected very much. Religion is very important in each and everyone's life. People imbibe religion in order to get peace of

mind and to achieve the ultimate goal in life. The responses of the respondents with regard to impact of ethnic conflict on religion are given in Table 4.42 below:

Table 4.42

Showing responses of the respondents in regard to impact of ethnic conflict on Religion

Res- ponse	Sub-division											
	Kokrajhar =187				Gossaigaon=132				Parbatjhora=99			
	Govt.=114		Priv.=73		Govt.=72		Priv.=60		Govt.=40		Priv.=59	
	U=42	R=72	U=19	R=54	U=24	R=48	U=18	R=42	U=16	R=24	U=23	R=36
Yes	28 (66.67)	62 (86.11)	19 (100)	54 (100)	24 (100)	38 (79.17)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)
No	14 (33.33)	10 (13.89)	0 (0.00)	0 (0.00)	0 (0.00)	10 (20.83)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Total column wise percen- tage	42 (100)	72 (100)	19 (100)	54 (100)	24 (100)	48 (100)	18 (100)	42 (100)	16 (100)	24 (100)	23 (100)	36 (100)

Source: Field Survey

From the table 4.42, it is observed that in Kokrajhar sub-division, 28(66.67%) respondents from urban Government high schools had said that ethnic conflict had affected their religion and whereas, 14(33.33%) respondents from urban Government high schools had said that ethnic conflict had not affected their religion. 62(86.11%) respondents from rural Government high schools had said that ethnic conflict had affected their religion. 10(13.89%) respondents from rural Government high schools had said that ethnic conflict had not affected their religion. 19(100%) respondents from urban private high schools had said that ethnic conflict had affected their religion. 54(100%) respondents from rural private high schools had said that ethnic conflict had affected their religion.

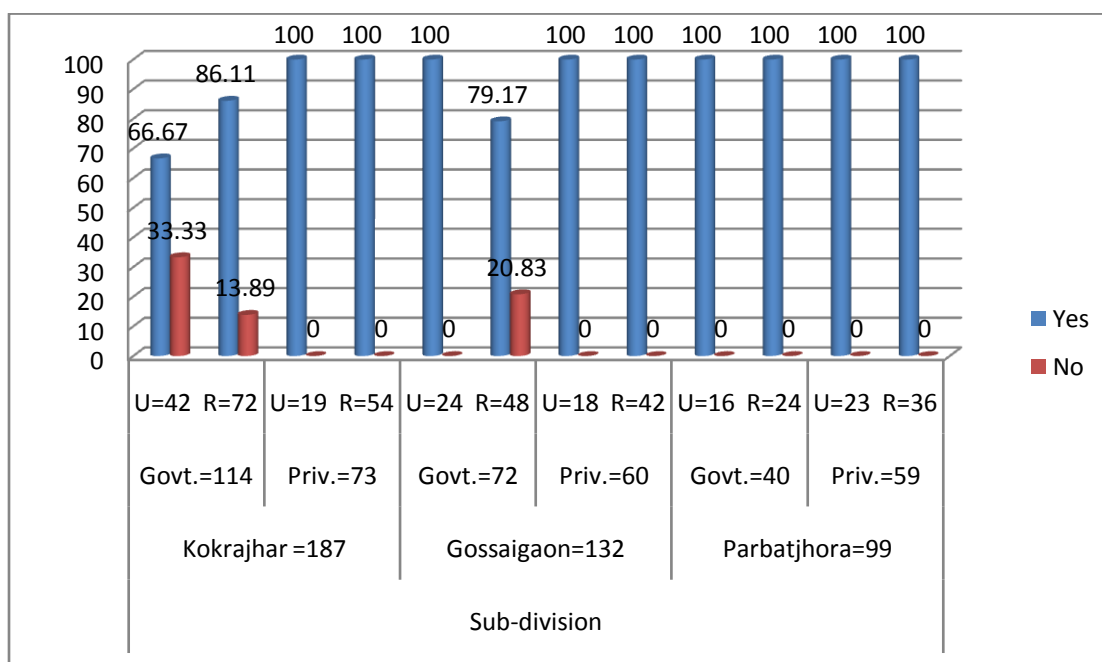
In Gossaigaon sub-division, 24(100%) respondents from urban Government high schools had said that ethnic conflict had affected their religion in the society. 38(79.17%) respondents from rural Government high schools had said that ethnic conflict had affected their religion in the society. 10(20.83%) respondents from rural Government high schools had said that ethnic conflict had not affected their religion in the society. 18(100%) respondents from urban private high schools had said that ethnic conflict had affected their religion in the society. 42(100%) respondents from rural private high schools had said that ethnic conflict had affected their religion in the society.

In Parbatjhora sub-division, it is seen that, 100% respondents from the urban and rural areas, Government and private high schools had said that ethnic conflict had affected their religion.

From the above analysis, it can be interpreted that occurrence of ethnic conflict in the society had created problem among the people regarding their beliefs and religion. Religion is regarded as one of the important values in the society. Without religion no society can be called as valueless society. In any type of conflict in the society religion becomes the most targeted factor. Converting people from one religion to another becomes the most common factor in the society. Majority of the respondents had said that conflict had tried to change their religion and majority of them were converted to other religion. It is also observed that respondents from Gossaigaon and Parbatjhora sub-division had faced difficulty at the time of conflict. Schools have to play an important role whenever conflict or problem arises in the region. It is the backbone of the society. Respecting each and every religion is very important in ones' life as we live in a Democratic country. Therefore, each and every religion should be respected in the society

and this has to be imbibed among the students. The percentage wise distribution of responses of the respondents in regard to impact of ethnic conflict on religion is shown in figure 4.39 below:

Fig.4.39. Percentage distribution of responses of the respondents in regard to impact of ethnic conflict on religion



Source: Field Survey

The above figure shows that majority of the respondents from Kokrajhar, Gossaigaon and Parbatjhora sub-divisions in the district, both the Government and private high schools, the urban and rural areas had been affected at the time of ethnic conflict.

4.8 MEASURES TAKEN BY THE SCHOOLS IN PROTECTING THE STUDENTS DURING ETHNIC CONFLICT

In regard to the fourth objective of the study, to investigate the measures taken by the

schools in protecting the students during and after ethnic conflict in the district, the data was collected from the heads of the high schools in three sub-divisions i.e. Kokrajhar, Gossaigaon and Parbatjhora sub-division based on the type of management of the schools in the district. The analysis and interpretation of data are as follows:

4.8.1 Protecting the students during ethnic conflict

The question was asked to the heads of the institutions whether they had taken any steps to protect the students at the time of incident, and so the responses of the heads of the institutions are given on table 4.43 below:

Table 4.43

Showing the responses of the respondents with regard to steps taken in protecting the students during ethnic conflict

Response	Sub-division					
	Kokrajhar		Gossaigaon		Parbatjhora	
	Govt.=19	Priv.=11	Govt.=12	Priv.=10	Govt.=05	Priv.=08
Yes	19 (100)	11 (100)	12 (100)	10 (100)	05 (100)	08 (100)
No	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Total column wise percentage	19 (100)	11 (100)	12 (100)	10 (100)	05 (100)	08 (100)

Source: Field Survey

From table 4.43, it is observed that, in Kokrajhar sub-division, 19(100%) head teachers from Government high schools had revealed that they had taken some steps in protecting the students during ethnic conflict. 11(100%) head teachers from private high schools had revealed that they had taken some measures in protecting the students at the time of conflict.

