

The Role of Education in Socio-Economic Empowerment of The Chakma Community with References to Chakma Autonomous District Council

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Abstract—Education is widely recognized as a powerful tool of promoting individual development and social transformation. It plays a crucial role in improving socio-economic opportunities and improving overall quality of life. The present study, entitled “*The Role of Education in Socio-Economic Empowerment of the Chakma Community with Reference to the Chakma Autonomous District Council (CADC)*,” explores the influence of education on the socio-economic advancement of the Chakma community.

The study examines the relationship between educational attainment and various dimensions of empowerment, including employment opportunities, income levels, social mobility, awareness about gender equality, and participation in community affairs. The findings focus that education has positively influenced the socio-economic status of the Chakma people by increasing access to better employment prospects and improving earning potential. Persons with higher levels of education tend to experience greater economic security and enhance social standing within society.

The study further indicates that education contributed to promoting gender equality and improving leadership qualities among members of the Chakma community. The findings also suggest that education serves as a driving force for socio-economic empowerment and social progress. The study concludes that strengthening educational opportunities is very important for ensuring the continued development, empowerment, and well-being of the Chakma community in the CADC area.

Index Terms—Chakma community, education, socio-economic empowerment, indigenous people, social mobility, employment, income generation, gender equality.

I. INTRODUCTION

Education is seen as a vital factor in social and economic development. It provides people with

knowledge, skills, and opportunities that help improve their quality of living and enhance quality of life and contribute positively to society. Education boosts employment prospects and income levels while also encouraging social awareness, gender equality, and community involvement. For undeveloped and indigenous communities, education is key to overcoming social and economic disadvantages and achieving empowerment. The Chakma community in the Chakma Autonomous District Council (CADC) area of Mizoram. Historically, this community has faced many more challenges, including very limited access to quality education, poor healthcare, less employment opportunities, and other essential services. These issues have hindered their overall development and integration into mainstream society. Now a days education has become an important tool for positive change in the lives of the Chakma people. Greater access to educational opportunities has helped many secure better jobs, improved their economic situations, and engaged more actively in social and community affairs. Education has also provided better awareness of rights, responsibilities, and opportunities for personal and collective growth. Despite these improvements, several barriers continue to block educational progress in the community. Problems such as poverty, inadequate educational infrastructure, socio-cultural constraints often limit access to quality education, particularly in remote areas and so on. These issue impact educational achievement and, ultimately, the socio-economic advancement of the community. In this study aims to explore the role of education in the socio-economic empowerment of the Chakma community. It examines the link between educational attainment and various aspects of

empowerment, including employment, income generation, social mobility, gender equality, and community participation. By targeting both the successes and challenges related to educational development, the study aims to offer insights which can help create more effective educational policies and programs for the sustainable growth and empowerment of the Chakma community.

II. LITERATURE REVIEW

Education plays a long been regarded as a key driver of socio-economic empowerment, particularly for backward and indigenous communities. It enhances individuals' ability to access employment, improve income levels, and participate in social and political processes (Dreze & Sen, 2002; Tilak, 2002).

For tribal communities in India, education remains a challenge due to factors like geographic isolation, language barriers, and culturally irrelevant curricula (Xaxa, 2005). Roy Burman (1989) argues that formal education often neglects indigenous knowledge systems, resulting in alienation rather than empowerment.

There are specific studies on the Chakma community are limited, broader ethnographic works provide useful insights. Chattopadhyay (1969) emphasized the importance of understanding traditional social structures in relation to modern education. Saikia (1976) observed how education influences socio-cultural transformation among tribal priestly communities in Assam, which parallels Chakma experiences.

III. SCOPE OF THE STUDY

The present study aims to find out the Role of Education in Socio-Economic Empowerment of the Chakma Community with in Chakma Autonomous District Council.

Objective of the Study:

1. To examine the current educational status of the Chakma community within CADC
2. To analyze the impact of education on employment opportunities and income generation among Chakma individuals in CADC.
3. To explore how education influences social participation, decision-making power, and

community involvement within the Chakma society in the CADC.

