

**Universalisation of Elementary Education
among Tea-Tribe of Assam with special
reference to Jorhat District**

Conducted by:

Dr. Nirmala Sarma
Rtd. Principal
State Institute of Education
Assam, Jorhat

Conducted for:

**Assam State Commission for Protection of Child
Right**
Guwahati, Assam

PREFACE

The study is assigned to me by Assam State Commission for Protection of Child Right as a part of their monitoring activities. I express my sincere thanks to Chairperson, Dr. Suchitra Kakoty for giving me the opportunity to conduct the study.

Research and evaluation is an integral part of monitoring system of any mechanism. ASCPCR has rightly took up some research studies in their plan of action. Tea garden labours living inside the Tea gardens of Assam, presently know as Tea-Tribe is a disadvantaged group of Assam whose educational and socio-economic status is still very gloomy. This descriptive study attempts to analyse the present status of elementary education in terms of universal enrolment, universal retention and universal achievement. One of the basic right of the child is his Right to Education. UEE must be achieved to protect this right of the child.

The study is reported in five chapters. In the 1st Chapter the problem is introduced and objectives are cited. A review of the related studies is given in the 2nd Chapter to apprise about the findings of earlier investigators. Findings are summarised in the last Chapter, Chapter V.

In completing the task I got help and support from a number of individuals. I want to take the opportunity to thank them all. I wish to thank all the respondents —the teachers, the Head Masters, of the sampled Schools, heads of households of the sampled gardens, functionaries of SSA without whose cooperation the study would not have been completed. I am very much thankful to Mr. Paras Goswami, who have always been helping me. I must thank two Project Assistance, Sri Bikash Katoky and K. Ahmed who helped me in every phases of the study. It will be unfair my part if I do not offer my sincere thanks to Mr. Utpal Bora, M/S Sristi for carefully doing all the typing works. I offer my thanks to all others who have contributed directly or indirectly in the completion of the study.

Jorhat
24.10.2011.
Sarma

Dr. Nirmala

CONTENTS

Preface	Page
Chapter I: Introduction	1
1.1 Act. of Compulsory Education in India	2
1.2 Universal Elementary Education in India's National Goal	4
1.3 Right of the Children to Free and Compulsory Education Act.	
2009	7
1.4 Need of the present study	8
1.5 Statement of the problem	9
1.6 Objectives of the Study	9
1.7 Tea-Tribes of Assam	10
1.8 Field of Study	11
Chapter II: Review of Related Studies	16
Chapter III: Methods and Procedures	23
3.1 Method	24
3.2 Sampling and Sample	24
3.3 Procedure used in data collection	26
3.4 Tools used	26
3.5 Data Analysis	27
Chapter IV: Analysis and Findings	29
4.1 Provision of Elementary Education	30
4.2 Physical Facilities	31
4.2.1 Availability of Class-room	31
4.2.2 Toilet Facility	31
4.2.3 Drinking Water facility	32
4.2.4 Kitchen for MDM	33
4.2.5 Boundary Wall + Play Ground	33
4.3 Profile of Teachers	33
4.4 Teacher-Pupil Ratio	34
4.5 Enrolment, Retention, Dropout	37
4.6 Pupils' Achievements	46
4.6.1 Academic performance	46
4.6.2 Co-scholastic area and students' performance	52
4.7 Operation of MDM Scheme	53
4.8 Impact of SSA	54
Chapter V: Summery and Suggestions	57
Bibliography	62
Appendices	66
List of Abbreviations	78

CHAPTER-1

INTRODUCTION

INTRODUCTION

Indian Education Commission 1964-66, popularly known as Kothari Commission attach much importance on development of Physical and human resources. According to this commission some important aspects for achieving the goal of national development are self-sufficiency in food, economic growth and full employment, social and national integration, and political development. All these can be achieved by means of education. Kothari Commission in its report attributes education as the main instrument of change (NCERT, 1970). Education not only helps in building up individual's personality, character and intelligence, but also his productive capacity and his ability to perform his share of work more efficiently. Therefore education to a certain minimum level which sometimes referred as basic education is a basic necessity for all. "With education he will not only be literate but he generates skill and knowledge and develop proper attitude towards work and production.....To ensure economic development, it is important that the population as a whole should have a minimum standard of education which not only means literacy but also education. Literacy by itself has no meaning, unless it is used rightly... The essential condition for economic development is the creation of mass literacy and mass education in the essentials of and fundamental of Science, technology and logic"(Rao-1966). Eight years of elementary education can equip a child to become a productive citizen of the country. Education up to the age of 14 must be free and compulsory.

1.1 Acts of Compulsory education in India—its history.

The earliest attempt during the British rule for compulsory primary education was made by William Adam in 1838. Later in 1852, Captain

Wintage, a Revenue Survey Commissioner in Bombay, when called upon by government to give his views on a proposal to levy a local fund on land revenue, recommended the levy of such a cess and suggested that a part of it should be spent in providing free and compulsory education for sons of agriculturists. A similar proposal was made in Gujarat also. But these proposals were not accepted by other officers. By the time a number of Indian Leaders started to demand for free and compulsory primary education. This demand was strengthened when England herself passed compulsory education laws in 1870. However this demand did get attention of the Indian Education Commission 1982 (Saikia-1987).

1st experiment of compulsory education was launched by Maharaja Sayajirao Gaikwad, of Boroda, in 1893. He introduced compulsory education as an experiment in the Amreli Taluk which was the most backward area of his state. A review taken after 10 years showed encouraging results that inspired him to extend compulsory education to the entire state in 1906.

Next remarkable efforts were put by Gopal Krishna Gokhale, the great Indian Leader and Educationist, by moving a resolution on compulsory education in the Central legislature in 1910 and followed it up by the introduction of a bill in 1911. Though Gokhale's bill was defeated, it created a stir in the educational sphere and strong background was prepared for future moves.

Vigorous efforts of Vithalbhai Patel from 1916 to 1918 caused the 1st act to be enacted on compulsory education in India in the year 1918, which is known as Patel act. It also suggested a detailed procedure for enforcement. Soon compulsory education laws were passed in other provinces such as Bengal Pr. Education Act, Punjab Primary Education Act, City of Bombay Pr. Edn. Act; In this way compulsory education drive continued. More and more

provinces passed compulsory education act. Consequently number of urban and rural areas under compulsory education increased.

In 1960, fifty years after Gopal Krishna Gokhale had moved his resolution on compulsory education in the central legislature, Delhi Primary Education bill was moved in the parliament. The bill became law on the 2nd of October 1960. The state governments have also initiated action to amend their compulsory education laws on the model of the Delhi Primary Education Act., 1960. Such legislation has been passed in several states. 18 states and 2 Union territories had their own legislations dealing with compulsory elementary education. Though these acts were passed enforcement were not strict. As a result acts were remained in papers. The universal elementary education has not been achieved.

1.2 Universal Elementary Education is India's National Goal

Universalisation of Elementary Education has been accepted as a national goal since independence. The directive principle contained in article 45 (before 86th amendment) of the Indian Constitution enjoins that “the state shall endeavor to provide, within a period of ten years from the commencement of this constitution, for free and compulsory education for all children until they complete the age of fourteen years.” The overall goal in this regard is to provide by “the state” (State means the government and parliament of India, the government and legislature of each of the State and all local and other authorities within the territory of India or under the control of the govt. of India) free and compulsory education of satisfactory quality to all children. After more than ten years Kothari Commission (1964-66) had to state “Strenuous efforts should be made for the early fulfillment of the Directive Principles under article 45 of the constitution seeking to provide free and compulsory education for all children up to the age of 14. A suitable programme should be developed to reduce the prevailing wastage and

stagnation in schools and to ensure that every child who is enrolled in school successfully completes the prescribed course.” This Education policy set the time target 1975-76 for five years of good effective education to all children and 1985-86 for seven years of such education to all children. In other words as per 1968 policy, we should have achieved UPE 1975-76, and UEE by 1985-86.

But by 1986, we arrived at a position when 95.33 percent of the children of the age group of 6-11 are enrolled. Though enrollment ratio seems to be somewhat encouraging, high dropout and repetition makes the effective enrolment i.e. the net enrolment ratio very low.

The NPE, 1986 attached importance to the fact that enrolment without retention and achievement is of no use. This policy document states that “The new thrust in the elementary education will emphasis on two aspects: (i) Universal enrolment and universal retention of children up to 14 years of age. (ii) a substantial improvement in the quality of education It shall be ensured that all children who attain the age of about 11 years by 1990 will have had five years of schooling or its equivalent through the non-formal stream. Likewise by 1995 all children will be provided free and compulsory education up to 14 years at age.”

Thus the targeted goal of UEE in NPE 1986 was 1995. It also suggested a number of systematic programmes of non-formal education for school drop outs, for children from habitations without schools, working children and girls who cannot attend the whole day school.

In 1992 the National Policy on Education (1986) was reviewed and some modifications were incorporated and the modified version of 1986 policy as well as programme of action was then published in 1992. This version recommended that free and compulsory education of comparable quality would be provided to all children up to the age of 14 years by the turn

of this century. A number of schemes and programmes were launched in pursuance of the emphasis contained in NPE (1986) and POA (1992). Those are OB, NFE, APPEP in Andhra Pradesh, in Bihar BEP, LJP in Rajasthan, EFA project in UP, SK project in Rajasthan, SOPT for empowerment of elementary teacher, Nutritional support to Primary Education i.e. MDM programme, formation of DIETS, DPEP project etc.

As a consequence of all these efforts, India has made remarkable progress in terms of increase in enrolment, number of schools and number of teachers. From 1951 enrolment increased about six times, number of Teachers increased seven times and number of primary schools increased about 3 times. The Gross Enrolment Ratio (GER) at the Primary stage has exceeded 100 percent. Access to schools is almost achieved. At the primary stage, 94 per cent of the country's rural population has schooling facilities within one Kilometer and in the upper primary stage it is 84 percent (NIEPA, 2000). The country has made impressive achievement in the elementary education sector. But there is still miles to go. Because out of the 200 million children in the age group of 6-14 years, 59 million children are not attending school. Of these, 35 million are girls and 24 million are boys.

Though proportion of children attending school is quite high in urban areas, rural areas are facing serious problems of non-enrolment and non-retention. Similarly there is difference in enrolment ratio of boys and girls. In addition to rural-urban, male-female, region wise disparities there is in community wise disparity in enrolment, retention, grade repetition etc. There are still at least one lakh habitations in the country without schooling facilities within a kilometer. Coupled with it are various issues like inadequate school infrastructure, poorly functioning schools, high teacher absenteeism, large number of teacher vacancies, poor quality of education and inadequate funds. In short, the country is yet to achieve the elusive goal of Universalisation of Elementary Education (UEE), which means 100 percent enrolment and

retention of children with schooling facilities in all habitations. It is to achieved the goal of UEE the Government has launched the Sarva Shiksha Abhiyan. A large number of interventions are going on in terms of school infrastructure, Teacher Training, renewal of curriculum and textbooks etc. Consistent efforts are put to achieve the SSA objectives i.e. “All children irrespective of gender and children complete eight years of quality elementary education.”

1.3 Right of the Children to Free and Compulsory Education Act.2009

The Right of the Children to Free and Compulsory Education Act or Right to Education Act was passed by the Indian parliament on 4th August 2009 to execute the article 21(A) which was inserted after 86th amendment of the constitution. RTE can be achieved by free and compulsory education for which India had been striving even before country attains independence. But by including free and compulsory education in the 3rd chapter (fundamental right) i.e. article 21(A), “The state shall provide free and compulsory education to all children of the age group 6-14 years in such manner as the state may by law determine” it becomes a fundamental right of every child. During the period from 2002 to 2010, the process of drafting of bill, passing in both the house of parliament, notification as law has been completed and finally the law came into effect from 1st April 2010. Now according to section 3(1) Chapter 2, RTE Act 2009, “Every child of the age of 6 to 14 years shall have a right to free and compulsory education in a neighbourhood school till completion of elementary education.” This act is passed as a consequence of the 86th amendment of the constitution where three important provisions are made. There are (i) Article 21(A) in Part III (Fundamental right) (ii) modified the article 45 (in directive principle) and added a new clause (K) under article 51 (A) (fundamental duties) making the parent or guardian responsible for

providing opportunities for education to their children between six to fourteen years. It is evident therefore that the compulsory education Act though not new by inserting right to education as fundamental right in the constitution makes this act an unique one. Special Organisation, the National Commission for the protection of Child Rights an autonomous body set up in 2007, is to monitor the implementation of this Act. State Commissions for Protection of Child Rights are also set up in the states. The state commissions have to monitor the implementation of RTE in the states.

The Act specifies minimum norms in Elementary Schools regarding infrastructure, teacher-pupil ratio, teacher's qualification etc. The act also provides that no child shall be held back, expelled, or required to pass a board examination until the completion of Elementary Education.

1.4 Need of the Present Study:

The Educational backwardness of Tea-Tribe Community was pointed out by a number of previous investigators (Sarma, 1993; IIM, 1993; Sarma 1997; SIE 2004). DPEP project implemented in 1994 in 9 districts of Assam identified Tea Tribe as the Special Focus Group for taking special intervention strategies (DPEP, 1996). Survey by SSA conducted as a part of pre project activity revealed that in all districts where there are Tea gardens the number of non-enrolled children is highest (SSA, Assam, 2003). Therefore SSA also considers Tea Garden area as special focus area in implementing various interventions. At this juncture it is important to assess the status of universal Elementary Education among Tea Tribes and to know whether the right of the children of this community is ensured as per RTE act 2009.

This study therefore undertaken for the monitoring agency Assam State Commission for Protection of Child Right to know the status of Universal

Elementary Education, among Tea –Tribe which is the basic right of the child to be ensured without further delay.

1.5 Statement of the problem:

In the backdrop of above discussion a study is undertaken which is stated as follows:

“Universalisation of Elementary Education among Tea- Tribe of Assam with special reference to Jorhat District”

Operational definition of the term Tea-Tribe

Habitation of Tea-gardens who are working as manual labourer in the tea gardens.

1.6 Objectives of the Study:

- (i) To know about the educational facility available in the tea-gardens for elementary education.
- (ii) To estimate the present status of enrollment of the Tea-Tribes in terms of Gross Enrolment Ratio, in the Elementary Level.
- (iii) To analyse the enrolment trend in the primary stage in the Tea garden schools of Jorhat District.
- (iv) To estimate the present status of dropout rate if any in the elementary level among Tea Tribes.
- (v) To estimate the completion rate/retention rate of the Tea Tribe in the lower primary level.
- (vi) To know the level of achievement attain by the Tea-Tribe in the lower primary level.

- (vii) To know the facilities available in the lower primary schools of Tea-gardens in the context of RTE.
- (viii) To know the Teacher-pupil ratio of the primary schools of Tea-Gardens.
- (ix) To know the impact of SSA intervention in the Tea Garden Schools.
- (x) To suggest remedial measures for attainment of UEE among Tea-Tribes.