In Gossaigaon sub-division, it is revealed that, 12(100%) head teachers from Government high schools had said that, the school authority had taken some measures in order to protect students from any harm in the society. 10(100%) head teachers from private high schools in Gossaigaon sub-division, said that they too had taken steps in protecting the students from harm at the time of incident.

In Parbatjhora sub-division, 5(100%) head teachers from Government high schools had responded that the school authority had taken some measures to protect the students during conflict in the district. 8(100%) head teachers from private high schools in Parbatjhora sub-division, had also said that they had taken some steps in protecting the students at the time of incident.

From the above analysis, it can be interpreted that 100% head teachers from all the three sub-division in the district had taken initiative in protecting the students from any problem during ethnic conflict. School has the responsibility of helping the students prosper in life, so it is the duty of any school to give their cent percent dedication to protect them at times of danger.

4.8.2 Measures taken by the school

Taking some preventive measures by the schools in protecting the students during ethnic conflict is very important. The responses of the respondents with regard to measures taken by the school are given in Table 4.44 on page no. 164.

Table 4.44

Showing the responses of the respondents with regard to type of steps taken in protecting the students during ethnic conflict

Steps taken by the school	Sub-division					
	Kokrajhar		Gossaigaon		Parbatjhora	
	Govt.=19	Priv.=11	Govt.=12	Priv.=10	Govt.=5	Priv.=8
Provided security	0 (0.00)	0 (0.00)	3 (25)	0 (0.00)	1 (20)	2 (25)
Regular parent-teacher meetings were held	2 (10.53)	2 (18.18)	3 (25)	2 (20)	1 (20)	0 (0.00)
Workshop and seminars organized	3 (15.79)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	1 (12.5)
Regular monitoring of the students	0 (0.00)	2 (18.18)	0 (0.00)	2 (20)	0 (0.00)	0 (0.00)
Provided shelter	5 (26.32)	0 (0.00)	2 (16.67)	2 (20)	0 (0.00)	1 (12.5)
Medical facility, food & clothing	3 (15.79)	3 (27.27)	1 (8.33)	1 (10)	1 (20)	1 (12.5)
Provided guidance & counseling service	1 (5.26)	1 (9.09)	1 (8.33)	1 (10)	1 (20)	1 (12.5)
Government had built houses	1 (5.26)	1 (9.09)	0 (0.00)	0 (0.00)	1 (20)	0 (0.00)
Government had provided funds	1 (5.26)	0 (0.00)	0 (0.00)	1 (10)	0 (0.00)	1 (12.5)
Conducted peace rally	3 (15.79)	2 (18.18)	2 (16.67)	1 (10)	0 (0.00)	1 (12.5)

Source: Field Survey

From table 4.44, it is seen that in Kokrajhar sub-division, 2(10.53%) head teachers from Government high schools had revealed that in order to protect the students during ethnic conflict, regular parent-teacher meeting was held in the school. 3(15.79%) head teachers had said that they had organized workshops and seminars frequently in the school. 5(26.32%) head teachers had said that they had provided shelter to the affected students in the school. 3(15.79%) head teachers had responded that they had provided medical facility, food and clothing to the affected students. 1(5.26%) head teachers had said that

they had conducted guidance and counseling services to the students in the school. 1(5.26%) head teachers had said that the Government had built houses to the affected students in the sub-division. 1(5.26%) head teachers had revealed that the Government had provided funds to the affected students in the sub-division. 3(15.79%) head teachers had said that they had conducted peace rally in the sub-division in order to bring peace, harmony and brotherhood in the district.

In Kokrajhar sub-division 2(18.18%) head teachers from private high schools had said that they had organized regular parent-teacher meetings in the schools, whereas, 2(18.18%) head teachers had said that they had monitored the students regularly at the time of incident in the school. 3(27.27%) head teachers had said that they had provided medical facilities, food and clothing to the affected students in the school. 1(9.09%) head teachers had said that they had provided guidance and counseling services to the students in the school. 1(9.09%) head teachers had said that Government had built houses for the affected students in the sub-division. 2(18.18%) head teachers had responded that they had conducted peace rally in the society in order to bring peace and brotherhood in the region.

In Gossaigaon sub-division, it seen that, 3(25%) head teachers from Government high schools said that they had arranged some security forces within the school campus, in order to protect students during conflict another 3(25%) head teachers had said that they had organized regular parent-teacher meetings in the school. 2(16.67%) head teachers had responded that they had provided shelter to the affected students in the school. 1(8.33%) head teachers had said that they had provided medical facility, food and clothing to the victim students in the school. 1(8.33%) head teachers had said that they

had organized guidance and counseling services to the students in the school. 2(16.67%) head teachers had revealed that they had conducted peace rally in the society.

In Gossaigaon sub-division 2(20%) head teachers from private high schools had revealed that they had organized parent-teacher meetings in a regular basis in the school whereas, 2(20%) head teachers revealed that they had monitored the students on regular basis. 2(20%) head teachers had revealed that they had provide shelter to the affected students in the school. 1(10%) head teachers had said that they had provided medical facility, food and clothing to the affected students and relief inmates in the sub-division. 1(10%) head teachers had revealed that they had provided guidance and counseling services to the students in the school during and after the conflict in the district. 1(10%) head teachers had said that the Government had provided funds to the affected students living in relief camps in the sub-division. 1(10%) head teachers had said that the Government had conducted peace rally in the society.

In Parbatjhora sub-division, it is revealed that, 1(20%) head teachers from Government high schools had revealed that they had arranged security forces in the school and 1(20%) head teachers had revealed that they had organized regular parent-teacher meetings in the school. 1(20%) head teachers had revealed that they had provided medical facilities, food and clothing to the affected students in the schools as well as to the victims in relief camps. 1(20%) head teachers had said that they had provided guidance and counseling services to the students in the students. 1(20%) head teachers had said that Government had built houses to the victims in the sub-division. 1(20%) head teachers had responded that they had conducted peace rally in the sub-division.