4. To identify the key challenges and barriers faced by the Chakma community in accessing quality and inclusive education Under CADC.

IV. RESEARCH METHODOLOGY

The present study employs a descriptive research design to examine the role of education in the socio-economic empowerment of the Chakma community.

Study Area

The study was conducted in selected villages of the Chakma Autonomous District Council (CADC) in Mizoram, where a significant proportion of the Chakma population resides. The area was selected because it provides an appropriate setting for examining the relationship between education and socio-economic empowerment within the Chakma community.

Population and Sample

The population of the study consists of members of the Chakma community residing in the CADC area. A total of 117 respondents were selected as the sample for the study.

Sampling Technique

A purposive sampling technique was adopted for selecting the respondents.

Data Collection

The study is based on primary data collected through a structured and self-designed questionnaire. The questionnaire was designed to gather information related to demographic characteristics, educational attainment, employment status, income levels, social participation, and perceptions regarding the role of education in socio-economic development.

Variables of the Study

The study includes the following variables:

Independent Variables:

- Educational attainment
- Gender
- Family income
- Occupation
- Access to educational facilities

Dependent Variables:

- Employment opportunities
- Income generation
- Social mobility
- Community participation
- Socio-economic empowerment

Method of Data Analysis

The collected data were analyzed by using descriptive statistical techniques such as frequency and percentage. The results are presented in tabular form and interpreted through descriptive analysis to provide a clear understanding of the relationship between education and socio-economic empowerment among the Chakma community.

V. LIMITATIONS OF THE STUDY

The study is limited to a sample of 117 respondents selected from certain villages within the CADC area.

Hypothesis:

H01: There is no significant relationship between educational attainment and income levels among the Chakmas within CADC by males and females.

H02: There is no significant relationship between educational attainment and the level of social participation and decision-making power within the Chakma community by males and females.

Delimitation:

The present study delimited to role of education in economic and socio-cultural empowerment.

Variable

Independent Variable: Economic and socio-cultural empowerment.

Dependent Variable: Role which are played for empowerment.

Method: The descriptive survey method that are adopted for the present study.

Population:

There were 117 people selected for the present study.

Sl. No	Males	Females
1	97	20

Sample:

The investigator has adopted the stratified random sampling from the different educational and village with in CADC.

Tools Used:

For the present study the investigator adopted the multiple-choice type questionnaire and interviews for collecting the data.

VI. DATA ANALYSIS.

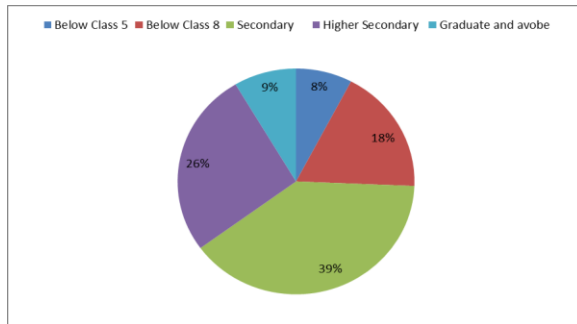
1. To examine the current educational status of the Chakma community within CADC.

The first objective of the study is to examine the educational status of the Chakma community within CADC. Education being a key indicator of empowerment, the analysis highlights the distribution of respondents across different levels of schooling, which helps to understand the community's progress and existing gaps.

Sl. No	Education level	Respondent (No)	Respondents (%)
1	Below Class 5	9	7.69
2	Below class 8	21	17.95
3	Secondary	46	39.31
4	Higher Secondary	31	26.50
5	Graduate and above	10	8.54
	Total	117	100

A majority (39.31%) of respondents attained secondary-level education, showing gradual progress in school enrollment. Only 8.54% achieved graduation or higher, reflecting limited access to higher education. The illiteracy rate (7.69%) indicates that some sections of the Chakma community remain excluded from formal education. The overall trend suggests that while basic and secondary education has improved, higher education remains a challenge due to financial, infrastructural, and socio-cultural constraints.

For better understand the current educational status of the Chakma Community the following illustration are presented.