1.7 Tea Tribes of Assam

From the history related to Tea Industry of Assam it is found that the working community of the Tea Industry are not originally Assamese. Forefathers of this community had come to Assam during the period 1834 to 1950 from different parts of the country. Genealogically the tea labour community is heterogeneous in character. Heterogeneity is one of the important attribute which differ this community from other backward communities like scheduled caste, scheduled Tribe etc. Their forefathers were not from the same place, same religion, same caste. They were also from different linguistic and cultural background (Sarma, 1993)

There is a long history of recruitment of labourers to tea gardens of Assam. When tea plantation started functioning in the early part of nineteenth century, the procurement of labour was a major problem for the planters. Labour was to be recruited from outside the state due to various reasons. But recruitment from outside Assam was not a easy process. It was natural that people from outside would not like to leave their own places to work in a far off place, that too in a very remote part of the country. Moreover there was dearth of convenient transport facilities. Therefore, people had to be recruited from places where there were frequent famines. Planters were in search of poor, ignorant and hard working people of famine affected areas and also backward areas. Thus people of tribal communities like Santals, mundas, Khouds, Orangs, Lohars, Ghases, Turies, Barris etc. were recruited for tea

plantation. More than 100 castes and tribal groups were there from places like Ranchi, Hazaribarg, Santal Paragana and Gaya of Bihar, Mayurbhanj, Ganjam, Sambalpur of M.P., Daltangang of Uttar Pradesh, Vigiangram of Andhra Pradesh, Nasik of Maharashtra etc. Though they are from different places of different tribes, of different cases, inside the tea garden they have one identity i.e. the tea garden labour and inside the tea garden they live in the same condition and status. They were forced by circumstances to give up many of their traditional beliefs and customs. A new society emerged after complex interactions that underwent among the different castes and tribes tea labourers. Though different groups have their own dialect, in a tea estate they share a common lingua franca. This was called “Chash Bagichar Asomia” which means a form of Assamese language spoken by the labourers of the tea gardens. This is a mixture of Hindi, Bengali and Assamese. This lingua franca is called “Sadni” (Kar, 1990). Now these tea garden labours call themselves as “Tea Tribe” and forms a separate demographic group in the population structure of Assam and constitutes about 20 percent of the total population of Assam (Kar, 1990)

1.8 Field of study:

This study has been conducted among the Tea garden labour community of Jorhat District of Assam. Assam is the gateway of North Eastern states of India, extended from latitude 22° 19’ to 28°16’ N and longitude 89°42’ to 96°30’ E. It is located between the foot hills of the Eastern Himalayas and Patkain and the Naga ranges, covering roughly a triangular area of 78,438 sq.km. It has a population 31,169,272. The literacy rate 73.18 percent for male and 67.27 for female. (Census of India, 2011).

More than 70 percent of the population engaged in agriculture. A variety of food crops are cultivated. Rice is the most important among those. Assam is also a source of oil and natural gas for the country. Tea and Jute are

two important cash crops, out of which Tea has a unique position being the 2nd largest foreign exchange earner of the country. Assam produces more than 50 percent of the total Tea in India.

Profile of Jorhat District:

The area of the present study falls in the Jorhat District of Assam. Jorhat District is located in the middle of the state of Assam. The river Brahmaputra is in its north and Naga Hills in its south. The District Sivasagar and Golaghat are in the eastern and Western boundaries respectively. Majuli the biggest river island of the world is in the river Brahmaputra, is also one of the sub-division of Jorhat District. Jorhat District contains the land mass of 2869 sq.km., which is 3.7 percent of the total of Assam. It has 2 Sub-division Jorhat and Majuli, 8 community development block 5 revenue circles and 111 Gaon Panchayat. It has 6 educational Blocks.

The population of the district is 1091295 with sex ratio 912. The head quarter Jorhat was the last capital of Ahom Kingdom. The District has a rich socio-cultural tradition. The literacy of the district is 2nd highest in the state, 83.42 according to 2011 census (provisional). Male literacy is 88.38 and Female is 78.22.

Educational Institute of all types and levels are there in the district making the district Head Quarter, the Jorhat city an educational hub of the state of Assam. Table-1 gives a picture of Educational Institutions of the District.

Table-1
No. of schools and colleges in the district of Jorhat

Sl.	Category	Number
-----	----------	--------

No.		
1	Primary School	1809
2	Upper Primary School	494
3	High School	253
4	Higher Secondary School	26
5	Degree Colleges	14
6	University	1(Assam Agriculture University)
7	Engineering College	1(Degree level) 1(Diploma level)
8	Medical College	1

Facilities for Teacher Training: There is one District Institute for Education and Training (DIET) at Titabor, one Basic Training Center at Majuli and one Normal School for Training of Teachers of Elementary Level at Jorhat. For Teachers training of Secondary level there are two institutions, Post Graduate Training Colleges, and KBM College of Teacher Education in the district.

Research Institutions of the district:

Toklai Tea Research Stations, North-Eastern Institute of Science and Technology (erstwhile RRL), Rain and Forest Research Institute, Coal Survey Laboratory, National Institute of Endi and Muga Research, Assam Agriculture University are the organizations engaged in scientific Research. State Institute of Education now a part of State Council of Educational Research and Training, Assam has been contributing to the field of Educational Research.

**MAP OF ASSAM
FIGURE -1**

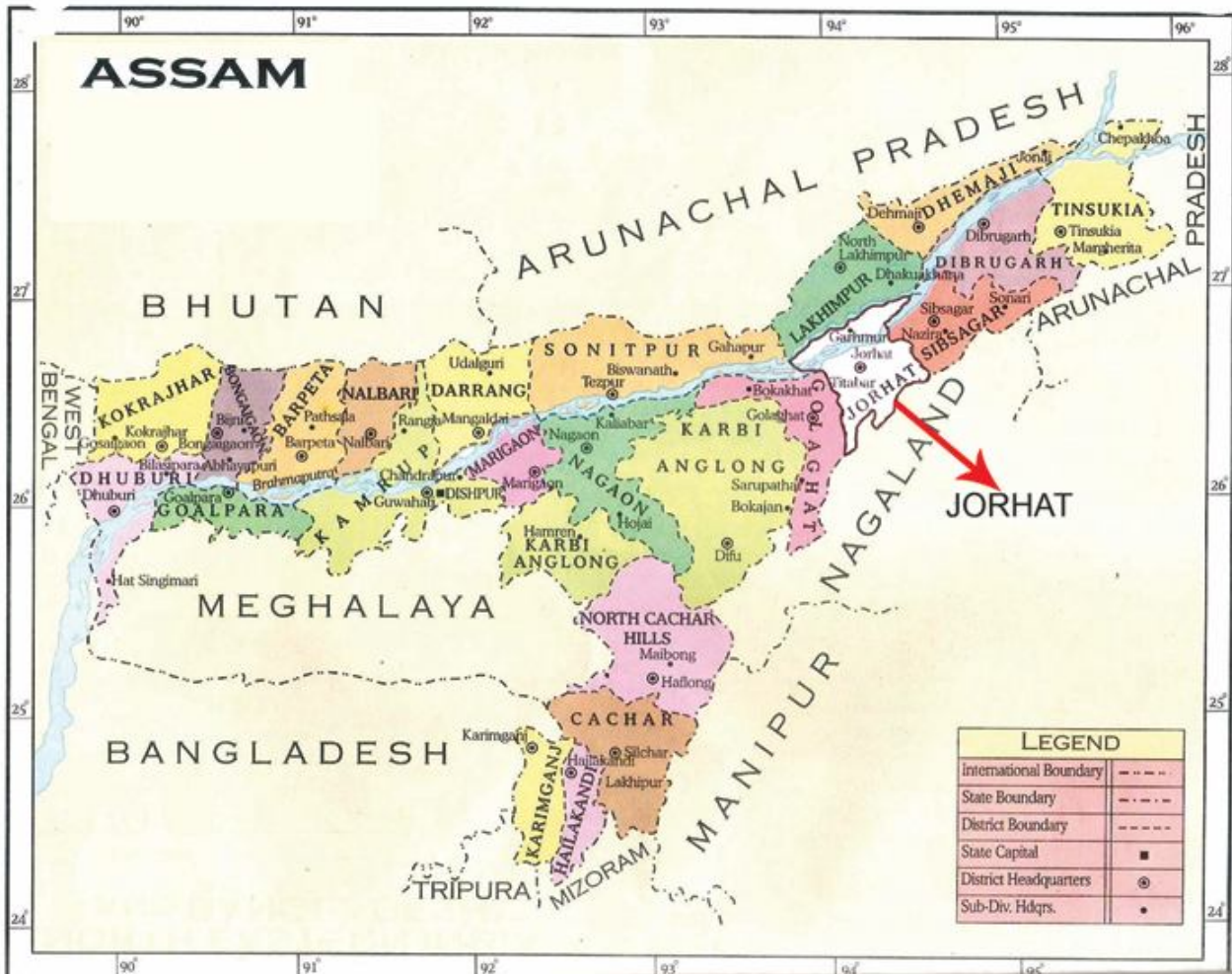
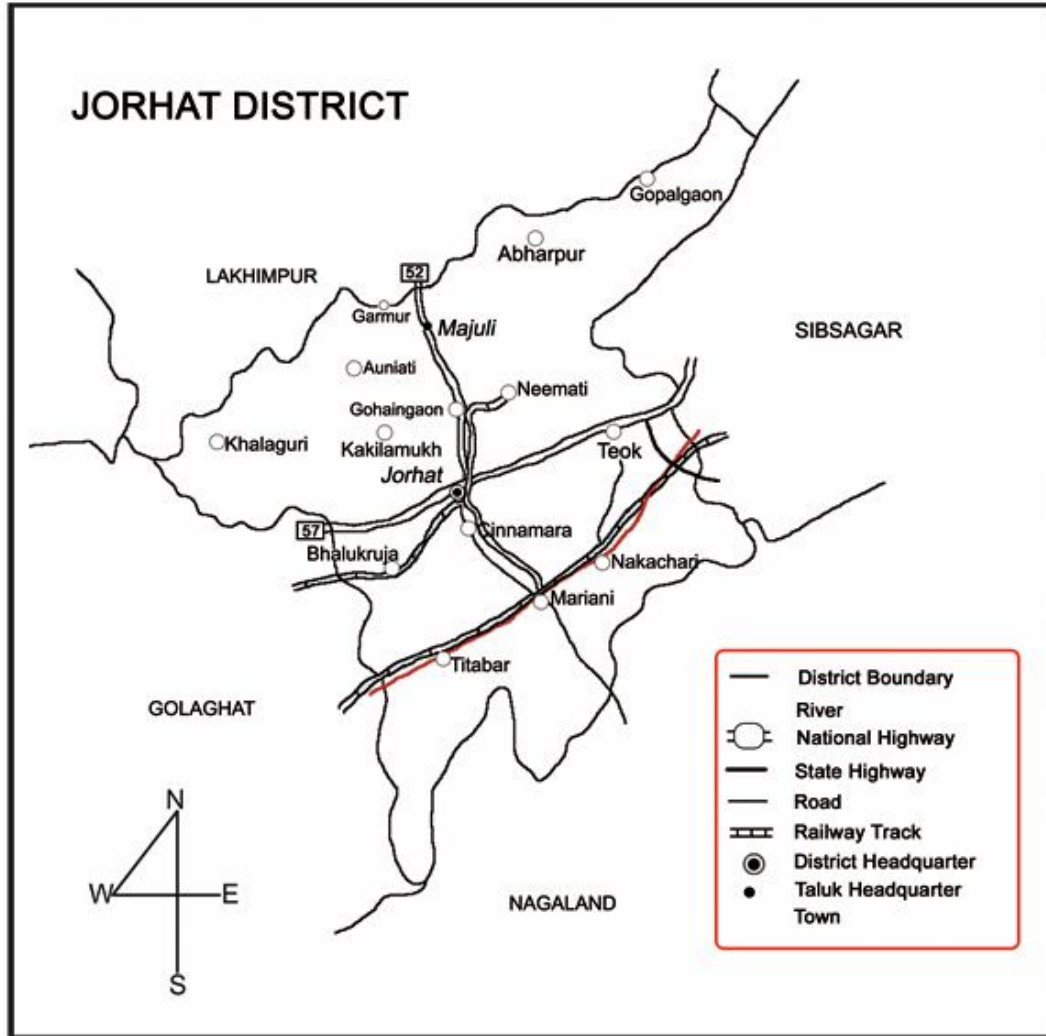


Figure- 2 : MAP OF JORHAT DISTRICT



CHAPTER-II
REVIEW OF RELATED
STUDIES

Review of Related Studies:

Tea labour community, presently known as Tea Tribe is a disadvantaged social group comprising about 20 per cent of the population of Assam. But there are not enough studies on this community specially on their educational progress. One of the major reasons for this may be that the Tea Tribe community is a unique ethnic group specific for Assam alone. This ethnic group originated from different heterogeneous social groups of different parts of India with various castes, customs and tradition is not visible in any other part of the country. Therefore the researchers from other parts of the country (outside Assam) are not familiar with the problems of the Tea Tribe community of Assam. However during last few years a number of researchers exploring the various educational issues of this community. Some of these researches were conducted as a part of implementation of various educational programs like District Primary Educational project (DPEP), Sarva Siksha Abhijan (SSA), National Literary Mission (NLM) etc. Due to paucity of time the present investigator could not review all such studies. However a good number of studies were reviewed. Out of those the findings of some important studies are given here.

In the study of the “Status of Primary Education in Assam” **IIM (1993)**, Calcutta, (present Kolkata), analyzed different indicators of educational development by taking into consideration the rural- urban difference and the difference among various social groups. It is the first study (recorded by the investigator) which took tea gardens as a separate category along with Schedule Tribes, Schedule Castes. Some of the findings relevant for the present study are (i) adult literacy in the tea garden area is lowest among all the social groups.

(ii) ST hills and Tea gardens show high non-enrolment rates. In the urban areas, there is hardly any difference between two genders in case of enrolment status.

(iii) The GER as well as NER, is lowest in the Tea gardens that are 64.04 per cent 42.27 per cent respectively.

(iv) Dropout is substantially higher in the rural areas than in the urban areas. Dropout is also highest in Tea Gardens, which is 38.87 per cent. Dropout in Assam as a whole is 17 per cent.

Sarma (1994), in her study of the educational problems of Tea garden labourers of Assam extensively analyzed the occupational pattern of the out of school children of the Tea Garden Labourer. It was found that 60 per cent of the out of school children are not engaged in any specific work. Some of the findings are— (i) 30 per cent children of the age group (6-14) are not in school. The cause of non-enrolment and drop out of the children of tea garden labour community is their unawareness about the need of Education. This unawareness results in general disinterest in school and education. Immediacy of job in garden makes the problem more intense because they are almost sure to get a job in the garden for which they need not have any schooling. Having been confined within the garden, they do not feel the need of Education. (ii) TLC programme could create some sort of urge for education among tea garden labour population. This was evident from their participation in the programme at the starting time. High School students from tea garden labour community were coming out to act as volunteers in the literacy centres. But this urge could not be sustained. As a result the literacy status of the tea garden labour community still remains dismal. (iii) Study reveals some positive impact of TLC on enrolment and retention. As there is no other enrolment drive programme during the period, increase in enrolment can be attributed to TLC programme.

The study conducted by **North Eastern Social Research Centre** on Primary Education of plantation labours' children in Assam during 2002-2003, for SSA, Assam, observed poor infrastructure in the primary schools of the tea-gardens. The study reveals that though economic situation is a major constraint for low participation in primary education of the Tea labour children, the unattractive school atmosphere, untrained teachers are also important causes for not sending the children to school.

Bora (2002) surveyed the existing facilities for primary Education in Tea Gardens of Dibrugarh District and some of the findings are – (i) Schools in the tea garden area fail to create congenial atmosphere to motivate the students to attend the school. (iii) Teachers are engaged in other works of the tea garden in addition to the teaching works. (iv) Infrastructural facilities of the schools are also found not satisfactory. (v) Low percentage of enrolment of girl children in the schools was found due to parents' illiteracy and early marriage of the girl child. (vi) Schools have spacious playground but no games and sports materials except football. (vii) Teacher-Pupil ratio of the schools under study range from 1:30 to 1:35. Enrollment percentage of boys was found to be 66.93% and for girls it was 33.07% only.

Sarma (1997) studied the educational facilities available for tea tribe in the Darrang district of Assam. The findings relevant in the context of present study are given below. (i) Educational facilities for Tea-Tribe children in the Tea Gardens of Darrang district are not adequate. In 10% of the tea gardens there are no primary school facilities. NFE centres are also not there in all the primary Schoolless gardens. (ii) Physical facilities of the Primary Schools in the tea garden of Darrang District are comparatively better than average situation of Assam. Most of the Primary Schools are managed by tea garden authority. It was found that physical conditions of the garden managed schools are better than provincialized schools. (iii) 73.7% are pucca building but there is no adequate number of classrooms. 36.8% schools have single classroom.