In Parbatjhora sub-division 2(25%) head teachers from private high schools had responded that they had arranged some security forces in the school whereas, 1(12.5%) head teachers had responded that they had organized some workshops and seminars on relevant topics in the school. 1(12.5%) head teachers had responded that they had provided shelter to the affected students in the sub-division. 1(12.5%) head teachers had said that they had provided medical facility, food and clothing to the affected students in the school. 1(12.5%) head teachers had revealed that they had provided guidance and counseling services to the students in the school in order to solve their problems. Another 1(12.5%) head teachers had revealed that the Government had provided funds to the students as well as people living in relief camps in the sub-division. 1(12.5%) head teachers had said that they had conducted peace rally in the society in order to bring peace and harmony in the region.

From the above analysis, it can be interpreted that the schools had provided one or the other type of protection to the students. Giving protection to the students at the time of emergency is very important. Proper security should be provided to the students so that they can study hard and do well in life. Most of the schools had organized seminars and workshops regularly in schools in order to bring awareness about negative impact of ethnic conflict on the society. Some schools had organized parent-teacher meetings regularly in the schools in order to discuss important issues and protect the students from any harm. Some of the head teachers had conducted peace rally in the society in order to bring awareness about the ill consequences of ethnic conflict to the people.

4.8.3 Help from local Government

Local Government in any society can play an important role in the society. They can act as an agency for social change in the region. Good Government can only rule the State properly and can bring peace in the society. A corrupted Government cannot do any good for the people. Therefore, proper Government should be elected in the State. Everything depends upon the ruling part. The question was asked whether local Government had helped the school authority or not during ethnic conflict, regarding this the responses of the head teachers are summarized below:

Table 4.45

Showing the responses of the respondents with regard to help received from local Government

Response	Sub-division					
	Kokrajhar=30		Gossaigaon=22		Parbatjhora=13	
	Govt.=19	Priv.=11	Govt.=12	Priv.=10	Govt.=5	Priv.=8
Yes	19 (100)	11 (100)	12 (100)	10 (100)	5 (100)	8 (100)
No	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Total column wise percentage	19 (100)	11 (100)	12 (100)	10 (100)	5 (100)	8 (100)

Source: Field Survey

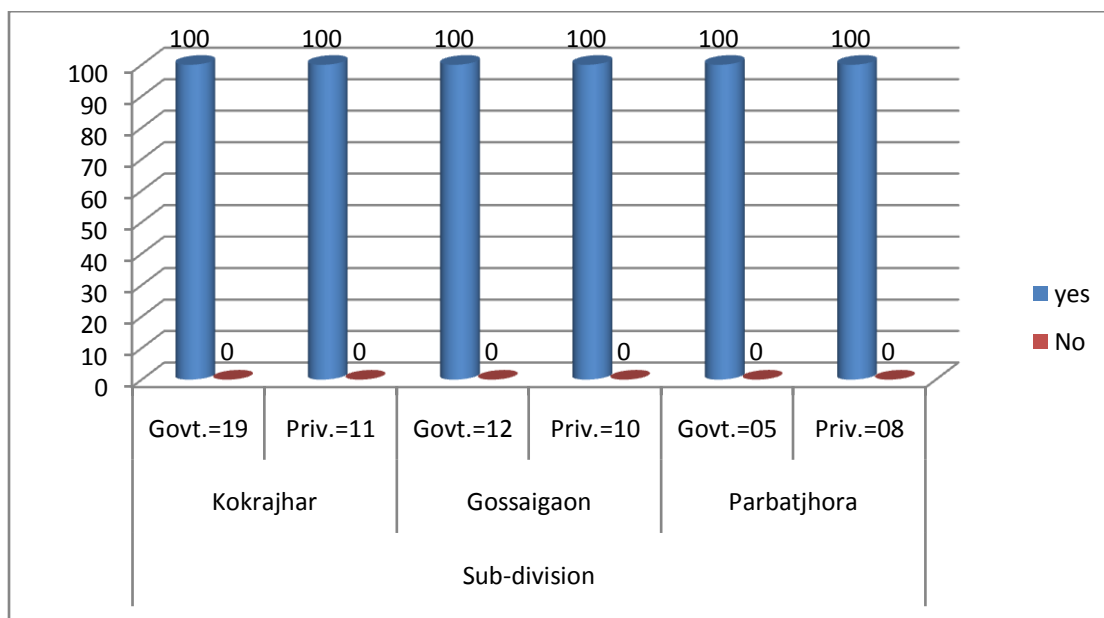
From table 4.45, it is seen that, 19(100%) respondents from Government high schools had said that local Government had helped the school authority in many ways. 11(100%) respondents from private high schools had also said that local Government had helped them.

In Gossaigaon sub-division, 12(100%) head teachers from Government high schools had revealed that the local Government had helped them in overcoming some problems at the time of conflict. 10(100%) respondents from private high schools had said that the local government had also helped them at times of need.

In Parbatjhora sub-division, 5(100%) respondents from Government high schools had revealed that the local Government in the sub-division had helped them in solving certain problems of the schools. 8(100%) respondents from Government high schools had revealed that the local Government in the sub-division had helped them in solving certain problems of the schools.

From the above analysis, it is interpreted that the respondents in all the three sub-divisions of the district i.e. Kokrajhar, Gossaigaon and Parbatjhora sub-divisions, both the Government and private high schools had received help from local Government. The result shows that the local Government did not hesitate to help the teachers and students in all the schools. Power lies in the hands of the Government and so they can play an important role in protecting the students as well as the people from any problem. Proper help should be given by the local Government to the schools so that they can function well. Occurrence of ethnic conflict in the district had hampered both the teachers and students in many ways. The problems of the students and teachers should be solved properly. Some of the respondents had reported that the local Government was concern about the students even after the incident. They had reached out their help without any hesitation. The percentage wise distribution of the heads of the institutions with regard to help received from local Government is shown in Figure 4.40 on page no.170.

Fig.4.40. Percentage distribution of responses of the respondents with regard to help received from local Government



Source: Field Survey

The above figure shows that majority of the head teachers from Kokrajhar, Gossaigaon and Parbatjhora sub-divisions, both the Government and private high schools had received help from the local Government.

4.9 PROBLEMS FACED BY THE HEAD OF THE INSTITUTIONS

With regard to the fifth objective of the study, to find out the problems faced by the head of the institutions in school management during ethnic conflict in the district, the analysis and interpretation of data are given as follows.