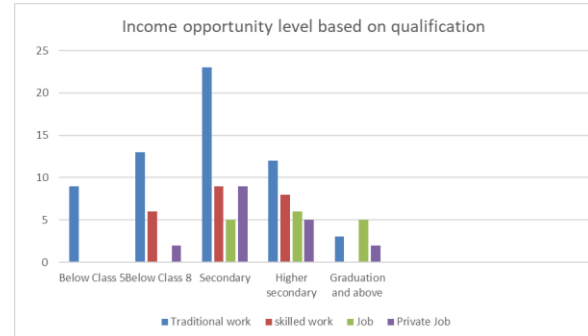
2. To analyze the impact of education on employment opportunities and income generation among Chakma individuals in CADC.

Employment and income are two crucial indicators of socio-economic empowerment, both of which are influenced by educational attainment. For the Chakma community, education not only provides access to formal sector jobs but also enhances productivity in self-employment and entrepreneurship. This analysis presents how respondents' educational levels correspond to their employment type and average monthly income.

S l. No	Educational Level	Agriculture/ Traditional work	Semi-skilled	Government job	Private Job	Total
1	Below Class 5	9	0	0	0	9
2	Below class 8	13	6		2	21
3	Secondary	23	9	5	9	46
4	Higher Secondary	12	8	6	5	31
5	Graduate and above	3	0	5	2	10
6	Total	60	23	16	18	117

The illiterate and primary-educated respondents are mostly engaged in traditional agriculture or low-income labor work. Those with secondary and higher secondary education have access to both semi-skilled jobs and government employment. A significant proportion of graduates and above secure government or private sector jobs with higher income. Income levels show a positive correlation with educational

attainment: higher education leads to better job opportunities and improved earnings. The following illustration clearly shows about the income opportunities about the Chakma according to their educational level.



3. To explore how education influences social participation, decision-making power, and community involvement within the Chakma society in the CADC.

Social participation and decision-making are essential components of socio-economic empowerment. Education often enhances awareness, confidence, and leadership qualities, enabling individuals to engage more actively in community affairs such as village councils, NGOs, cultural programs, and local governance. This analysis relates educational attainment to levels of social participation among the Chakma respondents.

Sl. No	Educational Level	Low Participation	Moderate Participation	High Participation	Total
1	Below Class 5	7	2	0	9
2	Below Class 8	10	8	3	21
3	Secondary	10	22	14	46
4	Higher Secondary	4	12	15	31
5	Graduate and above	1	3	6	10
6	Total	32	47	38	117

Illiterate respondents show very limited participation (mostly passive members of society). Primary-level respondents participate moderately but rarely hold leadership roles. Secondary and higher secondary

respondents demonstrate much higher levels of involvement in village councils, NGOs, and community meetings. Graduates and above have the highest participation, often taking leadership positions and contributing actively to decision-making. A clear upward trend suggests that the higher the education level, the stronger the social participation and decision-making power.

4. To identify the key challenges and barriers faced by the Chakma community in accessing quality and inclusive education Under CADC.

Sl. No	Challenges/Barriers	Respondents (No)	Respondents (%)
1	Lack of proper educational facilities	34	29.1
2	Economic hardship/poverty	28	23.9
3	Language and cultural barriers	20	17.1
4	Shortage of qualified teachers	19	16.2
5	Early marriage/domestic responsibilities	10	8.5
6	Distance/transport issues	6	5.2
Total		117	100

The most significant challenge is the lack of proper educational facilities (29.1%), reflecting the inadequate infrastructure in Chakma-dominated areas of CADC. Economic hardship (23.9%) also plays a major role, as many families cannot afford higher education or additional costs like hostel, books, and transport. Language and cultural barriers (17.1%) hinder learning since many Chakma children face difficulties with state language instruction. Shortage of qualified teachers (16.2%) weakens the quality of education available. Social issues like early marriage and domestic responsibilities (8.5%) particularly affect female students' educational continuity. Distance and lack of transport (5.2%) also contribute to dropout rates.