All the schools have at least one blackboard, 78.9% schools have maps, 57.89% schools have globes, 21.05% schools have educational chart & science kit and 15.05% have Maths kit. (iv) Enrolment ratio of the children of the age group (6-9) is found to be 44.7%. Tea Tribe student constitute 2.63% of the total enrollment of Darang District. v) Enrollment size of the school is not optimum. In 42% of the school enrolment is below 100. vi) Girls share in total enrolment is only 42.3%. Gender disparity in enrolment is highest in tea gardens schools. vii) There is no sufficient number of teachers in tea garden schools, percentage of female teacher is 19.5% and percentage of trained teacher is 12.2. Pupil-Teacher ratio is 76. viii) Though there are a number of welfare schemes for tea –Tribe community, no remarkable special educational facilities are there for the children of primary level. Inadequacy of provision for primary education has made existing special facilities for tea-tribe students of secondary or higher level counter-productive. ix) Appointment of welfare officers in the tea gardens under PL Act. 1951 is an important step of the government in the field of welfare of tea garden labourers. But desired result is not obtained due to the absence of clear-cut instruction and guidance from the Govt. regarding the duties and function of these officers. x) The study noted lack of co-ordination among different agencies working for tea-tribe welfare. xi) The garden labour community is totally unaware of different welfare schemes, specially meant for tea-tribe. The study was conducted for DPEP, Assam suggested a good number of remedial measures to be taken by concerned authorities.

Saikia (2007) in her study of the problem of Non-enrolment and dropout of the children of Tea-Garden labourers found the rate of both these variables are higher for girls than for boys. The degree of this problem varies from garden to garden. Another important finding is the tea garden labourers are not used to get admission in the primary school in the appropriate age. Involvement in domestic work, engagement in wage earning activities,

irregular attendance, unattractive school environment, care of siblings are some of the reasons for dropout and non enrollment. Parent addiction to alcohol is a major hindrance in the path of educational progress of the tea garden labour children. This problem has been recorded in almost all the studies conducted by different investigators in different times.

Power (2010), in her article on “Combating child labour through education” expressed that child labour and Education is strongly inter-linked. She also observes that due to poverty the parents do not want to miss the income from outside work or household work to spare them to go for School. Birth order and gender play a role in deciding in sending to school. Apart from poverty other determinants are tradition, parental ignorance, indifference from government, no education system (or a badly run education system) etc.

SIE (2004) conducted a study entitled “Status of literacy among Tea Tribes of Assam: A critical appraisal” for NLM, MHRD. The objectives of the study were 1) To analyze the status of literacy among the tea tribes of Assam. 2) To find the gender difference in the literacy rates among tea tribes of Assam. 3) To compare the district wise variation in the adult literacy rate among the tea tribes of Assam. 4) To assess the impact of literacy on the living condition and life style of tea tribes. 5) To study the educational status of the tea tribe community. 6) To study the socio-economic status of the tea tribes. 7) To analyses the issues relating to literacy of the tea tribe community. 8) To suggest measures for improving literacy status of tea tribes. Major Findings of the study are Literacy rate of 15+age group population is 55.4 per cent, out of which 70.3 per cent are male and 39 per cent are female. Female literacy rates in all the sample districts are much lower than that of literacy rates of male. Average gender gap is 31.3 per cent. Among the sample districts, gender gap is highest in Jorhat district. It is important to note that literacy rate of males of tea tribes in Jorhat district is 81.6 percent, which is almost nearer to the district average of literacy in Jorhat district, which is 82.65 per cent (according to

2001 Census). But female literacy of tea tribes in Jorhat district shows a high variation from the district female average with a gap of 32.14 per cent. Out of four districts of the sample literacy rates of both male and female are lowest in Sunitipur District. Female literacy rate is the highest in Sivsagar District. Though literacy status is found to be improving in the last decade, the status of reading, writing and numeracy competencies after administering the test gave a poor result. 68.57 per cent of the neo-literates have not achieved numeracy levels. Only 24.28 per cent achieved reading ability, 31.42 per cent writing ability. Higher education status of the tea tribes is very poor. Only 0.41 per cent of the sample were found to have a university degree. 3.26 per cent of the sample have education up to higher secondary level. As a result they find limited opportunity to get a job outside the gardens. Non-enrolment and dropout are found to be the prime factors of low literacy status of the tea tribes. In the 5 to 14 age group, it was found that 13.47 per cent of the sample never enrolled and 6.99 per cent of them were dropouts. 20.68 per cent of the out of school children of the age group 10-14 are engaged as casual labour (in tea gardens and these are termed as *faltu* labour). This indicates that child labour is prevalent. Awareness level of the tea tribe community inside tea gardens is not high. However, 59.33 per cent of the total respondents expressed that they will educate their children up to the level the child want.

Most unfortunate part of this survey of related studies is that in all these studies there are suggestions and remedial measures related to the problems that the investigators took up for studies but very little actions were seen to be taken by the concerned authorities.

CHAPTER-III
METHODS &
PROCEDURES

Methods and Procedures

3.1 Method: Descriptive survey method is used for research design

3.2 Sampling and the sample

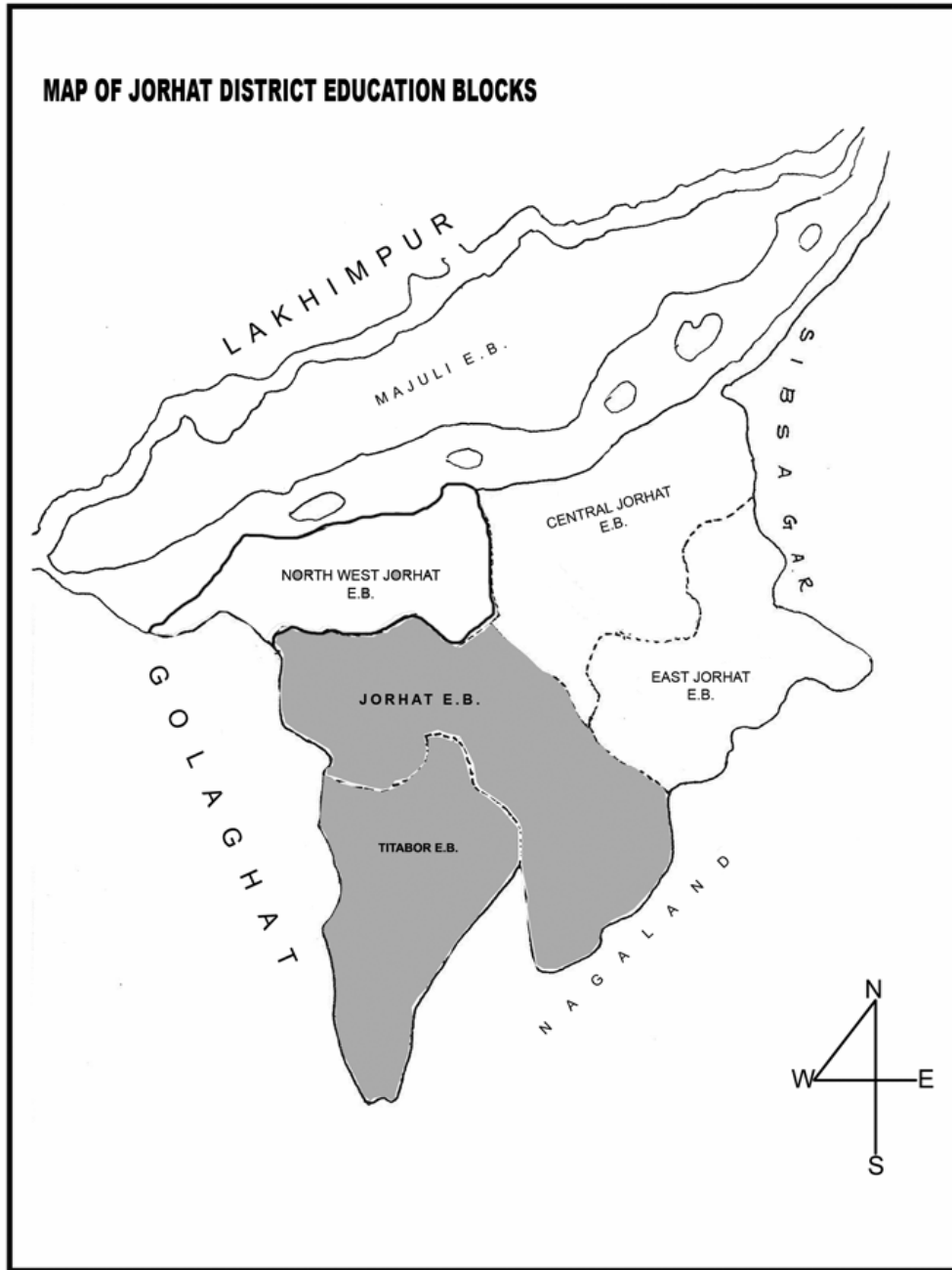
Population for the study is tea tribe people living inside the tea gardens. Households are to be selected for sample. List of Tea gardens in different blocks of Jorhat District is collected from SSA Office, Jorhat. Two stage random sampling is used to select the tea gardens. In the 1st stage 2 blocks are selected out of 6 educational blocks of Jorhat District. Following table shows the number of Tea Gardens in different blocks of Jorhat District. Figure -3 shows the sample blocks in the map of Jorhat District.

Table-3.1

Block wise distribution of Tea Gardens of Jorhat District.

Sl. No.	Name of the Educational Block	Number of Tea Gardens	Blocks selected for the sample
1	East Jorhat	20	Jorhat And Titabor
2	Jorhat	33	
3	Central Jorhat	23	
4	North West Jorhat	2	
5	Titabor	22	
6	Majuli	Nil	
	Total	100	

Fig.-3



In the second stage tea gardens are selected from the two selected blocks

Table-3.2
Block wise distribution of the sample tea gardens.

Name of the Block	Number selected for the Sample
Jorhat	12
Titabor	10

From each selected tea gardens 8 to 10 households are selected by random sampling method and the sample consist of 176 households.

It is found that in each tea garden there is at least one primary school. So primary school from each selected garden is included in the sample of schools. There are 100 tea gardens in Jorhat District. The sample covers 22 percent of the tea gardens.

Respondent are the heads of the households and Head Teacher of the primary schools. SSA functionaries of various levels also responded to various queries needed to fulfill the objectives of the study.

3.3. Procedures used in data collection: Data for the study are both primary and secondary. Primary data are collected from schools and from households by interviewing the Head Masters and the heads of the households. School environment was observed by the investigator at various situations. Secondary data are collected from office of the District Mission Co-ordinator. Data used in the study are both quantitative and qualitative. Collection of data was done by two Project Assistants. Investigator herself also visited some of the schools and households.

3.4 Tools used for data collection

Following tools are prepared by the investigator to collect data for the present study.

(i) Household survey proforma: With the help of this schedule information regarding the number of children of different age group, members of the family, educational status of the members of the family, school drop outs etc. were collected. Respondents were the heads of households. Items were also included to know about their awareness towards various govt. schemes, RTE act, etc. Both close and open form of items are included in the schedule.

(ii) Interview schedule for the Head Teacher of the primary School inside the tea garden. Here items included to know the present status of the school, operation of MDM Scheme etc. Enrolment data of the last 12 years also collected with the help of this schedule.

(iii) Field notes: Observation by the investigators recorded as field notes which are qualitative in nature are used as a tool for the study. Because these notes depicts the actual school environment in the day of visit.

3.5 Data Analysis.

Data collected by various tools are presented in tabular forms. Simple computations were done to analyse quantitative data and presented mostly in percentages. Gross Enrolment Ratio (GER) is calculated from the household data. The formula for GER is given below.

$$\text{GER (Lower Primary)} = \frac{\text{Enrolment in the grades(I-IV)}}{\text{Total population of age groups (6-10)}} \times 100$$

Percentage change per year in enrollment and Retention rate are computed from data collected from school by using the following formula.

Percentage change in enrollment per year =

$$\frac{\text{Change in enrolment in year } x \text{ and year } (x+1)}{\text{Enrolment in year } x} \times 100$$

Retention Rate is the percentage of children retained in grade IV from the enrolment in grade I four years earlier. Time series analysis is done to know the trends of enrollment during the period of SSA interventions.

Line graphs, Bar diagrams, Pie diagrams are used to depict various results.

CHAPTER-IV
ANALYSIS & FINDINGS

Analysis & Findings

4.1 Provision of Elementary Education-

Provision of elementary education to all children is the first component of universalization of elementary education. This can be said to be achieved in the tea gardens of Jorhat district in case of lower primary education. Whatever be the conditions of the schools each tea garden has at least one primary school inside the gardens. In large gardens there is more than one primary school. But the situation of upper primary education is not at all satisfactory. Only eight per cent of the gardens have provision for upper primary education inside the gardens. Table 4.1 shows the number of Lower Primary, Middle Schools and number of Tea Gardens in different blocks.

Table 4.1

Block wise distribution of the Tea gardens, Lower Primary School and Middle (Upper Primary) Schools inside Tea Garden of Jorhat District.

Name of the Block	Number of Tea Gardens	Number of Lower Primary Schools	Number of Middle School
East Jorhat	20	28	2
Jorhat	33	52	4
North West	2	2	0
Central	23	31	1
Titabor	22	24	1
Majuli	0	0	0
Total	100	137	8

For upper primary education the children have to go to the Middle or High School outside the gardens. This is particularly not convenient for the adolescent girls. As expressed by few parents they do not like their daughters to walk lonely roads for attending school far from their houses. However it is found from household survey that 80 per cent of the habitations are served by a middle school at a distance of 3Km.

4.2 Physical Facilities:

4.2.1 Availability of Class-room.

As per RTE act there should be at least one class room for every teacher. The schools visited by this investigator could find that there is one classroom for each teacher of the school. If there are 3 (three) teachers it is found that there are three class rooms. But it cannot be said to be a conducive class-room environment as two classes have to be joined together under one teacher. Moreover in most of the schools there is no partition between the classes. Table-4.2 shows that only 35% schools have 4 rooms where it is seen that 3 rooms are used for class teaching and one room for Head Master cum office room. This arrangement i.e. a room for H.M. cum office is made even in some 3 room school. The investigator observed a small corner from the hall is separated by temporary partition used for class-room to make a Head Master's cum Office Room.

Table-4.2
Percentage of Schools having Class Room, Head Master Room, Head Master-cum-Office Room and other Room

	Schools having Class Room						Schools having Other Room			Schools having HM Room	Schools having HM Cum Office Room
	Six	Five	Four	Three	Two	One	Three	Two	One		
No. of Schools	0	5	8	7	3	0	1	1	9	1	22
Percentage of Schools	0	22	35	30	13	0	4	4	39	4	96

4.2.2 Toilet Facility:

Toilet facility is an important factor in participation and retention of the children in schools specially the girls. Various studies confirm that one of the major cause of drop out of girls is unavailability of Toilet facility in school. Table 4.3 shows the schools having toilet facility.

Table-4.3
Percentage of Schools Having Toilet Facility

Category	No. Schools having Toilet	Percentage of Schools having Toilet	No. Schools having Functional Toilet	Percentage of Schools having Functional Toilet
Common Toilet	11	48	3	13
Boys Toilet	9	39	2	9
Girls Toilet	17	74	5	22
No Toilet	2	9	0	0

Figures in the Table-4.3 though somewhat encouraging that 74% (All Assam average is 27.6%) School has separate girl's toilet the toilets are not in functional state. Only 22% of the schools have separate girl's toilet which are in functional condition.

4.2.3 Drinking water facility:

It is sad to note that only 43 per cent schools can provide drinking water to the children of the Tea Tribe studying in the primary schools inside the tea garden. The state average of the schools with drinking water facility is 81.9 percent as shown in Table-4.4. 96 percent of schools have hand pumps for drinking water. But most of these pumps need repair.