4.9.1 Impact of ethnic conflict on the schools

School is regarded as a miniature society. School is a place where students learn many things and gain knowledge. It is a backbone of the society. School should provide a congenial atmosphere for the students in order to help students learn better. Management

of the school is also very important. The school should be managed properly by the head of the institutions so that everything goes on well. Ethnic conflict in the district had created tremendous problem in the society. Both the teachers and students should play an active role in bringing about peace and brotherhood in the region. The question was asked to the head of the institutions whether the ethnic conflict that had occurred in the year 2012, in the district had affected the schools or not. So the responses of the respondents regarding impact of ethnic conflict on the schools are given on table 4.46 as follows:

Table 4.46

Showing responses of the respondents with regard to impact of ethnic conflict on schools

Response	Sub-division					
	Kokrajhar=30		Gossaigaon=22		Parbatjhora=13	
	Govt.=19	Priv.=11	Govt.=12	Priv.=10	Govt.=05	Priv.=08
Yes	0 (0.00)	5 (45.45)	8 (66.67)	10 (100)	4 (80)	7 (87.5)
No	19 (100)	6 (54.54)	4 (33.33)	0 (0.00)	1 (20)	1 (12.5)
Total column wise percentage	19 (100)	11 (100)	12 (100)	10 (100)	05 (100)	08 (100)

Source: Field Survey

From the table 4.46, it is revealed that, in Kokrajhar sub-division, 19(100%) head teachers from Government high schools had said that ethnic conflict in the district had not affected the school. 5(45.45%) head teachers from private high schools had revealed that ethnic conflict had affected their schools and 6(54.54%) head teachers from private high schools said that ethnic conflict did not affect their schools.

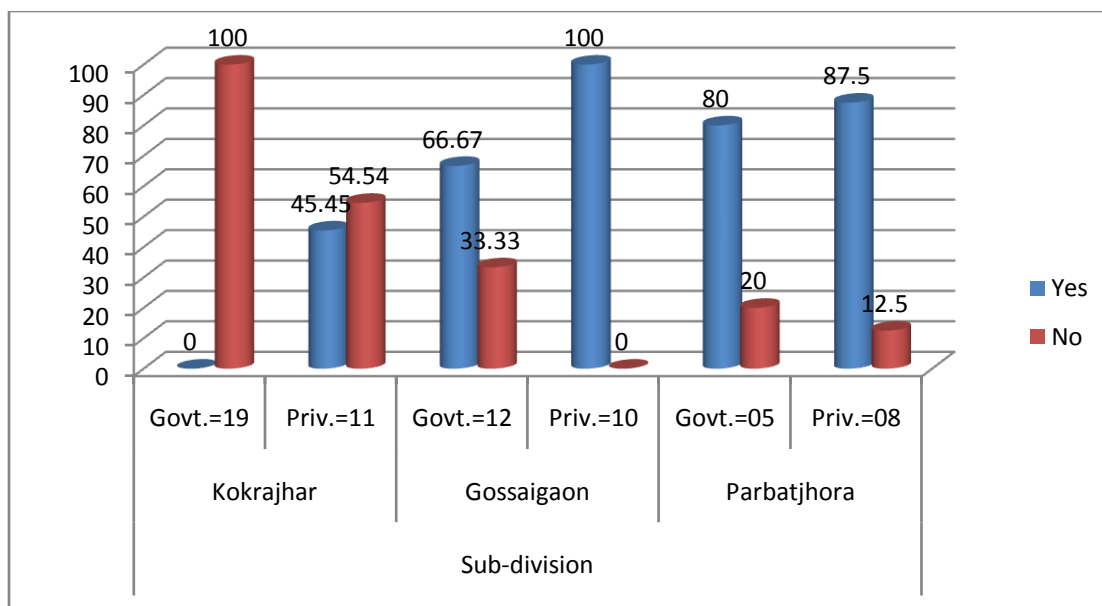
In Gossaigaon sub-division, 8(66.67%) head teachers from Government high schools had responded that occurrence of ethnic conflict in the district had affected the schools and 4(33.33%) head teachers from Government high schools had revealed that ethnic conflict had not affected the schools. 10(100%) head teachers from private high schools had said that occurrence of ethnic conflict in the district had affected the schools badly.

In Parbatjhora sub-division, 4(80%) head teachers from Government high schools had revealed that the incident had disturbed the schools whereas, 1(20%) head teachers from Government high schools had said that it did not disturb the school. 7(87.5%) head teachers from private high schools had responded that the incident had hampered the schools in one way or the other and 1(12.5%) head teachers from private high schools had said that ethnic conflict had not hampered the school.

From the above analysis, it can be interpreted that the high schools in the district was affected by ethnic conflict. It had spoiled the environment of the schools. Schools are very important in the society and so proper environment of learning should be provided in schools. Some of the respondents had reported that their school was totally damaged during ethnic conflict. Some of the schools were burnt down by some of the miscreants. A few schools land are still being occupied by relief inmates and are not willing to surrender. High schools in Gossaigaon sub-division are being affected badly at the time of incident. The two sub-divisions i.e. Kokrajhar and Parbatjhora are also being affected. It is also observed that some of the important documents of the students and schools were being misplaced. People should also realize the negative impact of ethnic conflict on the schools and try to minimize the problem. The percentage wise distribution of responses

of the respondents with regard to impact of ethnic conflict on schools is shown in Figure 4.41 below:

Fig.4.41. Percentage wise distribution of responses of the respondents with regard to impact of ethnic conflict on schools



Source: Field Survey

The above figure shows that majority of the high schools in Gossaigaon and Parbatjhora sub-divisions both the Government and Private high schools were affected during ethnic conflict in the district. The Government high schools in Kokrajhar sub-division were not affected during ethnic conflict.

4.9.2 Problems faced by the head of the institution

Ethnic conflict that had occurred in the district had brought about tremendous problem in the schools as well as in the society. The head of the institutions had to face challenges in protecting the students from all those problems and to handle the schools properly. Responsibilities and duties of the head of the institutions increase during any conflict in

the society. They are meant to charge their duties properly. The Government as well as the people in the society had to control occurrence of this type of conflict in the region for the development of the students. The responses of the head teachers on the problems which they had faced during ethnic conflict regarding management of schools are given in Table 4.47 below:

Table 4.47

Responses of the head teachers on the problems faced by them in management of the school

Problems faced by the head teachers	Sub-division					
	Kokrajhar		Gossaigaon		Parbatjhora	
	Govt.=19	Priv.=11	Govt.=12	Priv.=10	Govt.=05	Priv.=08
Schools made as relief camps	5 (26.32)	0 (0.00)	5 (41.67)	2 (20)	1 (20)	1 (12.5)
Frequent bandhs and strikes	5 (26.32)	5 (45.45)	1 (8.33)	1 (10)	0 (0.00)	0 (0.00)
Communication gap	4 (21.05)	4 (36.36)	0 (0.00)	0 (0.00)	0 (0.00)	1 (12.5)
Dropout rate	0 (0.00)	0 (0.00)	1 (8.33)	0 (0.00)	1 (20)	0 (0.00)
Lack of leadership among teachers	0 (0.00)	1 (9.09)	0 (0.00)	2 (20)	0 (0.00)	0 (0.00)
Irregularity of teachers and students	5 (26.32)	1 (9.09)	3 (25)	2 (20)	1 (20)	1 (12.5)
Closure of schools	0 (0.00)	0 (0.00)	1 (8.33)	2 (20)	1 (20)	2 (25)
School buildings destroyed	0 (0.00)	0 (0.00)	1 (8.33)	1 (10)	1 (20)	3 (37.5)
Lack of help from SMDC members	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Total column wise percentage	19 (100)	11 (100)	12 (100)	10 (100)	5 (100)	8 (100)