Sl. No	Sample Size	Correlation coefficient (r)	Df	Calculated t value	Tabulated t-value (0.01level)	Significance
Males	97	0.66	95	8.58	2.63	Significant
Females	20	0.71	18	5.00	2.88	Significant
Total	117	0.68	115	9.95	2.63	Significant

Since the calculated *t*-values for both male and female groups as well as the total sample are greater than the respective tabulated values at the 0.01 level of significance, the null hypothesis (H01) stating that "there is no significant relationship between educational attainment and income levels among the Chakmas within CADC" is rejected.

Access to quality education among the Chakma community is influenced by multiple challenges, ranging from infrastructural gaps to socio-cultural barriers. The data from respondents (Illiterate = 9, Primary = 21, Secondary = 46, Higher Secondary = 31, Graduate & Above = 10; N=117) was categorized to understand the major obstacles they perceive in pursuing education.

Hypothesis:

H01: There is no significant relationship between educational attainment and income levels among the Chakmas within CADC by males and females.

To test this hypothesis, the Pearson product-moment correlation method was applied. The computed correlation coefficient (*r*) between educational attainment and income levels was found to be 0.68, indicating a moderately strong positive relationship. The significance of the correlation was tested using the *t*-test formula for correlation with the following details:

Sample size, Correlation coefficient, standard error, and Calculated *t*-value of male and female of the CADC Chakmas

Hence, it is concluded that there exists a significant positive relationship between educational attainment and income levels among the Chakma population within CADC. This indicates that higher educational attainment leads to higher income levels among the Chakmas.

H02: There is no significant relationship between educational attainment and the level of social participation and decision-making power within the Chakma community by males and females.

To test this hypothesis, the Pearson's product-moment correlation coefficient (r) was used to determine the relationship between educational attainment and social

participation and decision-making power among male and female Chakmas within CADAC. The formula used for calculating the correlation coefficient is as follows: Sample size, Correlation coefficient, standard error, and Calculated t -value of male and female of the CADAC Chakmas

Sl. No	Group	Sample Size (n)	Correlation Coefficient (r)	Standard Error (S. Er)	Df	Calculated value	Tabulated value (0.01 level)	Significance
1	Males	97	0.63	0.072	95	7.89	2.63	Significant
2	Females	20	0.68	0.138	18	4.39	2.88	Significant
3	Total	117	0.65	0.067	115	8.87	2.63	Significant

The calculated t -values for both male and female groups as well as for the total sample are higher than their respective tabulated t -values at the 0.01 level of significance, the null hypothesis (H02) is rejected.

Hence, there exists a significant positive relationship between educational attainment and the level of social participation and decision-making power among the Chakmas within CADAC. This shows that higher educational attainment enhances the ability of individuals to participate effectively in social and decision-making processes.

Limitation of the study

The study has some limitation as felt by the researcher / investigator. First of all, the sample size could be larger to facilitate consist result.

VII. SUGGESTION

1. Provide equal educational opportunities for both males and females.
2. Include civic and leadership training in education.
3. Promote women's empowerment through adult education programs.
4. Conduct community awareness and leadership workshops.
5. Improve educational infrastructure and offer scholarships in CADAC.

VIII. CONCLUSION.

This study, titled "*The Role of Education in Socio-Economic Empowerment of the Chakma Community with Reference to the Chakma Autonomous District*

Council (CADAC)," shows that education plays a important role in improving the living conditions of the Chakma people. The findings clearly indicate that higher education levels are linked to better income, more active social participation, and stronger involvement in community decision-making. Educated individuals, especially those with secondary or higher education, tend to have better jobs, earn more, and take on leadership roles within the community.

However, the study also finds that many challenges remain. Economic difficulties, poor educational facilities, a lack of trained teachers, language barriers, and social customs still make it hard for everyone—especially women—to access education equally. These problems slow down the overall progress of education and limit the community's empowerment. In conclusion, education is the foundation of socio-economic empowerment for the Chakmas in CADAC. Improving the education system, promoting gender equality, and connecting education with job opportunities are vital for lasting community growth. With inclusive policies and focused efforts, education can help reduce poverty, promote equality, and enable the Chakma people to take an active part in the social, economic, and political development of the region.

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