Table-4.4
Percentage of Schools Having Drinking Water Facility and Kitchen

Category	No. of Schools	Percentage Of Schools	No. of Schools having Functional Drinking Water Facility	Percentage of Schools having Functional Drinking Water Facility
Hand pump	22	96	10	43%
Well	0	0		
Tap Water	0	0		
Other	0	0		
None	1	4		
Kitshed/Kitchen	19	83		

4.2.4 Kitchen for cooking Mid-day-Meal.

It is encouraging to note that 83 per cent schools have separate room as kitchen where MDM is cooked. This is positive impact of SSA interventions.

4.2.5 Boundary Wall & Playground

School campus is not at all attractive. There is no any type of boundary wall in 48 percent schools of the sample. Only 9 percent school have pucca boundary wall. 22 percent have boundary wall of barbed with fencing. With a proper boundary wall students can be taught cleanliness, need of tree plantation and many other important co-scholastic competencies. For physical development of the child and to ensure their right to recreation, right to health etc. a playground is a must in every school. But as shown in the Table No- 4.5 only 35 percent schools have a playground.

Table-4.5

Percentage of school Having Boundary Wall, Play Ground, Play Material and Musical Instrument

Category	Total School	Percentage Of Schools
Pucca	2	9
Pucca but Broken	2	9
Barbed with Fencing	5	22
Hedges	1	4
No Boundary Wall	11	48
Others	2	9
Play Ground	8	35
Play Materials	22	100
Musical Instrument	0	0

4.3 Profile of Teachers

Academic and professional qualification of the Sample

(i) 51 percent of the teachers are having general qualification below the norm specified by NCTE, i.e. below higher secondary. 40 percent of the teachers are higher secondary pass. 9 percent of the teachers are graduate and above. Share of female teacher is 44 percent. Table- 4.6 shows the detail of teacher's qualification.

Table-4.6
Academic Qualification of the Teachers

Academic Qualification	No. of Teachers			Percentage of Teachers		
	Male	Female	Total	Male	Female	Total
Below Secondary	4	2	6	6	3	10
Secondary	14	12	26	22	19	41
Higher Secondary	14	11	25	22	17	40
Graduate	1	3	4	2	5	6
Above Graduate	0	0	0	0	0	0
Others	2	0	2	3	0	3
Total	35	28	63	56	44	100

Majority (91%) of the teachers of the sample are trained 82% in junior basic 9% in B.Ed. but not a single teacher is trained as per RTE norm.

4.4 Teacher Pupil Ratio:

High Teacher pupil ratio in the tea-garden schools is a problem is in existence since long. This investigator's Ph. D. study (Sarma-1993) pointed out the disproportionate ratio of the Teacher and pupil in the Tea garden schools. This problem is highlights by a number of later investigators. Isolated environment of the tea-gardens, problem of communication, apathy towards children of the labourers are some of the causes for which the teachers do not like to be posted at the tea garden schools. Incentive to teachers working in tea garden schools, provision of residential quarter etc. were suggestions put forward by a number of previous investigator. For not taking any special measure for the tea garden schools the situation of Teacher Pupil ratio in some of the tea garden schools is becoming as high as one teacher for 128 pupils. The range of Teacher Pupil ratio is from 1:9 to 1:128. In 1993 (Sarma, 1993) it was 1:81.

In the sample of 22 schools there are 3 single teacher schools with enrolment 127, 121 and 80. Again there is one school with two teachers where enrolment is as high as 242.

In table 4.7 Number of Teachers, Enrolment & T/P/ Ratio are shows.

Table-4.7

Teacher People ratio of the sampled schools.

School Code	Dise Code	Total No. of Teacher	Total Enrolment	Teacher Pupil Ratio
S1	0326001	3	26	1:9
S2	0305202	3	124	1:41
S3	0307802	3	45	1:15
S4	0308001	3	81	1:27
S5	0308302	1	127	1:127
S6	0308501	3	198	1:66
S7	0309402	1	128	1:128
S8	0312501	2	115	1:58
S9	0316901	2	147	1:74
S10	0313501	2	192	1:96
S11	0316201	3	96	1:32
S12	0316602	2	150	1:75
S13	0617001	2	242	1:121
S14	0617201	1	80	1:80
S15	0601301	3	77	1:26
S16	0604001	5	156	1:31
S17	0604101	3	246	1:82
S18	0612001	5	219	1:44
S19	0613201	4	89	1:22
S20	0603901	4	108	1:27
S21	0604401	4	114	1:29
S22	0605501	2	95	1:48

In Table 4.8 Schools are distributed according to Teacher Pupil Ratio.

Table – 4.8

Distribution of Schools according to Teacher Pupil Ratio

Teacher Pupil Ratio	Number of Schools	Percentage of Schools
Up to 30	7	31.8
31-50	5	22.7
51-70	2	9.1
71-90	4	9.1
91-110	1	4.5
111-130	3	13.6
	Total = 22	

45.4 percent schools has more than 50 pupil per teacher. In 18.1 percent schools the T/P Ratio more than 90 per teacher. It is difficult for the Headmaster to manage school under such situation. There are 13.6 percent

single teacher schools where there are very high enrolment. Fig. 4 shows the situation in Bar Diagram.

Teacher Pupil Ratio

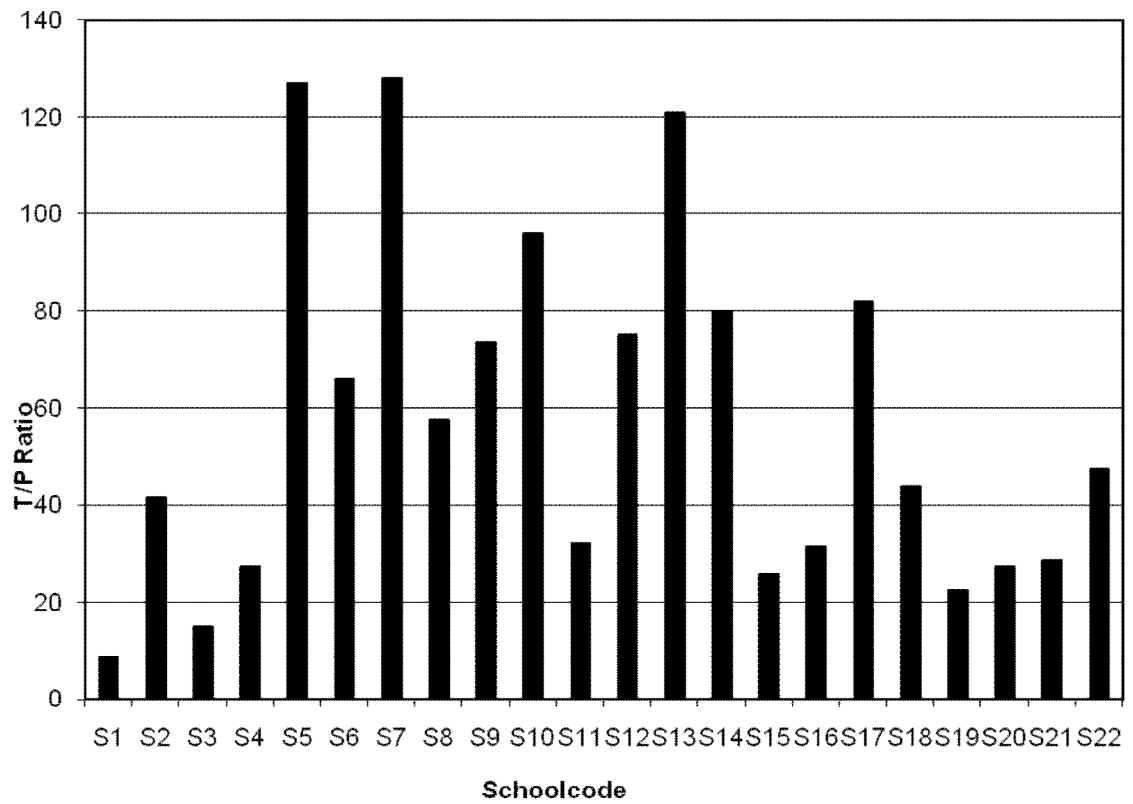


Figure 4: Teacher Pupil Ratio of the primary schools of sampled garden

4.5. Enrolment, retention and Dropout-

The situation of enrolment of the 6-14 age group population is tried to know from the analysis of household data.

4.5.1 Jorhat district is declared as the hundred percent enrolment districts on 2009. It is expected that there is no child of the age group 6-14, outside the purview of school. This study attempts to know from actual household survey whether all the children of the age group 6-14 of the tea tribe community are enrolled in school.

After providing access to school enrollment of all the children i.e. universal enrollment is to be ensured for universalization. Household survey data are analyzed to know the structure of population and educational status of the population. It becomes clear that all the children are not enrolled in school. There are a number of never enrolled children and school drop outs. Table 4.9, shows the age-wise distribution of the Tea-Tribe population of the sample.

Table-4.9

Age wise distribution of the population –

Age Group	Male	Female	Total
0-5+	50	61	111
6-9+	48	45	93
10-14+	87	67	154
15-35+	202	262	464
36 and above	141	127	268
Total	528	562	1090

Out of the total population of 1090 of the sample house holds the child population of the age group (6 to 14) is 247. The status of enrollment of these children is shown in Table 4.10

Table-4.10

Enrollment status of the children of the age group 6-14

Category		Boys	Girls	Total
Enrollment	In Lower Primary	43 (89.5)	42(93.3)	85(91.4)
	In Upper Primary	74(85.0)	48(71.6)	122(79.2)
Never Enrolled	Age Group 6-10 Years	3 (6.2)	3(6.0)	6(6.4)
	Age Groups 10-14 Years	1 (2.2)	0(28.3)	1(0.1)
Drop Out	Age Group 6-10 Years	2(4.1)	0(4.1)	2(2.1)
	Age Group 10-14 Years	12 (13.8)	19(13.8)	31 (20.1)
Total		135	112	247

* Figures in the bracket denote percentage.

Computed from these data Gross Enrollment ratio of the lower primary level is found to be 91.4 and of the upper primary level is 79.2. Both the figures are much lower than all Assam average which are 133.5 for lower primary and 86.2 for upper primary.

Table- 4.11 shows a comparative picture of Gross enrollment ratios of garden children and state average.

Table -4.11

GER of Tea Tribe & State

Category	GER(LP)			GER(U.P)		
	B	G	T	B	G	T
Tea Tribe	89.5	93.3	91.4	85.0	71.6	79.2
*Assam			133.5			86.2

*Source DISE 2008-2009

The situation of the upper primary stage is worse with a GER 79.2. In case of girls it is only 71.6. It is seen that drop out is less in lower primary stage. But in upper primary stage children leave school before completion of the school course. It is satisfactory to find that there is no drop out among girls of the sample in the lower primary stage. But dropout rate is very high in the upper primary stage (20.1%) when the age group is 10-14. At this age both boys and girls, specially the girls become mature for household chores, rearing

sibling, and many other activities. 28.3% drop out of the girls of the age group 10-14 is a matter of serious concern. Parents engage them in household work instead of sending to school. It is also evident from the response of the parents to the question why they don't send their children to school. Educational profile of the sample depicts that majority of the population is illiterate. Table-4.12 gives the educational status of the population of the age group 15 and above.

Table-4.12

Education Status of the Population of the Age Group 15 and above in percentage

Sl. No.	Category	Male	Female	Total
1	No Response	12.5	9.5	17.0
2	Illiterate	31.7	55.0	42.0
3	Literate	5.2	2.3	3.6
4	Up to Primary	8.1	4.1	6.0
5	Up to ME	38.1	26.9	32.2
6	HSLC	2.3	0.7	1.5
7	Higher Secondary	1.1	1.2	1.2
8	Graduate	0.05	0	0.02
9	Professional Certificate	0	0	0
10	Professional Degree	0	0	0
11	BE/Medical or such other	0	0	0

Illiteracy is still pervades in the Tea-Tribe community of the Tea gardens. Though the literacy rate of Jorhat is 83.42 as per 2011 census, the literacy rate of the Tea-Tribe of the sample is only 58 percent.

A sub-sample of 10 schools is selected to observe extensively the trend of enrolment in the 1st decade of the 21st century, operation of MDM Scheme etc. Achievement of children in both scholastic and co-scholastic area were also analyzed on the basis of primary data. During the last decades there were programmes like Total Literacy Campaign, Post Literacy campaign etc. Presently Sarba Siksha Abhijan is being implemented in a big way.

Table-4.13 shows the total enrolment in the sampled schools for the period 2000 to 2010. Percentage variation in enrolment per year is also computed. The negative variation indicates decrease in enrolment.

Table-4.13

Enrolment and percentage Change in-enrolment

Year	Enrolment			Percentage change per year		
	Boys	Girls	Total	Boys	Girls	Total
2000	486	350	836			
2001	503	354	857	3	1	3
2002	537	369	906	7	4	6
2003	805	578	1383	50	57	53
2004	1006	871	1877	25	51	36
2005	1074	1045	2110	7	20	13
2006	824	741	1565	-23	-29	-26
2007	755	714	1469	-8	-4	-6
2008	707	645	1352	-6	-10	-8
2009	667	672	1369	-6	4	-1
2010	658	690	1348	-1	3	-1
2011	599	618	1217	-9	-10	-10

Fig-5 shows the situation of enrolment of boys, girls and pupil. Fig. 6,7 & 8 shows the variation in enrolment of boys, girls and pupil. There is a sharp increase in enrolment in the year 2003. This may be attributed to the enrolment drive programmes conducted by SSA during its initial years of implementation. But there is decreasing trend from 2003 to 2006. The enrolment variation is again increases for boys from 2006 to 2009. It again in the decrease trend from 2010 to 2011. It is sad to note that both for boys and girls enrolment is decreasing from 2010 to 2011.