Source: Field Survey

From table 4.47, it is revealed that, in Kokrajhar sub-division, 5(26.32%) head teachers from Government high schools had said that during ethnic conflict their schools were made as relief camps to the people in the society, so managing the schools were difficult

for them. 5(26.32%) head teachers had said that due to frequent bandhs and strikes during ethnic conflict they could not manage the school properly. 4(21.05%) head teachers had responded that due to communication gap among the teachers and students, the respondents could not manage the school properly. 5(26.32%) head teachers had said that irregularity of teachers and students were observed during and after the conflict. 5(45.45%) head teachers in Kokrajhar sub-division from private schools had responded that due to frequent bandhs and strikes they could not manage the schools. 4(36.36%) head teachers had revealed that they had faced communication gap among the stakeholders in the school during ethnic conflict. 1(9.09%) head teachers had revealed that they had found lack of leadership among the teachers in the school. 1(9.09%) head teachers had revealed that irregularity of teachers and students in the schools were found during and after the conflict.

In Gossaigaon sub-division, 5(41.67%) head teachers from Government high schools had said that their schools were made as relief camps during ethnic conflict and it was difficult for them to run the schools properly. 1(8.33%) head teachers revealed that due to frequent bandhs and strikes during ethnic conflict they were not able to handle the duties and responsibilities properly. Another 1(8.33%) head teachers responded that during ethnic conflict dropout rate of the students were found to be high and so classes were cancelled. 3(25%) head teachers had revealed that irregularity of both the teachers and students in the school were found at the time of conflict and after the conflict in the district. 1(8.33%) head teachers had said that they had closed down the schools during conflict. This had disturbed the normal functioning of the schools. 1(8.33%) head teachers had revealed that their school buildings were destroyed and so this had created problem in teaching learning process. 2(20%) head teachers from private high schools

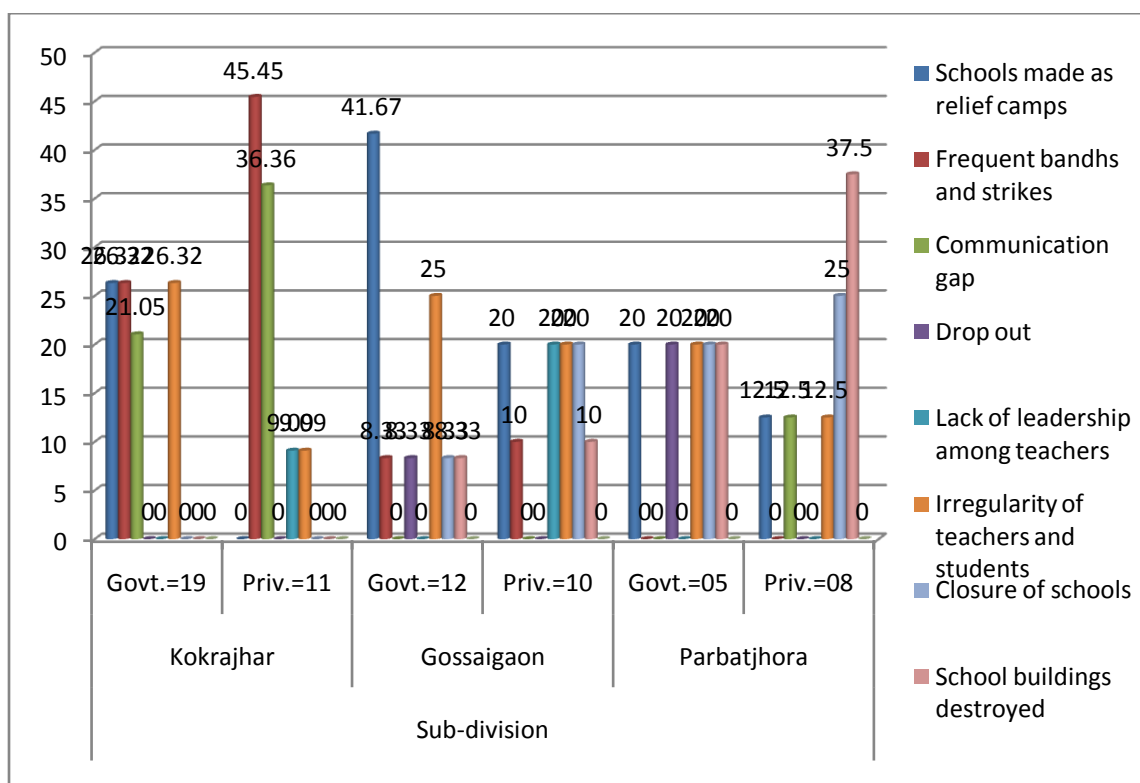
had said that their schools were made as relief camps during ethnic conflict, so teaching learning process was disturbed. 1(10%) head teachers had responded that due to bandhs and strikes during ethnic conflict, they were not able to manage the classes well. 2(20%) head teachers said that they had found lack of leadership quality among the teachers during ethnic conflict. Lack of leadership quality among teachers had created problem in the school. 2(20%) head teachers had said that they had observed irregularity of teachers in the school during and after the conflict in the district. 2(20%) head teachers said that their schools were closed down for a few months due to lots of disturbances during ethnic conflict. 1(10%) head teachers had responded that the school buildings were destroyed at the time of conflict and it had created chaos in the school.

In Parbatjhora sub-division, 1(20%) head teachers from Government high schools had responded that since their school was made as relief camps, classes did not function well. 1(20%) head teachers had responded that they had found high dropout rate of the students during ethnic conflict, so this had created problem in the school. 1(20%) head teachers had observed irregularity of both the teachers and students in the school during ethnic conflict. 1(20%) head teachers said that the schools were closed down during ethnic conflict and so it had hampered students' performance. 1(20%) head teachers had said that the school buildings were destroyed during ethnic conflict. 1(12.5%) head teachers in Parbatjhora sub-division from private high schools had said that since the schools were made as relief camps, they could not function the school well. 1(12.5%) head teachers said that they had faced communication gap during ethnic conflict. Majority of the teachers and students did not communicate to each other at the time of conflict and so everything was in chaos. Lack of communication among the stakeholders had created problem in management of school. 1(12.5%) head teachers had revealed that they had

found irregularity of teachers and students in the school during and after the conflict. This had created problem in functioning the classes well. 2(25%) head teachers had said that due to ethnic conflict the schools were closed down. Closure of schools had negative impact on the students in the district. 3(37.5%) head teachers had responded that the school buildings were badly destroyed during ethnic conflict by some miscreants.

From the above analysis, it is interpreted that occurrence of ethnic conflict in the society can create problem in day to day living. Majority of the head teachers had revealed that ethnic conflict had created problems in management of the schools. Irregularity of teachers and students in the school were seen during and after the conflict. Percentage wise distribution of responses of the head teachers regarding problems faced in management of the schools is given in Figure 4.42 on page no.178.

Fig.4.42. Percentage wise distribution of responses of the head teachers regarding problems faced in management of the schools



Source: Field survey

The above figure shows the responses of the head teachers regarding impact of ethnic conflict on the schools. It is observed that most of the high schools in all the three sub-divisions in the district i.e. Kokrajhar, Gossaigaon and Parbatjhora sub-divisions, the Government and Private high schools had faced different problems.

4.9.3 Measures taken by the head of the institutions in solving the problems faced by them

Some of the measures taken by the head of the institutions in solving the problems are summarized in Table 4.48 on page no.179.

Table 4.48**Showing responses of the head teachers with regard to measures taken by them**

Measures taken	Sub-division					
	Kokrajhar=30		Gossaigaon=22		Parbatjhora=13	
	Govt.=19	Priv.=11	Govt.=12	Priv.=10	Govt.=5	Priv.=8
Schools made as relief camps were shifted	2 (10.53)	0 (0.00)	3 (25)	1 (10)	1 (20)	1 (12.5)
Talked with local authority to minimize strikes and bandhs	5 (26.32)	3 (27.27)	2 (16.67)	2 (20)	1 (20)	1 (12.5)
Conducted educational drive in the region	2 (10.53)	3 (27.27)	2 (16.67)	2 (20)	1 (20)	1 (12.5)
Teachers and students were monitored regularly	3 (15.79)	1 (9.09)	2 (16.67)	1 (10)	0 (0.00)	2 (25)
Damaged school buildings were renovated and built	0 (0.00)	0 (0.00)	1 (8.33)	1 (10)	1 (20)	1 (12.5)
Proper trainings were given to the teachers on leadership role	2 (10.53)	1 (9.09)	0 (0.00)	1 (10)	0 (0.00)	0 (0.00)
Conducted peace programmes in the society	2 (10.53)	2 (18.18)	2 (16.67)	1 (10)	1 (20)	1 (12.5)
Regular SMDC meetings were conducted in the school	3 (15.79)	1 (9.09)	0 (0.00)	1 (10)	0 (0.00)	1 (12.5)

Source: Field Survey

From the table 4.48, it is seen that in Kokrajhar sub-division, it is observed that 2(10.53%) head teachers from Government high schools had said that they had shifted relief camps to other places. 5(26.32%) head teachers had said that they had talked with local authority to minimize declaration of strikes and bandhs in the district. 2(10.53%) head teachers had revealed that they had conducted educational drive in the region during and after the conflict in the sub-division. 3(15.79%) head teachers had revealed that they had monitored both the teachers and students regularly. 2(10.53%) head teachers had said that they had given proper training to the students on leadership role in the schools. 2(10.53%) head teachers had said that they had conducted peace programmes in the

society in order to bring normalcy in the region. 3(15.79%) head teachers had said that they had conducted regular School Management Development Committee (SMDC) meetings in the society.

In Private high schools under Kokrajhar sub-division, it is observed that 3(27.27%) head teachers had said that they had talked with local authority to minimize strikes and bandhs in the region. 3(27.27%) head teachers had revealed that they had conducted educational drive in the region in order to bring awareness to the people. 1(9.09%) head teachers had said that teachers and students were monitored regularly. 1(9.09%) head teachers had said that they had given proper training to the teachers on leadership role. 2(18.18%) head teachers had said that they had conducted peace programmes in the region. 1(9.09%) head teachers had said that they had conducted regular School Management and Development Committee (SMDC) meetings in the school.

In Gossaigaon sub-division, it is seen that 3(25%) head teachers from Government high schools had said that they had shifted relief camps from the schools to other places. 2(16.67%) head teachers had said that they had discussed the matter with local authority regarding strikes and bandhs in the society. 2(16.67%) head teachers had said that they had conducted educational drive in the region. 2(16.67%) head teachers had said that they monitored both the teachers and students regularly. Another 1(8.33%) head teachers had said that the school buildings were renovated and built by the Government in the sub-division. 2(16.67%) head teachers said that they had conducted peace programmes in the region. 1(10%) head teachers from private high schools had said that they shifted the relief camps from the school to some other places. 2(20%) head teachers had talked with local authority regarding strikes and bandhs in the society. 2(20%) head teachers had

responded that they had conducted educational drive in the region. 1(10%) head teachers had responded that they had monitored students regularly. 1(10%) head teachers had revealed that the damaged school buildings were renovated and built by the Government. 1(10%) head teachers had said that they had provided proper trainings to the teachers on leadership role. 1(10%) head teachers had said that they had conducted peace programmes in the society. 1(10%) head teachers had said that they had conducted regular School Management and Development Committee (SMDC) meetings in the school.

In Parbatjhora sub-division, it is observed that 1(20%) head teacher from Government high school had said that school made as relief camps was shifted to other places. 1(20%) head teachers had revealed that they had talked with local authority regarding strikes and bandhs in the society. 1(20%) head teachers had said that they had conducted educational drive in the region. 1(20%) head teacher had said that the damaged school was renovated. 1(20%) head teacher had said that they had organized peace programmes in the region. 1(20%) head teachers had said that they had conducted regular School Management and Development Committee (SMDC) meetings in the school.

In Parbatjhora sub-division, it is found that 1(12.5%) head teacher had said that the relief camp from the school was shifted to other places. 1(12.5%) head teachers had said that they had talked with the local authority with regard to strikes and bandhs in the region. 1(12.5%) head teachers had revealed that they had conducted educational drive in the society. 1(12.5%) teachers had responded that they had monitored the teachers and students regularly. 1(12.5%) head teachers had responded that damaged school buildings

were renovated and built by the Government. 1(12.5%) head teachers had revealed that they had conducted peace programmes in the society.

The above discussions were the measures taken by the Head of the institutions regarding the problems faced by them during ethnic conflict. The Government had played an important role in looking after the needs and demands of the high schools in the district. All the head of the institutions had done their best in running the schools smoothly during and after the conflict.

4.10 PROBLEMS FACED BY THE INSPECTOR OF SCHOOLS

It is the duty of the teachers, head of the institutions and Inspector of schools to look after the school properly. They have been entrusted with many responsibilities and functions in the society. School is regarded as the backbone of the society. Giving good and right education to the students is the main function of the teachers.