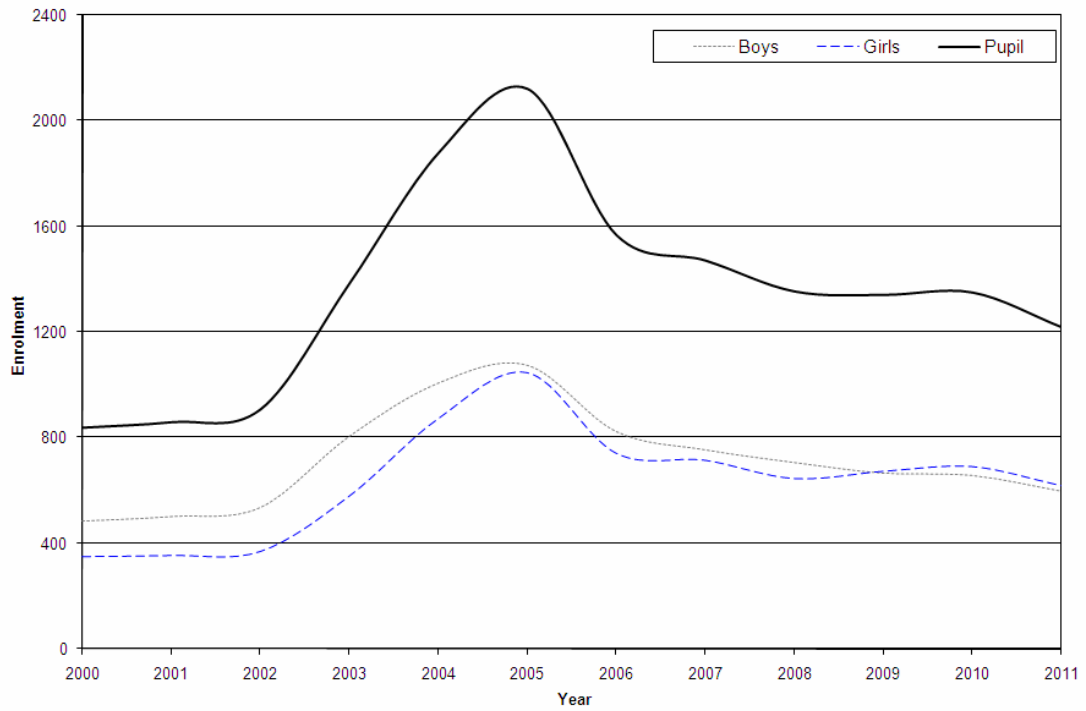


Figure 5: Yearwise enrolment of Pupil during the period 2000-2011

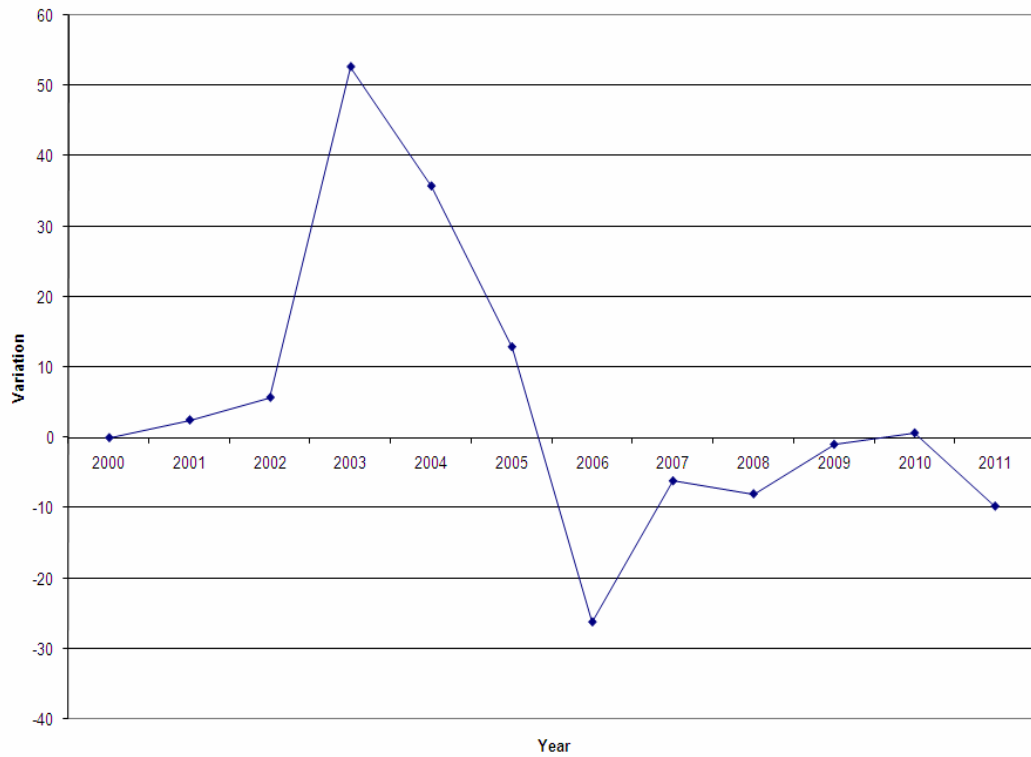


Figure 6: Percentage of variation of enrolment of Pupil during the period 2000-2011

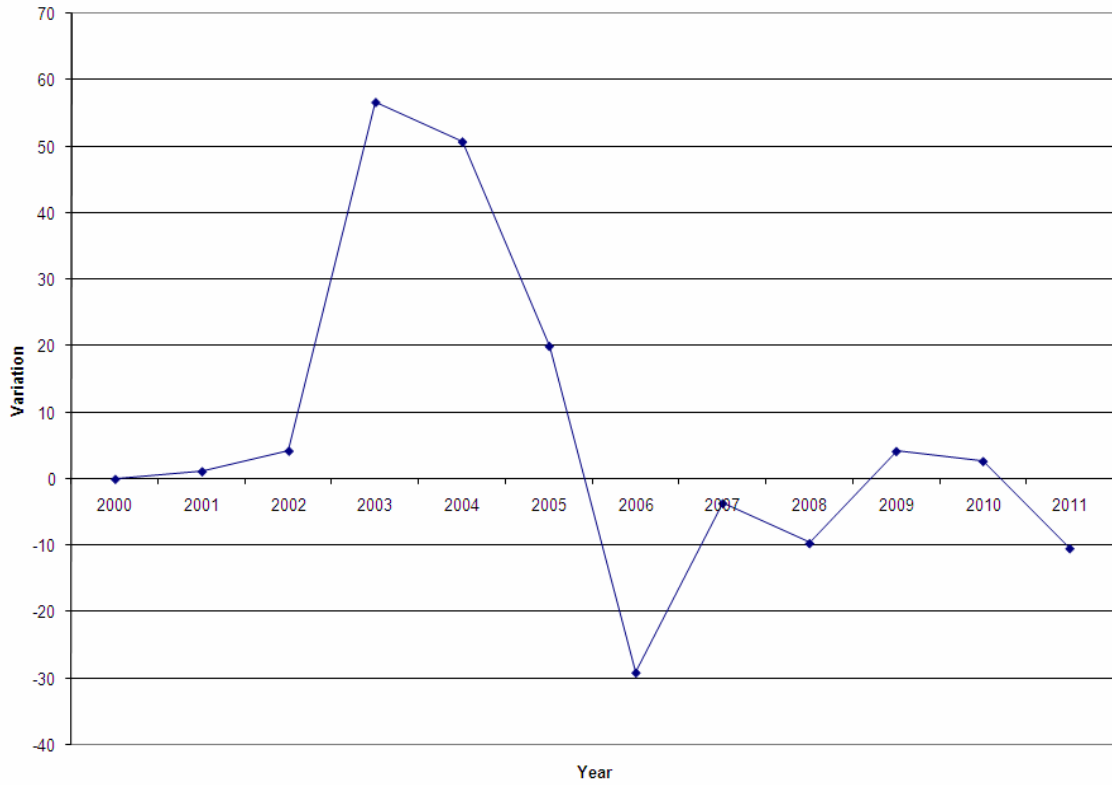


Figure 7: Percentage variation of enrolment of Girls during the period 2000-2011

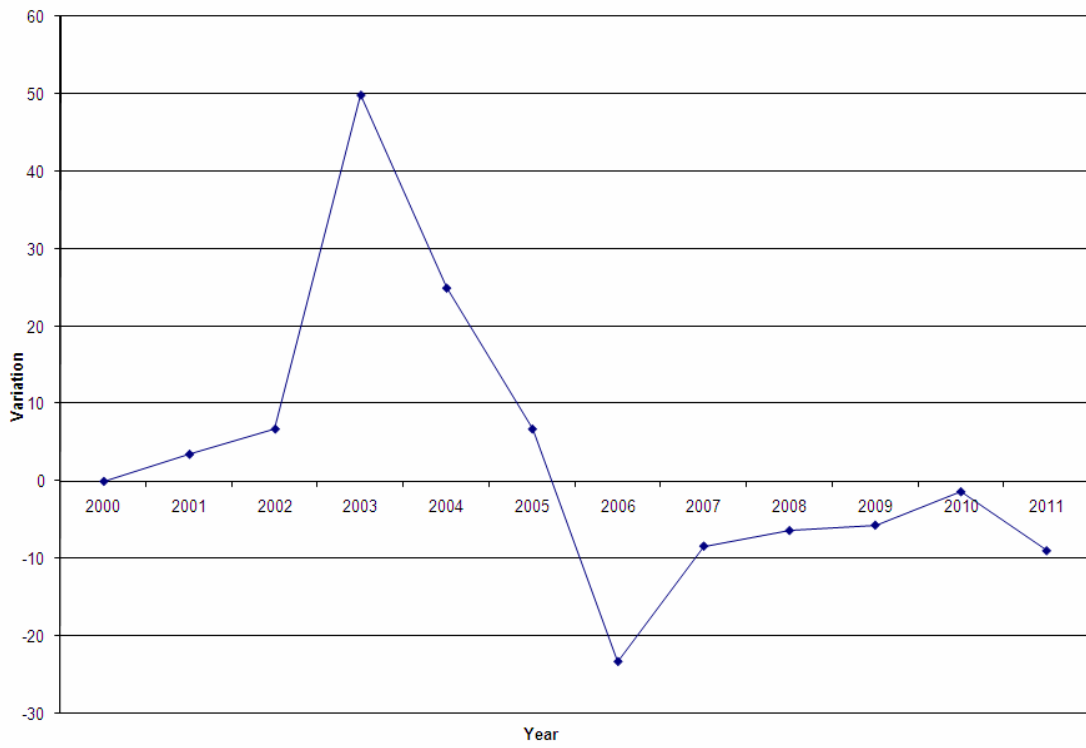


Figure 8: Percentage of variation Enrolment of Boys during the period 2000-2011

4.5.2 Universal Retention

Universal enrolment alone cannot ensure education for all. The enrolled children must complete the full cycle of elementary education. This study attempted to know the situation of participation of the Tea-Tribe children in elementary education. However the computations are limited to lower primary section only. The enrolment and flow of student from grade I to IV, is shown in the student Flow Diagrams, here under.

Enrolment during the period 2000 to 2011 and student flow diagram for Pupil

Grade	Class I	Class II	Class III	Class IV
Year				
2000	295	230	189	122
2001	308	217	189	143
2002	329	239	193	145
2003	470	458	281	174
2004	624	429	557	267
2005	638	562	464	455
2006	383	421	425	336
2007	364	380	375	350
2008	392	328	308	324
2009	395	362	295	287
2010	420	357	315	256
2011	348	309	286	274

Enrolment during the period 2000 to 2011 and student flow diagram for Boys

Grade	Class I	Class II	Class III	Class IV
Year				
2000	161	142	108	75
2001	167	127	121	88
2002	189	144	113	91
2003	266	265	175	99
2004	304	239	301	162
2005	299	285	244	246
2006	184	221	225	194
2007	176	196	193	190
2008	202	170	160	175
2009	188	186	139	154
2010	185	174	166	133
2011	164	147	150	138

Enrolment during the period 2000 to 2011 and student flow diagram for
Girls

Grade Year	Class I	Class II	Class III	Class IV
2000	134	88	81	47
2001	141	90	68	55
2002	140	95	80	54
2003	204	193	106	75
2004	320	190	256	105
2005	339	277	220	209
2006	199	200	200	142
2007	188	184	182	160
2008	190	158	148	149
2009	207	176	156	133
2010	235	183	149	123
2011	184	162	136	136

From the students Flow Diagrams, retention rate is computed. Dropout rate is the 100 minus the retention rate. In other words retention rate is the percentage of the students that completed the four year circle (Grade-I-IV) from the children enrolled in grade –I four years earlier. It is satisfying to note that retention rate is increasing strikingly both for boys & girls from 2000-2003 to 2008-2011. However, SSA goal is not touching with 30 per cent dropout rate. This 30 % either left school or repeating grades. Table-4.14 shows the retention rate and dropout rate computed from data collected from schools.

Table-4.14

Retention Rate and dropout rate for selected periods.

Period	Retention Rate			Dropout Rate		
	Boys	Girls	Total	Boys	Girls	Total
2000-2003	61	56	59	39	44	41
2004-2007	63	50	56	37	50	44
2008-2011	68	72	70	32	28	30

4.6. Pupil's Achievements

4.6.1 Academic performance

To achieve the goal of education enrolment in school and completion of the course is not enough. Each and every child must acquire necessary knowledge, skill and attitude to become a productive citizen of the country. NEP 1986 therefore emphasized the importance of giving special attention to quality aspect of primary education. Though all components of qualities are not covered, this study attempts to see the achievement level of the children in terms of their performance in the annual examination. A minimum level of learning is to be attained by every student to acquire the competencies earmarked for a particular grade and stage. Moreover a student must acquire the competencies of the earlier grade to cope with the teaching learning process. Specially in subjects like Mathematics, a students must acquire the competencies of Grade I, to learn the mathematics of grade-II.

From the 10 sample schools data of last Annual Examination collected. It was tried to know how many of the students acquired mastery level i.e. 80 percent and above and also below 40 percent. Table-4.16 shows the percentage of pupil acquired percent of marks in Language & Maths. The situation is depicted in fig. 9 & 10.

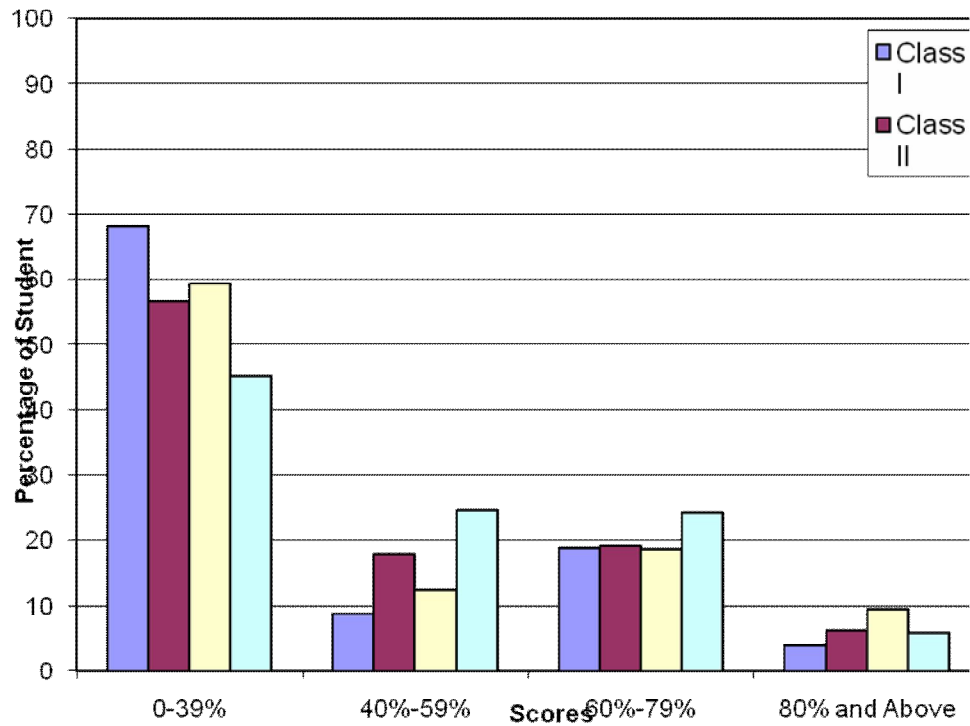


Fig 9: Performance of students in Language

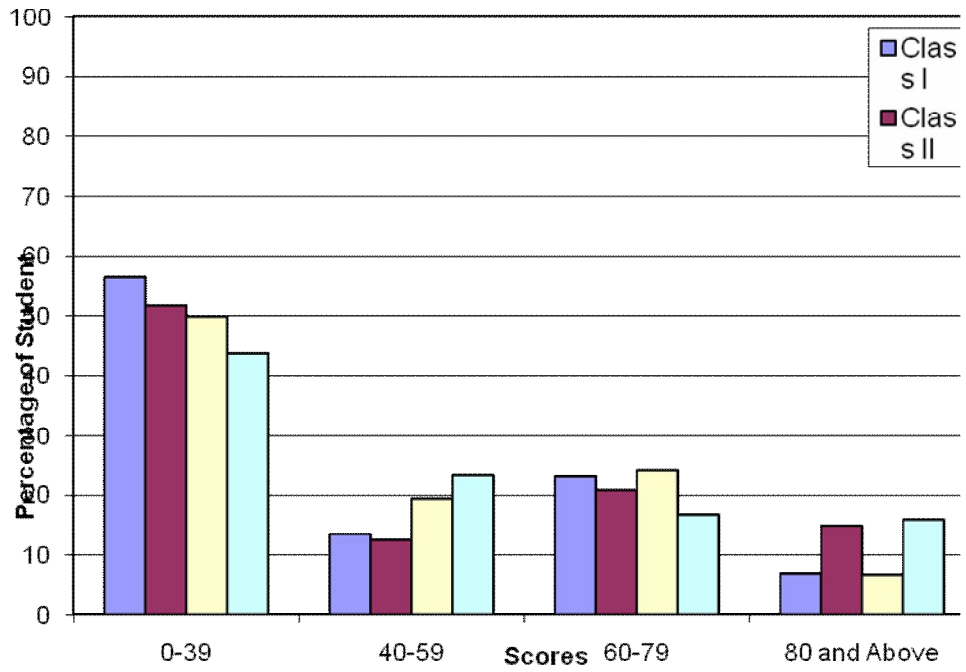


Fig 10: Performance of students in Mathematics

Table-4.16

Performance in the last Annual Examination (2010) of the pupil of the sample schools

Grade	Percentage of Pupil obtaining							
	(0-39)% in		(40-59) in		(60-79)% in		80% and above	
	Language	Maths	Language	Maths	Language	Maths	Language	Maths
I	68	56	9	14	19	23	4	7
II	57	52	18	13	19	21	6	15
III	59	50	12	19	19	24	10	7
IV	45	44	25	23	24	17	6	16

A small percentage of students attaining mastery level by obtaining 80% and above score. Majority of the students are under 40% of the score in both language and Maths in all the four grades. Figure 11 and 12 clearly depict the situation.

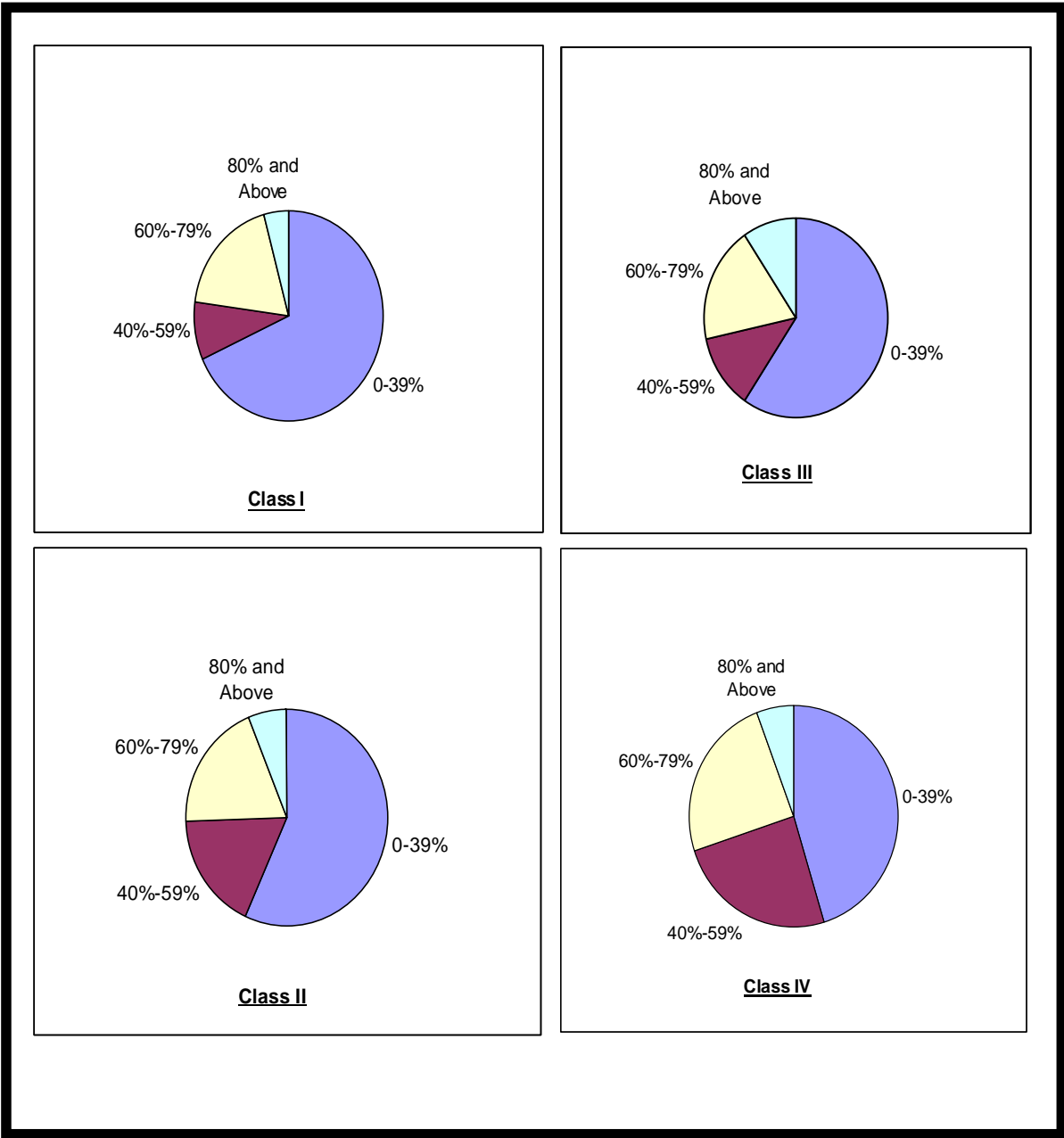


Fig 11: Performance of students in Language (Classwise)

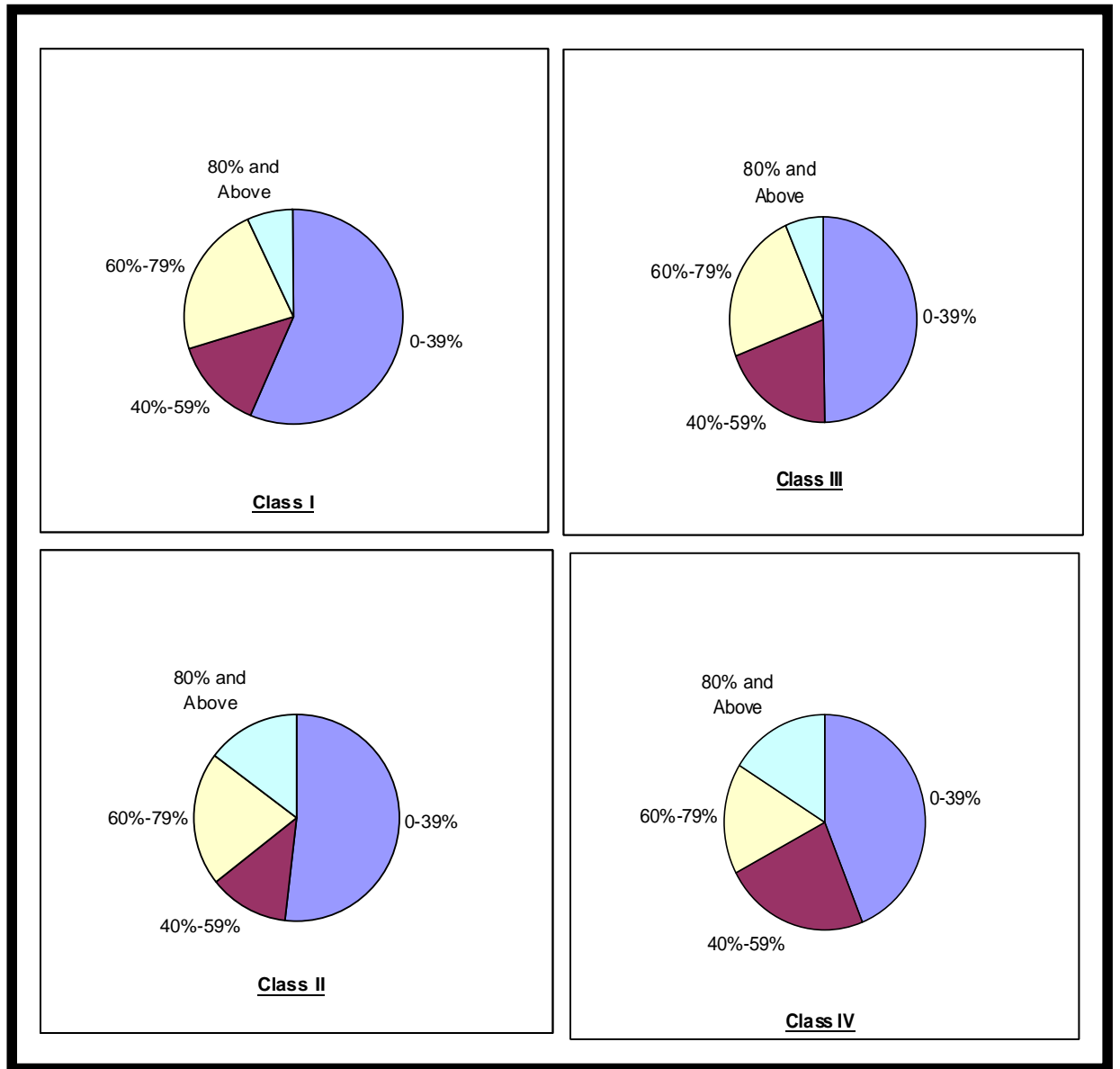


Fig 12: Performance of students in Mathematics (Classwise)

Table-4.17 shows percentage of children obtaining above 60% in language and Maths which reveals that majority will go to the next higher grade without attaining 40% of the competencies. A remedial teaching programme for few days cannot make them competent with all the competencies of the earlier grade. This situation effects adversely on quality.

Table- 4.17

Percentage of Students obtaining 60% and above

Grade	Language	Maths
I	23	30
II	25	36
III	29	31
IV	30	32

4.6.2 Co-scholastic area and students' performance.

Curriculum has two areas, Scholastic and Co-scholastic. For integrated development of body, mind and soul, activities of both the areas are equally important. The study attempted to know the status of Co-scholastic activities in the sampled schools. A dismal picture is witnessed. There are no regular programmes for sports, music, dance, dramas etc. An Annual Sports is held in the starting of the academic calendar as per direction from authority. This is conducted like a ritual. No other activities like music, dance, dramas are conducted. However one out of ten schools of the sub sample is found to organize Jumor and dance competition. Though all the schools have some type of play materials like football, Ludu, Carrom etc. for want of a playground the children cannot play all the games necessary for physical development. Only 35% schools have a playground of some sort. There is no proper boundary in majority (58%) of the schools. No particular programme is planned in school to hold co-scholastic activities in a regular basis. There is no any process for evaluation of the students' performance in co-scholastic activities. As a result through a number of competitions are organized at district level by SSA, no student of the sampled schools could get any prize in the district level.

Co-scholastic activities have many other importances. These activities make the school attractive for the young children. It increases the holding power of the school. These activities have recreational value also. Tea-Tribe children living in the lines of Tea Gardens have little scope for recreational activities at home. One of the basic rights of the child, right to recreation can be ensured by providing a number of co-scholastic activities in schools. The schools under sample could hardly contribute to this effect.

4.7. Operation of MDM Scheme

MDM programme is an important inclusion in the school education programme of the country. Its aim is to attract children into the educational mainstream. It also helps in providing the nutritional support to otherwise malnourished children. With its help it is expected to reduce dropout, increase enrolment and attendance. As observed in the sampled schools, it is serving its some purposes specially in the Tea-Gardens schools. The heads of all the schools under sample opined that MDM scheme is helping in increasing enrolment and attendance. However only 40% HM expressed that dropout is reducing due to MDM. It helps nutritional health of the Tea Garden children. According to the HM for a number of children it is the only meal of the day.

However the operation of the scheme is not free from defects. Though a separate cook is employed for cooking MDM, a good amount of the teaching time is wasted in managing the programme. The fund provided for the meals is not adequate enough to include nutritious foods (like milk, fruits etc.) in the meal. Food items are only Khichiri prepared from Dal and Rice. In the name of vegetables potato is mainly provided. Right to nutrition is one of the basic right of the child. Implementation of MDM scheme in Tea Garden schools contributing to some extent to provide this right to children.

4.8. Impact of SSA

Sarba Sikha Abhijan is an unique programme, launched by Govt. of India in partnership with the state for achieving the long cherished goal of universalization of Elementary Education. The objectives of SSA are -

- *All children in school, Education Guarantee Centre, Alternate School, ' to School' camp by 2003;*
- *All children complete five years of primary schooling by 2007;*
- *All children complete eight years of schooling by 2010;*
- *Focus on elementary education of satisfactory quality with emphasis on education for life;*
- *Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010;*
- *Universal retention by 2010.*

To achieve these objectives intervention in all components of elementary education system is being carried out like Institutional development, teacher training, free textbook, decentralized planning and administration, Institutional capacity building, community based monitoring. And the most important in the context of the present study is that the plans and Programmes focus on special groups like ST/SC, minorities etc. In Assam Tea-garden area is identified as a special focus area. Area specific strategies were adopted (Appendix -IV) TGEC are formed for involvement of community in school management. Tea associations are also associated and made accountable for the attainment of U.E.E (Appendix-V)

As a result of SSA interventions some changes in the elementary education of the Tea-garden area along with the other parts of the state and the country are brought about. School buildings and other infrastructure are improving, teachers are getting inservice training, teaching learning materials

including textbook are available in the school, children are getting MDM, VEC and TGEC are helping school management etc. The outcome of all these interventions must be reflected in the achievement of the targeted objectives. Therefore an attempt is taken in this study to know the impact of SSA in terms of the following indicators-

- i) Enrolment status
- ii) Literacy situation
- iii) Awareness level of the Tea-Tribe

4.8.1 A study conducted by SIE in the year 2004, is taken as a base where the above mentioned indicators for Jorhat District were estimated. Following Tables- 4.18 and 4.19 show the result for Enrolment status and literacy in the year 2004, when implementation of SSA started and of the present study (2011). In both the studies these figures were computed from household survey data.

Table-4.18

Enrollment status of Tea-Tribe children of Jorhat District in the year-2004 and 2011

Category	Lower Primary (6-10)						Upper Primary(10-14)					
	2004			2011			2004			2011(Present Status)		
	B	G	T	B	G	T	B	G	T	B	G	T
GER	93.9	94.5	94.2	89.5	93.3	91.3	86.3	76.9	81.8	85.0	71.6	79.2
Dropout	3.0	2.7	2.8	4.1	0	2.1	10.9	10.7	10.8	13.8	28.3	20.1
Never Enrollment	3.0	2.7	2.8	6.2	6.6	6.4	2.7	12.0	7.2	1.1	0	0.6

Table-4.19

Literacy rate of 15⁺ age population in the year 2004 and 2011 (Present study)

Category	Male	Female	Total
2004	81.6	40.4	61.8
2011	68.3	45.0	57.1

The figures in the table clearly show that there is no change in positive direction both in enrollment in school of the 6-14 age group children and literacy rate of 15 population.

4.8.2 Awareness of the Tea-Tribe

Awareness of the Tea-Tribe towards various issues like need of education, need of savings, population explosion etc. are the subjects of studies by a number of earlier investigators. It was revealed in those studies that they are unaware not only about the need of education but also about various programmes/schemes some of which are meant specifically for the upliftment of the Tea-Tribe. In household survey the head of the household were asked about SSA, RTE, PL Act. etc. Percentage of persons know about these programmes are given below.

Heard about SSA : 13.07%

Knows nothing about SSA : 80.13%

Knows about SSA : 6.8%

Knows about various

Developmental scheme : 0

Knows about R.T.E : 1.7%

These figures also not increasing after the implementation of SSA. It is astonishing to note that some of the members of TGEC are not aware of the developmental seems, SSA, RTE and PL Act. Some of the persons educated up to Matric level are also not aware about the various programmes.

During the study conducted in 2004, SSA was in its starting phase. There were awareness camps, enrollment drives, household surveys, school surveys, formation of school management committees etc. As many of the

programmes conducted together, people's attention was caught to some of these. But tempo of all these programmes lose momentum with time. This may be the reason for not getting higher values for the indicators selected to know the impact of SSA.