An interview schedule was conducted to the Inspector of schools in the district with regard to the fifth objective of the study, to find out the problems faced by the head of the institutions in school management during ethnic conflict in the district. The analysis and interpretation of data collected from the Inspector of Schools is given as follows:

4.10.1 Visitation of the high schools during and after the conflict

Regarding the visitation of the high schools during and after the incident, the Inspector of schools had said that he was able to visit the schools regularly during and after the conflict. Even though he had come across many problems on the way to his visitation, he was able to do his duty properly.

4.10.2 Problems faced by the Inspector of Schools

The Inspector of School had said that he had found irregularity of both the teachers and students in the schools during and after the conflict. Due to ethnic conflict majority of the students were not able to come to schools regularly. A few schools were destroyed and burnt down by some miscreants especially in Gossaigaon sub-division. Burning down and destructions of the school buildings during ethnic conflict had created problem in teaching-learning process in the schools. It was found that frequent bandhs and strikes had hampered the normal functioning of the schools in the district. He had also said that he had found lack of leadership role among the teachers during and after the conflict. The reasons could be that they were afraid to come out of their houses and be harassed by some miscreants. He had also reported that some schools were closed down for a few months especially in Gossaigaon and Parbatjhora sub-division due to conflict.

He had also said that there was communication gap among different stakeholders. This had created problem in management of the schools especially in Gossaigaon and Parbatjhora sub-division in the district. Dropout rate of the students from the school was also found to be high during conflict especially in Gossaigaon and Parbatjhora sub-division. He had also reported that some of the schools were made as relief camps for a few months. Wastage and stagnation of the students were also found in his visit to the high schools in all the three sub-divisions in the district. Majority of the high schools were seen that they had conducted peace rally in the society in order to bring peace and brotherhood among the people. So far rape and molestation cases were not reported by the students in the schools. The reason could be due to fear they have not reported it. This was one of the biggest problems which the school had faced during ethnic conflict.

Inspector of the schools had reported that he had tried his best in order to communicate with the students and teachers at the time of ethnic conflict in the district.

4.10.3 Measures taken by Inspector of Schools in solving the problems of the schools during ethnic conflict

Some of the measures taken by the Inspector of schools in solving the problems are:

1. Some of the teachers from the respective schools were shifted temporarily to the other schools in order to give them security.
2. Security was provided to some of the schools especially to those schools which were in remote areas.
3. Majority of the students were shifted and adjusted to take the classes to the nearby schools.
4. Frequent School Management and Development Committee (SMDC) meetings were conducted in the school premises, and discussed about protection of the students during and after ethnic conflict in the district.
5. Local Government was entrusted for protection of the schools and students in the society.
6. Parent-teacher association had taken very keen initiative in protecting the students as well as the schools in the district.
7. Inspector of schools had visited and monitored the schools regularly in the district.

4.10.4 Present condition of the high schools in the district

Regarding the present condition of the high schools in the district, the Inspector of schools had said that the scenario of the high schools in the district is much better than

what it was before, during ethnic conflict 2012. At present most of the high schools in all the three sub-divisions of the district is functioning normally. Even though most of the high schools in the district are functioning well, but still it needs improvement in regard to infrastructural facilities. Most of the Government high schools have a very poor infrastructure. Lack of proper infrastructure facility is creating problem in the school especially in teaching learning process. He had also said that attendance of the students had increased all these years. Dropout rate of the students was seen to decline these years.

4.11 SUGGESTIONS

Based on the sixth objective of the study to give Suggestions to the problems found in the present study, the researcher felt the need of giving some specific suggestions based on the findings of the study. These are as follows:

1. The school authority and the Government should provide high security to both the students and teachers during any conflict in the society.
2. The school authority should have their own school buses in order to help both the teachers and students come to school regularly.
3. The Government should provide incentives to those schools which were burnt down and destroyed during ethnic conflict in the district.
4. The Government should provide shelter, food and medical facilities to those affected victims living in relief camps in different places.
5. The school authority should organize peace rally and mass education in the society in order to bring peace and harmony among the people in the district.
6. The school authority as well as the parents of the students should monitor the behavior of the students on the regular basis.

7. The school authority along with the teachers should organize guidance and counseling services for the students on the regular basis in the schools.
8. The school authority should organize some awareness programme in the school and society on certain issues like consequences of ethnic conflict on the students etc.
9. Workshops and seminars should also be conducted by the school authority time to time and lectures by the experts on conflict related theme should be delivered to the students.
10. Awareness drive on education should be conducted by the teachers in the society in order to bring back the dropped out students in the school.
11. The schools should have at least one counselor in the institutions, so that the problematic students can always approach them for any kind of advice.
12. Extra classes in the school should be arranged by the teachers in consultation with the head of the institutions for those affected students during ethnic conflict.
13. Students should be well trained to take up leadership role in the society.
14. Peace and moral education should be provided to the students in the schools.

4.12 DISCUSSIONS OF THE FINDINGS

This section discusses the findings of the study with reference to the research questions. The first research question was to know the impact of ethnic conflict on the education of the students in the district. Keeping in mind the research question which had guided the study, the discussions of the findings are as follows:

4.12.1 Impact of ethnic conflict on the education of the students

The findings of the study indicated that ethnic conflict had affected the education of the students in the district. It had brought about wastage and stagnation among the school going students. Due to ethnic conflict irregular attendance of the students, dropout rate and incomplete syllabus was also found in the study. Majority of the students were not able to attend the class regularly at the time of conflict due to one or the other problem. Majority of the respondents had said that they could not attend the class regularly because they were afraid of attack on the way to school or home. They were afraid of being killed on the way. Ethnic conflict had affected the academic performance of the students at the time of conflict. Students had negative performance in the examination during conflict.

The findings of the study agreed with the findings of Nasongo & Muola (2011) that conflict affects academic performance of the students and had negative performance in the examination. Wangechi's (2013), describes about effects of armed ethnic conflict on education of children as well as emotional and psychological effect of armed ethnic conflict on the children and how armed ethnic conflict leads to burning and closing down of some schools. This study gives us the knowledge about the negative impact of ethnic conflict on the students. Sany's (2010), discusses the relationship between Conflict and Education. He is of the view that conflict destroys the education system, relegates education to the bottom of the national priority list and prevents thousands of stakeholders both students and teachers from gaining access to education.

Due to ethnic conflict students had faced many problems in the society. Majority of the students had said that they still have fears in their minds about the incident that had occurred in the district. It had affected the educational scenario of the district especially

the academic career of the students. Violence free society can only help students develop their inner abilities and capacities. Students are the backbone of the society and future builders. They should be guided and proper care should be taken by the teachers and parents. Proper school education and congenial environment should be provided to the students. Therefore, occurrence of ethnic conflict should be minimized in the society so that students can go to school peacefully.