CHAPTER-V

SUMMERY AND SUGGESTION

5. Summery and Suggestion

The National Commission for protection of child rights (NCPCR) was set up in March 2007 under the commission for protection of Child Rights Act. 2005, an Act. of Parliament (December 2005). This commission is set up to protect, promote and defend the Rights of the Child in the Country. The state commissions are also set up in several states. Assam state commission for Protection of Child Rights is set up on 4th March 2010. The commission's mandate is to ensure that all laws, policies, Programmes and administrative mechanism are in consonance with the Child Rights perspectives as enshrined in the constitution of India. These must also reflect the declaration of the United Nations Convention on the Right of the Child. In April 2010, the RTE Act. is enforces in the country. It is mandatory for the ASCPCR to monitor the implementation of RTE Act. As Right to education is the basic right of the child and to ensure it UEE must be achieved. This study attempts to know the status of UEE among a disadvantaged group of Assam, the Tea-Tribe. It constitutes about 20 percent of the population of Assam. The objectives of the study are spelt out in chapter I. The sample for the study is 22 tea gardens of Jorhat district. The findings of the study is summarized below.

- All Tea gardens has at least one primary school within the garden. 80 percent of the habitations are served by a middle school within a distance of 3 Km. In other words there is a middle school outside the gardens within 3k.m. For girls it will be more convenient if there is a middle school inside the gardens.
- Overall infrastructure of the Tea-garden schools cannot be said to be adequate. Almost all the schools do not have a class-room for each class. This problem is aggravated with inclusion of class V to the lower primary schools. The arrangement of 6 classes from Ka Sreni to Class-V in one of the sample school is as follows-

- Ka Sreni and Class V together
- Class III and Class II together
- Class IV and Class I together

In some schools there is scope for arranging separate class-room by dividing the hall. But no effort from away quarter is seen to be taken in this regard. This situation, teaching in a hall type room 2 or 3 classes together should end as soon as possible. Effective training on multi grade teaching to the teachers may lessen the problem

- 78 percent schools cannot provide drinking water to the children. Though 96 percent schools have hand pumps for water, most of those are not in functional condition.
- Only 17 percent schools do not have a separate room for cooking MDM.
- 48 percent schools do not have any boundary wall.
- 65 percent schools do not have playground.
- All the schools have some type of play materials. But for want of a playground the children cannot play outdoor games.
- Both qualification and Training of teachers are not as per RTE norms.
- In 68.2 percent schools teacher pupil ratio is higher than the norm prescribed by RTE. In 36.3 percent school T/P ratio is unusually high. It is more than 70 per teacher.
- Authority should take immediate measures for providing appropriate number of qualified and trained teachers to the tea-gardens schools. Special allowance to teachers work in the tea garden schools or some other incentive may attract teachers to serve in the tea garden schools.
- On Analysis of house hold survey schedules a population of 1090 was found. They were distributed according to age. The enrollment of (6-14) age group population was computed. It is satisfying to note that in

the age group (6-10) 91.4 percent are enrolled. Out of this 89.5 percent boy and 93.3 percent girls. But the GER for upper primary level is only 79.2. It is alarmingly low for girls i.e. 71.6 only

- In this group of 6-10 children drop out is found to be only 2.1 per cent i.e. children are continuing their lower primary education but it is very high in the age group 10-14. It is 20.1 per cent.
- For participation of the 10-14 age group children, specially for girls some special effort is necessary.
- There is a sharp increase of enrollment in the year 2003. Enrollment is in decreasing trend since 2006. In 2003 awareness drives were conducted. Some awareness programme should continue in Tea Gardens. “Mahila Samittee”, Youth Club can be engaged for such programmes.
- From school data the retention rates are computed. Though Retention rate is increasing after SSA, 59 during 2000-2003 and 70 during 2008-2011. 30per cent drop out is discouraging. Efforts need to be taken to improve school environment, quality of teachers, supervision etc to ensure that the child who enrolled does not leave school before completion of the course.
- The pupil’s achievement is not at all satisfactory. Their performance in the last annual exam clearly depicts that grade promotion is done without achieving the minimum competencies. 30 per cent children in language and 32 per cent children in Maths of grade-IV obtained above 60 per cent. 45 per cent children in language and 44 per cent children in Maths are obtaining below 39 per cent scores. These children will simply complete the grades without acquiring the benefits of basic education as detention in grades is prohibited as per RTE Act. (article16). Special attention should be given in the evaluation process.

The process continuous and comprehensive evaluation should be followed.

- Special care should be taken to include co-scholastic activities in school programme. There should be proper supervision in this respect.
- MDM scheme is very important for Tea-Tribe Children of the Tea gardens. It will protect their right to nutrition. There should be proper planning so that the scheme is operated smoothly.
- Though SSA is intervening in all components of school education system no striking impact is observed in terms of increase in enrollment of the children, increase in literacy rate of the 15+ population or developing awareness among the Tea-Tribe community inside the garden. Tea-garden area is special focus area for SSA. But most of the plans and strategies are not properly implemented.
- Teachers of all the schools visited by the investigator expressed about their problem in teaching class V. Specially there are no teachers who can teach English and Hindi. Immediate steps should be taken to provide teachers with required qualification and training.

Conclusion

Tea tribe children who are living in Tea garden labour lines are primarily 1st generation learner whose parents are either illiterate or with low educational status. Though 58 percent of parents of these children are literate the education level is not high and most of them are not yet aware about the need of education. Therefore the school system for them must be special. In all plans, programmes, decision and policy implementation Tea garden schools should get extra special attention.

BIBLIOGRAPHY AND REFERENCES

Bibliography and Reference

- Annual Reports:** The Annual Reports on Progress of Education, 1962-63, 1957-58, Directorate of Public Instruction, Assam. The Indian Year Book and Who's who 1940-41, Times of India Press Bombay.
- Bora, R. (2002):** "A Study of the Existing Facilities for Primary Education in Tea Garden labourers in Assam." M.Ed. Dissertation D.U.
- DPEP (1994):** "The Tribal perspective of DPEP" APSAP, Guwahati, Assam.
- DPEP (1996):** Status Report of DPEP Assam, APSAP, Guwahati.
- Dept. of Education, GOA (2002) :** All Roads lead to school: Towards universalisation of elementary education in Assam through initiation of short term bridge course. Dispur, Guwahati.
- GOI (2009):** "The Right of the Children to Free and compulsory Education Act., 2009" The Gazette of India, August 27, 2009, New Delhi.
- IIM (1993) :** 'Status of Primary Education in Assam', A Project sponsored by UNICEF, Calcutta For the Government of Assam.
- Jayant Parida (2010):** "Midday Meal Scheme and Growth of Primary Education of a District in Orrisa," JEPVA Vol. XXIV, No. 2, NEUPA New Delhi.
- Kar, R.K. (1990) :** "Tea labour in Assam: A note on the problem of Identity." In Kartemprle's and Dutta Roy(ed) Tea Garden Labour of North-East India. Vendrame Institute, Shillong.
- MHRD (1986):** "National Policy of Education 1986 Programme of Action 1992", MHRD, GOI New Delhi, 1986.
- NCERT (1964):** "The Indian Year book of Education 1964." Second year Book, Elementary Education, NCERT, New Delhi.

- NCERT (1964):** “Education of the Backward Child” NCERT, New Delhi 1964.
- NCERT (1970):** “Education and National Development,” Report of the Education Commission, 1964-66, Vol. I, NCERT, New Delhi.
- NIEPA(1990):** “Educational for all by 2000” New Delhi 1990.
- NIEPA (2000):** “Year 2000 Assessment Education for All”, NIEPA, New Delhi.
- NESRC (2003):** “Primary Education of Plantation Labour Children” SSA, Guwahati.
- Pandhe, Dr. M.K. (1979):** “Child Labour in Industry” India Book Exchange Calcutta.
- Premi, Kusum, K (1990):** “Working Children and Universalization of Elementary Education: Exploration” JEPA Vol.4 No.1 Jan 1990.
- Power, Dr.S. (2010):** “Combating child labour through Education.” <http://www.articlesbase.com>.
- Rao, V.K.R.V., (1966):** “Education and Human Resource Development” Allied Publisher New Delhi.
- Rao, V.K. R.V. (1964):** “Education and Economic Development”, Panikar Memorial Lecture Mysore RCE, /NCERT.
- Saxena, R.R. and Mittal S.C. (1985):** “Impact of Midday Meal Program on Enrolment and retention in Primary Stage” NCERT 1985, 4th Survey Vol.-II.
- Saikia, S (1987):** “History of Education in India,” Mani Manik Prakashan, Guwahati.
- Sarma, N (1993):** “Wastage and Stagnation in Primary level of Education Among Tea Garden labours of Jorhat and Sibsagar District.”unpublished Ph. D Thesis, G.U.
- Sarma, N. (1994):** “Educational Problems of Tea Garden labourers of Assam: A case study of Jorhat District” Dissertation for DEPA, New Delhi.

- SIE (1994):** “A report total literacy campaign with special reference to evaluation and its finding on the learning impact,” SIA Assam, Jorhat.
- Sarma, N. (1997):** “A Critical Analysis of the utilization of Educational facilities of Primary level available to the Tea-Tribe community of Assam with special reference to Darrong District”, DPEP, Assam, Guwahati.
- SIE (2004):** “Status of Literacy among Tea-Tribes of Assam: A critical Analysis”, Research Project for NLM, MHRD, GOI.
- SSA (2007-08):** Annual reports 2007-08 Axom Sarba Siksha Abhijan Mission, Guwahati.
- Saikia, J (2007):** “A study of the problems Associated with non-enrolment and dropout among Tea Garden labourer children in the lower Primary stage of Jorhat district” M.Ed. Dissertation, Periyar University Salem.
- SSA (2009):** ‘Brief Report on SSA Activities of Jorhat District’, SSA, Jorhat

APPENDIX –I

1) List of Tea Garden of the Sample

- a) Namuna Bagan
- b) Cinnamara Tea Garden
- c) Hatigarh Tea Garden
- d) Duklingia Tea Garden
- e) Sycatta Tea Garden
- f) Sonowal Tea Garden
- g) Hatipati Tea Garden
- h) Narayanpur Tea Garden
- i) Kamarbandha Tea Garden
- j) Lohpohia Tea Garden
- k) Socklating Tea Garden
- l) Mohbondha Tea Garden
- m) Bandarchaliha Tea Garden
- n) Basabari Tea Garden
- o) Mejenga Govt. J. R. Basic School
- p) Borholla Govt. JR. Basic
- q) Borholla Tea Garden
- r) Dufalating Tea Garden
- s) Chungi Tea Garden
- t) Bokahola Tea Garden
- u) Dholie Tea Garden
- v) Khoritia Tea Garden
- w) Rangajan Tea Garden

APPENDIX –II

সাৰ্বজনীন প্ৰাথমিক শিক্ষাৰ ওপৰত এটি গৱেষণা : ৰাজ্যিক শিশু অধিকাৰ আয়োগৰ সৌজন্যত

পৰিয়ালৰ মুৰব্বীৰ বাবে সাক্ষাৎ প্ৰ-পত্ৰ

(তলত কিছুমান প্ৰশ্নৰ বিপৰীতে খালী বাকচ দিয়া হৈছে। উপযুক্ত উত্তৰৰ বাবে খালী বাকচত 3 চিন দিয়া)

- ১। বাগানৰ নাম : ২। ব্লক :
- ৩। ঘৰৰ মুৰব্বীৰ নাম : ৪। ধৰ্ম :
- ৫। জাতি : ৬। মাতৃভাষা :
- ৭। ঘৰত কথা পতা ভাষা :
- ৮। মুৰব্বীৰ মুঠ বছৰেকীয়া আয় :
ক) মজুৰি/দৰমহা হিচাপে বাগানৰ পৰা পোৱা : টকা খ) বানচ : টকা.....
গ) খেতি-বাতিৰ পৰা : টকা ঘ) কুটীৰ শিল্প : টকা
- ঙ) অন্যান্য : টকা

আপোনাৰ পৰিয়ালৰ সদস্যসকলৰ বিৱৰণ

(পিতৃ-মাতৃ, ককাই-ডাই, বাই-ভনী সকলোকে অন্তৰ্ভুক্ত কৰিব)

ক্র. নং	নাম	মুৰব্বীৰ সৈতে সম্পর্ক	বয়স (বছৰত)	লিংগ পুৰুষ 1 মহিলা 2	বৈবাহিক স্থিতি 1-4 (বছৰত)	বিয়াৰ সময়ত বয়স	শিক্ষাগত স্থিতি 1-11	বৰ্তমান কি কৰি আছে 1-8	কোন শ্ৰেণীত পঢ়া পঢ়া এৰিলে	বছৰেকীয়া আয় (টকাত)	কি পঢ়ি আছে 1-8	ক'ত পঢ়ি আছে 1-4

পৰিয়াল সমীক্ষাৰ ক'ডসমূহ :

- বৈবাহিক স্থিতি :** 1. বিবাহিত। 2. অবিবাহিত। 3. স্বামী/পত্নীৰ বিয়োগ ঘটিছে। 4. স্বামী/পত্নীৰ পৰা বিচ্ছেদ ঘটিছে।
- বৰ্তমান কি কৰি আছে :** 1. ছত্ৰ 2. নিয়মিতভাৱে উপাৰ্জন কৰা বাগানৰ কৰ্মী। 3. নিয়মিতভাৱে উপাৰ্জন কৰা বাগানৰ বাহিৰৰ কৰ্মী
4. অস্থায়ীভাৱে কাম কৰা বাগানৰ কৰ্মী 5. ওচৰতে নতুনকৈ খোলা ক্ষুদ্ৰ চাহ বাগিচাৰ কৰ্মী। 6. ঘৰুৱা লগুৱা হিচাপে কাম কৰে।
7. ব্যবসায় বা অন্য কোনো উপাৰ্জন কৰা কাম। 8. ঘৰত এনেয়ে আছে।
- কি পঢ়ি আছে :** 1. প্ৰাথমিক পৰ্যায়। 2. উচ্চ মাধ্যমিক পৰ্যায়। 3. হাইস্কুল পৰ্যায়। 4. হায়াৰ ছেকেণ্ডেৰী পৰ্যায়।
5. স্নাতক। 6. ইঞ্জিনিয়াৰিং বা তেনে পৰ্যায়। 7. মেডিকেল 8. বৃত্তিগত কোনো বিষয়।
- শিক্ষাগত স্থিতি :** 1. নিৰক্ষৰ 2. সাক্ষৰ 3. প্ৰাথমিক পৰ্যন্ত 4. উচ্চ মাধ্যমিক পৰ্যন্ত 5. মেট্ৰিক/হাইস্কুল শিক্ষান্ত
6. উচ্চতৰ মাধ্যমিক 7. স্নাতক বা তাৰ ওপৰত 8. বৃত্তিগত চাৰ্টিফিকেট। 9. বৃত্তিগত ডিপ্ল'মা।
10. ইঞ্জিনিয়াৰিং স্নাতক। 11. মেডিকেল স্নাতক।
- ক'ত পঢ়ি আছে :** 1. বাগানৰ ভিতৰৰ বিদ্যালয়ত 2. বাগানৰ বাহিৰৰ বিদ্যালয়/কলেজত 3. আৱাসিক অনুষ্ঠানত
4. আমাৰ পঢ়াশালা/শিক্ষা নিশ্চিতকৰণ আঁচনি/সেতুবন্ধন কাৰ্যসূচী।

[2]

- ৯। চাহ-শ্ৰমিকৰ উন্নয়নৰ বাবে থকা আঁচনিসমূহৰ কথা জানেনে? জানো নাজানো
যদি জানে, কোনো এনে আঁচনিৰ সুবিধা লৈছেনে? লৈছে নাইলোৱা
বুজাই দিব পাৰিবনে?
- ১০। বৰ্তমান সৰ্বশিক্ষাৰ অংশ হিচাপে যি চাহ বাগান শিক্ষা সমিতি (TGEC) গঠন হৈছে, তাৰ আপুনি সদস্য নেকি? হয় নহয়
যদি হয়, সমিতিৰ সভালৈ যায়নে?
নিয়মীয়াকৈ যাওঁ কেতিয়াবা যাওঁ কেতিয়াও নাযাওঁ
- ১১। ক) সৰ্বশিক্ষা আঁচনিৰ বিষয়ে জানেনে? নামটো শুনিছোঁ। অলপ জানো একো নাজানো
খ) শিশুৰ শিক্ষাৰ অধিকাৰ সম্পৰ্কে আইন হৈছে। এই কথা জানেনে? জানো নাজানো
- ১২। আপোনাৰ কন্যা-সন্তানৰ শিক্ষাৰ ক্ষেত্ৰত কিবা অসুবিধা পাইছে নেকি? যেনে—
নিয়মিতভাৱে বিদ্যালয়/কেন্দ্ৰলৈ পঠোৱা স্কুল/কেন্দ্ৰলৈ যোৱা নিৰাপদ নহয় বুলি ভবা
ঘৰুৱা কাম-বনত অসুবিধা হোৱা বিদ্যালয়ত ছোৱালীৰ বাবে প্ৰয়োজনীয় সুবিধা নথকা
অন্যান্য ছোৱালীৰ বাবে বেলেগ টয়লেট নথকা
- ১৩। আপোনাৰ সন্তানৰ শিক্ষাৰ ক্ষেত্ৰত চৰকাৰ/বাগানৰ/অন্য অনুষ্ঠানৰ পৰা কিবা অনুদান পাইছে নেকি? পাইছে নাইপোৱা
যদি পাইছে কেনে ধৰণৰ :
- ১৪। আপোনাৰ এলেকাত বিদ্যালয় বা শিক্ষা কেন্দ্ৰৰ বাহিৰে অন্য কোনবিলাক অনুষ্ঠান আছে? যেনে—
মহিলা সমিতি যুৱকৰ ক্লাব শ্ৰমিকৰ ক্লাব (সংগঠন/সংঘ) ছাত্ৰ সংগঠন
অন্যান্য (নাম উল্লেখ কৰিব)
- ১৫। বিকল্প শিক্ষাৰ অনুষ্ঠান ঘৰৰ ওচৰত আছে নেকি? যেনে— আমাৰ পঢ়াশালি, সংযোগী শিক্ষা কেন্দ্ৰ : আছে নাই
যদি আছে উল্লেখ কৰা কোনবিধ আছে :
- ১৬। আপোনাৰ ঘৰৰ পৰা তলত দিয়া শিক্ষানুষ্ঠানসমূহ কিমান দূৰত অৱস্থিত ?
i) প্ৰাথমিক স্কুল : কিঃ মিঃ
ii) মজলীয়া স্কুল : কিঃ মিঃ
iii) হাইস্কুল : কিঃ মিঃ

তথ্য সংগ্ৰহকাৰীৰ চহী

APPENDIX-III

INTERVIEW SCHEDULE FOR HEADMASTER

(To be filled in by the Head Teacher)

1. Name and Full address of the School with Pin Code :
2. Name of the Block :
3. Name of the Cluster Co-ordinator (CRC) :
4. Nearest distance from district Head Quarter.....Km, from Block Education Office.....Km.
5. Name of the Tea Garden:
6. Date of Establishment of the School:
7. Managed by Govt./ Garden authority/Private:
8. Daily Working Hour, Duration from :.....(attach a school routine) of 2010/2011
9. No. of Teacher:

	Male	Female	Total
Permanent			
Temporary/ Para teacher			

10. Present Enrollment Status 2011

Grade	Boys	Girls	Total
Ka Sreni			
I			
II			
III			
IV			
V			

11. Enrollment of Last 10 Years (2000 to 2010)

Year	Ka Sreni			I			II			III			IV			Passed Out		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
2000																		
2001																		
2002																		
2003																		
2004																		
2005																		
2006																		
2007																		
2008																		
2009																		
2010																		

12. Details of the Children left School (dropped out) in the last 9 years.

Year	Name	Sex	Grade	Month & Date	Course/and Measures taken to bring them back to School
2002					
2003					
2004					
2005					
2006					
2007					
2008					
2009					
2010					

13. Last year's (2010) academic details

- (i) No. of instructional days.....
- (ii) No. of visit by CRC.....
- (iii) No. of Visit by BMC/BEEO.....
- (iv) No. of visit by academic Inspector.....
- (v) Last inspection done. Date.....

14. Is corporal punishment is necessary in your School? Yes/No.

15. Operation of the Mid-Day Meal Scheme.

- (i) Who cooks the MDM ?.....
- (ii) What are the items provided in MDM?
 - a.
 - b.
 - c.
 - d.
- (iii) Whether any system is followed?
- (iv) Who cleans the utensils?
- (v)
- (vi)
- (vii) Please mention 3 Positive and 3 Negative aspects of the MDM Scheme.

Positive

(a)

(b)

(c)

Negative

(a)

(b)

(c)

(viii) Do you think MDMS helps in

- a. Increasing enrollment? Yes/No.
- b. Increasing attendant? Yes/ No.
- c. Decreasing drop out. Yes/No.

(ix) Is MDMS helps in improving nutritional health of the children? Yes/No.

(x) Money sanctioned for MDMS is sufficient? Yes/No.

16. Achievements

A. SCHOLASTIC AREA,

(i) Performance in the last annual Examination

Score	0-39		40-59		60-79		80 and above	
Class	Language	Maths	Language	Maths	Language	Maths	Language	Maths
I								
II								
III								
IV								

Please provide a copy of the Pupils evaluation card of the last Annual Examination.

(ii) Number of Students got Primary Scholarship:

Boy Girl Total

B. CO-SCHOLASTIC AREA:

- (i) Name of the Children who received award at district level/State level.
- (ii) Annual Sports/held Date/Period.....
- (iii) Music Competition :
- (iv) Literacy Competition :
- (v) Exhibition of handwork :
- (vi) Any other :

Signature of the Field Investigator

APPENDIX-IV

OFFICE OF THE MISSION DIRECTOR
AXOM SARVA SIKSHA ABHIYAN MISSION
SARVA SIKSHA ABIYAN & DISTRICT PRIMARY EDUCATION PROGRAMME:
ASSAM
KAHILIPARA, GUWAHATI- 781019

No. DPEP/SFG/201/pt-1/98/15

19 November 2002

From: Sri D. Jhingran. IAS
Mission Director
A.S.S.A.M

To: District Project Coordinator/District Mission Coordinator
Barpeta/Bongaigaon/Darrang/Dhuburi/Goalpara/Kokrajhar/Karbi Anglong/
Morigaon/Sonitpur/ Kamrup/ Nalbari/Nagaon/Lakhimpur/Dhemaji/Jorhat/
Sibsagar/Golaghat/Tinsukia/Dibrugarh/ NC Hills/ Cachar/ Karimganj/Kailakandi

Sub: Strategy Outline Special Areas.

Sir/Madam,

Please find enclosed herewith the broad strategy outline for the Special Areas. In may be noted that this is an operational framework and is to be adapted to local situations and contexts while designing interventions. Area-specific strategy outlines, specifically for Tea Garden Areas, with probable action points is being communicated soon.

Yours faithfully

Sd/

(D. JHINGRAN)

No. : DPEP/SFG/201/pt-1/98/15A

19 November 2002

Copy forwarded to:

1. The Executive Director, A.S.S.A.M information.
2. All SPOs/Consultants for information. Suggestion may be communicated to SFG Unit, if any.

(D. JHINGRAN)

APPENDIX-V

INDIAN TEA ASSOCIATION

Telegram: TEA
Phone: 2210-1474/76
Fax: 91(033) 2243-4301
Email: @ indiatea.Org
Website: www.ndiatea.org

ROYAL EXCHANGE
6 NETAJI SUBHAS ROAD
KOLKATA 700001

9th September 2003

No. 1153

The Mission Director
Axom Sarba Siksha Abijan Mission, Assam
Kahilipara
Guwahati 781019

Dear Sir,

Universalization of Elementary Education in Tea Gardens of Assam

Kindly refer to your letter No. SSA/SFG/Tea Garden/249/2003/Pt1/dated 21.08.03 enclosing a modified format of the Agreement to be executed between the tea estates and the Axom Sarba Sikhsa Abhijan Mission for implementation of the Universalization of Elementary Education Programmed in tea estates.

We write confirm that the same is in order and necessary advice is being issued by us to our members to execute the Agreement.

Yours faithfully,

D. Chakrabarty
Secretary General

AR:IB

Ye : ar : assam

Copy to : 1 The Secretary
ABITA

-Along with a copy of letter No.
No. SSA / SFG / Tea Gardens/ 249/2003 Pr1/
Received from the Mission Director, Assam
Kindly issue necessary advice to all members
And also inform other Constituent Associations
Of Assam valley, CCPA

2. The Secretary
ABITA

- For information

Agreement

The deed of Agreement is made this.....day of
20between Axom Sarba Siksha Abhijan Mission (therein after referred to as Management)

Whereas free and compulsory elementary education for children in 6-14 years age group is now a Fundamental Right. The Tea Garden Management has a major role and influence over the affairs of the Plantation Workers within the Gardens. The Management, therefore, the best suited agencies to work for and ensure quality basic education for all children residing in the Tea Gardens areas. From gardens-wise survey it is seen that the basic educational facilities like adequate teachers, school buildings etc. are inadequate in a large number of Tea Gardens.

AND

Whereas the Axom Sarba Siksha Abijan Mission through a series of discussions and negotiations with stakeholders in the Tea Gardens viz. Tea Gardens managements, Tea Garden owners Associations, Labour unions, Tea Tribe Students associations etc. has decided that the task of universalization of elementary education in Tea Garden areas would be the joint responsibility of SSA Mission (as a representative of the State Government) and the Tea Garden Management/owners. In pursuance of this decision, the State Government and Axom Sarba Siksha Abijan Mission have already extended the following provision to the Management run schools:

1. Mid-day Meal (food grain)
2. Free textbooks
3. Academic supervision and teacher training

As the Tea Garden Managements will have primary responsibility for facilitating and spearheading the UEE effort in view of their influence over the plantation laboures and their families, the Tea Gardens Management – Mission partnership

would be responsible for achievement of UEE. The partnership would on the basis of following agreements.

1. The Mission would bear the entire financial cost for the provisions as follows:

- Education Volunteers for running of the bridge course centers (suitable space to provided by the Management)
- Additional Para-teachers for schools for schools after children are mainstreamed in the garden managed schools.
Para-teachers would be paid consolidated pay by SSA per month (as determined by SSA). It is clearly agreed and understood that the Management will have no responsibility regarding future employment or to any subsequent claim for regularization.
- Costs for major enrolment drives etc.
- Costs for providing food groans as per mid-day meal schemes(the responsibility for transportation will be with the Management)
- Supply of free-textbook to all existing and future enrolment of primary school children
- Interventions like running courses, EGS centers, other alternative educational arrangement, mobilization activities including enrolment drives etc. will be implemented through TGEC.

2. The Tea Management will be responsible for ensuring the following with assistance from SSA

- Active and functional Tea Gardens Education Committee (TGEC) including opening of bank accounts (for receiving BC, EGS centers, other alternative arrangement, mobilization activity related funds).
- Maintenance of the updating of the Tea Garden Educational Register. (TGER)
- Attendance of the provided by Management for the entire school hours (5½Hours) and that the teachers are not engaged outside school during school hours.

- Provision of space for bridge course/EGS centers/or other alternative intervention.
 - Conduct of enrolment drives for which financial assistance will be provided by SSA
 - Enrolment of the learners of the Bridge Course Center conducted in the Garden area from time by Mission in their (Management –run) schools
 - Participation of the works in TGEC meetings, other mobilization meeting Enrolment drive etc. by granting leave with pay.
 - Facilitate visits to schools by educational functionaries for academic support.
 - Participation of teachers in Teacher Training Programmes.
 - Transportation of food grains allocated under Mid-day Meal Schemes.
 - Collection of free textbooks from DI of Schools.
 - Making classroom child up n schools and Bridge Course Centers.
 - Involvement of Mothers Clubs/Groups n enrolment drives and attendance monitoring.
3. There will be a Task Force n tea garden (division) headed by the Manager to plan and supervise the UEE efforts in gardens. The Task Force will be constituted of the following members.

- 1) *The manager of the Gardens (Division), Chairperson.*
- 2) *The Welfare Officer and President, TGEC of the Garden (Division)*
- 3) *The Working President of TGEC (if any)*
- 4) *The concerned Cluster Resource Center Coordinator (CRCC)*
- 5) *Field level motivator, if engaged from SSA (LOW/LWA)*
- 6) *Head Teacher of School*

The task Force will ensure preparation of requirement regarding various educational facilities including Para-teachers. EGS centers, space including additional classroom and submission of the proposal to SSA.

4. The task Force will operate bank account in accordance with SSA norms. Funds for Para-teachers in schools and construction works will be remitted to this account by SSA as and when necessary bass. The account will be operated jointly by the Chairperson of the Task Force and the Cluster Resource Center Coordinator (CRCC)

In witness where of parties above mentioned set their hands and seals on the date above written in token of acceptance of this agreement.

Deputy Commissioner.....district

On behalf of Government of Assam.

By Lawful Attorney of
the management of
the.....Tea Estate

District Mission Coordinator, SSA

.....district

on behalf of A.S.S.A.M

In presence of witness

(representative of ACMS)

ABBREVIATIONS USED IN THE STUDY

A.S.C.P.C.R.	: Assam State commission for Protection of Child Right.
A.P.S.A.P.	: Assam Parthamik Siksha Achani Parsad.
D.P.E.P.	: District Primary Education Programme.
D.E.P.A.	: Diploma in Education Planning and Administration.
D.U.	: Dibrugarh University.
G.U.	: Guwahati University.
G.E.R.	: Gross Enrolment Ratio.
G.O.I.	: Government of India.
I.I.M.	: Indian Institute of Management.
J.E.P.A.	: Journal of Educational Planning and Administration.
L.P.	: Lower Primary.
M.H.R.D.	: Ministry of Human Resource Development.
N.F.E.	: Non Formal Education.
N.P.E.	: Policy of Education.
N.C.E.R.T.	: National Council of Educational Research and Training.
N.I.E.P.A.	: National Institute of Educational Planning and Administration.
N.A.	: Not available.
N.L.M.	: National Literacy Mission.
N.G.O.	: Non Government Organisation.
O.B.	: Operation Black Board.
P.O.A.	: Programme of Action.
P.L. Act.	: Plantation Labour Act.
N.U.E.P.A.	: National University of Educational Planning and Administration
D.I.E.T.	: District Institute of Education and Training.
P.L. Rules	: Plantation Labour Rule.
S.I.E.	: State institute of Education.
S.C.E.R.T.	: State Council of Educational Research and Training.
S.C.	: Scheduled Caste.
S.T.	: Scheduled Tribe.
S.D.W.O.	: Sub Division Welfare Officer.
S.P.D.	: State Project Director.

S.F.G.	: Special Focus Group.
S.L.C.	: State Labour Committee.
T.A.I.	: Tea Association of India.
T.L.C.	: Total Literacy Campaign.
T.R.A.	: Tea Research Association.
U.E.E.	: Universal Elementary Education.
U.P.E.	: Universal Primary Education.
W.P.T.& B.C.	: Welfare for Plain Tribe and Backward Classes.
W.O.	: Welfare Officer.
V.E.C.	: Village Education Committee.
L.J.P.	: Lok Jumbigh.
E.F.A.	: Education For All.
M.D.M.	: Mid Day Meal.
N.E.S.R.C.	: North Eastern Social Research Centre.
H.M.	: Head Master
T.G.E.C.	: Tea Garden Education Committee.
W.C.E.F.A.	: World Conference on Education for all.
Govt.	: Government.
C.D.	: Community Development.
D.B.	: Development Block.
U.P.	: Uttar Pradesh.
M.P.	: Madhya Pradesh.
A.P.	: Andhra Pradesh.
N.E.S.R.C.	: North Eastern social Research Centre
S.S.A.	: Sarba Siksha Abijan
R.T.E.	: Right to Education.
B	: Boys
G	: Girls
T	: Total
K.B.M.	: Kamal Bezbarua Memorial
S.K.	: Siksha Karmi
B.E.P.	: Bihar Education Project
S.O.P.T.	: Special Orientation of Primary Teachers