4.12.2 Psycho-social impact of ethnic conflict on the students

Based on the research question on psycho-social impact of ethnic conflict on the students, research findings revealed that, ethnic conflict had affected the students both psychologically and socially. Students had experienced a feeling of anger, sleeplessness, hatred and revenge towards other people during ethnic conflict. They had experienced adjustment problem towards other people and their own friends. Majority of the students had even experienced nightmares at the time of conflict. Majority of the respondents had said that they did not attend any social activities organized in the society. Majority of them had also said that they did not even step out from their houses during ethnic conflict because they were afraid of being attacked on the way. Some of the students were displaced in unknown places. It was also found that some of the respondents had behavioural problems and addicted to drugs. Some of the respondents had revealed that they were addicted to smoking. Some of the respondents even tried to commit suicide at the time of conflict.

The discussion was in line with the findings of Attaelmanan, et. al., (2014), discusses the consequences of war on the people and violence against women. It also describes displacement of children and behavioural deviations and the drug trade due to war.

Basumatary (2014), discusses about the different psychological effects of conflict on tribal girls living in relief camps. This study brings awareness about the psychological problems to the people as well as to the policy and plan makers.

Talukdar & Das (2015), focuses on the experience of the victims of Bodoland Territorial Area Districts (BTAD), Kokrajhar and discusses the importance of psycho-social care for the victims of ethnic conflict in BTAD region. Cherewick (2016), examines youth coping strategies within the socio-cultural context of the Eastern Democratic Republic of Congo and evaluates associations with mental health and well being outcomes. The result shows that home environment and caregiver health had a significant impact on psychological distress, while peer relationships, community relationships and enrollment in school benefitted well being. This study also suggests that intervention should target support for multiple coping strategies at the individual level.

Due to ethnic conflict, students had faced many problems in their day to day life. Majority of the students had said that they had experienced worst incident in their life. Some of the students even did not meet their friends for years and had adjustment problem. They felt that all the people were bad and could do any harm to them at anytime. They lived in depressed and anxiety all the time. Ethnic conflict should be wiped away from the society. It can be wiped away only if people understand the consequences of it and change their minds.

4.12.3 Economic, culture and family impact of ethnic conflict on the students

The third objective of the study was to know the economic, family and cultural impact of ethnic conflict on the students. The finding of the study shows that ethnic conflict had an adverse effect on the economic, family and culture of the students. It had created low

income of the family during ethnic conflict. It had destroyed the agricultural land, houses and the properties of the students at the time of incident. Some of the respondents' family could not cultivate any crop during and after the conflict because their agricultural land was destroyed. This could be a reason of low income rate in the family of the respondents. Majority of the respondents reside in rural areas so, the main occupation of the family is agriculture. They depend on cultivation and growing seasonal crops. A few parents were reported doing Government service. Murders and rape of the family members of the students was not reported in all the three sub-divisions. Some of the respondents' houses were burnt down by some miscreants during conflict. A few respondents' family members were separated and displaced in some other places. They were not able to communicate to each other at that time. Religion and traditions of the society were also affected by ethnic conflict. Their thoughts and beliefs were also affected during ethnic conflict.

The findings of the study had shown that majority of the respondents were affected at the time of conflict. There was negative impact of ethnic conflict on the economic, family and culture of the students in the district. Negative things can ruin the life of respondents. All the three sub-divisions in the district were affected during conflict. Most affected sub-divisions were Gossaigaon and Parbatjhora sub-division.

4.12.4 Steps taken by the school in protecting the students during ethnic conflict

With regard to the fourth objective of the study to investigate the steps taken by the school in protecting the students during ethnic conflict, the findings of the study had revealed that the school authority had taken certain steps in protecting the students during ethnic conflict that had occurred in the district in the year 2012. The results showed that

the school authority had provided security to the students, conducted awareness programme and monitored the students regularly. They also provided shelter to the students those whose houses were destroyed, medical facility, food and clothing. The school authority had also conducted regular guidance and counseling services to the students in order to know their problems and solve it. The authority had also taken help from the Government in order to provide funds to the conflict affected victims and build houses for them. The Government had also tried its best to help and protect students during ethnic conflict in the district.

The results had showed that both the Government and the school authority had done their best to protect the students during ethnic conflict. Teachers had also played an important role in protecting the students from violence during ethnic conflict in the district. In fact both the teachers and students had helped one another at the time of incident. Both the parents and the Government had tried their best to protect and safeguard the students from any harm. The people living around the school also helped the school authority in doing the needful. Free health check up and medicine was also provided to the students. Regular health check up was being organized by the schools.

4.12.5 Problems faced by the head of the institutions in school management

The fifth objective of the study was finding out the problems faced by the head of the institution regarding school management during ethnic conflict in the district. The findings of the study had showed that majority of the head of the institutions had faced different problems in school management. Some of the problems which majority of the head of the institutions had faced in school management were lack of leadership among the teachers. Teachers were found to have low self-esteem at the time of conflict and did

not want to take any responsibility in the schools. This was a negative effect of ethnic conflict on the teachers. The reason could be that they did not want to take risk at the time of incident. Teachers should be motivated and security should also be provided to them so that they could shoulder responsibility. One of the problems found was that a few schools were made as relief camps for the conflict victim people more than a year, so problems had occurred in adjusting the classrooms for teaching learning process. Both the teachers and students had faced tremendous problem in taking the classes in the school campus. The furniture in the school were destroyed and was found missing. The head of the institutions had to purchase new furniture and repair damaged furniture. This had created some financial crises in the school.

The results had showed that some of the schools were closed down during ethnic conflict. Some of the schools were closed down for three months and some for a year. Closure of schools during ethnic conflict had provided great lose to the students. Both the teachers and students had suffered a lot due to closure of schools at the time of conflict. Syllabus could not be completed on time due to closure of schools. Hence, students could not understand the lessons on time and properly. Teachers did not have time to revise the whole lesson again so this had created problem among the students. Irregularity of the students and teachers in the school was also found in the study. Dropout rate of the students was also found in the study. Occurrence of ethnic conflict in the district had created these problems.

The study had revealed that a few school buildings were destroyed by some miscreants in the district. It was also found that a few schools were totally burnt down in the broad day light. This had created chaos among the teachers and students. Due to this problem the

affected schools could not function the schools smoothly. This had disturbed the normal functioning of the schools in the district. Later the schools were built by the Government. Funds were given to those schools which were totally burnt down during ethnic conflict. Some of the problems found in the study were communication gap among the stakeholders, frequent strikes and bandhs and lack of co-operation from the School Management Development Committee (SMDC). Frequent strikes and bandhs in the district at the time of conflict had disturbed the normal functioning of the schools in all the three sub-divisions in the district. Though many SMDC members had co-operated with the school authority some of the members did not co-operate with the school authority during ethnic conflict. This created problem in management of the school. Therefore each and every member should lend their helping hand at the time of need in the society. People should realize the negative impact of ethnic conflict on the students and people and try to minimize any kind of conflict. Awareness programme on conflict related topics should be conducted by the people in the society in order to make them realize about the negative consequences on the people especially upon the students.