

# **PROJECT REPORT**

**(2020-2021)**

**Problems faced by the children of Tea Garden workers at  
secondary level education in Assam: An analytical Study**

*Submitted to*

**Indian Council of Social Science Research**

*JNU Institutional Area  
Aruna Asaf Ali Marg  
New Delhi*

*By*

**Dr Nil Ratan Roy**

**Project Director**

*Professor in Education  
Department of Education  
Tezpur University  
Napaam, Tezpur, Assam  
PIN-784028*

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# **Summary on Project Report**

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## **SUMMARY OF THE REPORT**

**On**

### **Problems faced by the children of Tea Garden workers at secondary level education in Assam: An analytical Study**

#### **Rationale of the study**

Education has been considered to be a very important dimension of any agenda for development programme in a society. The true aim of education is to produce a sound mind in a sound body. Education can be divided into formal, informal and non-formal categories. For the purpose of present study, the term education has been denoted as formal education. From the above discussion it is revealed that the statuses of education among the tea garden workers are not upto the mark in each level of education. Govt. has made numerous provisions for the development of education for each category of people in the society; however, the tea garden workers are unable to reach to the expected level of the government in Assam. There are number of factors responsible for such poor participation in education by this group; a major-step has to be initiative from various stakeholders for their higher participation in education. Before adopting such initiatives, the root causes of poor participation in education have to be found out by conducting some grass-root level research works from different perspectives. It is observed from different research reports and studies that a good number of research studies have been carried out among the Tea garden workers in Assam on various issues by the different researchers from various disciplines. Majority of the studies highlighted on the issues like-implementation of educational rights among Tea garden workers, educational scenario of Tea garden labourer in rural and urban areas of Assam, literacy among Tea garden workers, problems of enrolment and drop out among tea garden children, educational status of Tea Plantation Women workers in Assam, educational facilities in tea garden schools and so on. But very few studies have been taken up by the researchers as well as by some NGOs and organization on the issues like the problems faced by the children of Tea gardens workers, nature of problems faced by them, frequency of the

problems etc. It is only by Kurmi (2014) and Sharma (2007) who have studied on the problems of educational attainment of children and educational problems of Tea garden workers of Assam. Since the Tea garden labourer in Assam are backward in education in comparison to the any other communities in Assam; it is very vital aspects to study in comprehensive manner to find out the possible factors responsible for poor participation in education by the children of Tea Garden workers in Assam so that possible measures may be taken up. It is also identified that there might be some attitudinal problems among students, parents and community members towards the education; hence the present study will examine the attitude of these groups in this regard. The present study is designed with an expectation to bring a comprehensive knowledge and information about the educational problems of the children of tea garden workers and the factors responsible for lower participation in education by this group. The study will play a role of path breaking to the policy makers, administrators, researchers, NGO workers, teachers, parents, community members and so on. The knowledge of nature of problems faced by the children of tea garden workers as well as the knowledge of attitude of students, parents and community members will open the eyes of policy makers and administrators. The study will enable the above-mentioned workers to initiate better policy framework for the tea garden workers. Through this study the policy makers to identify the factors affecting the educational attainment among the students of the community and make valuable contribution for their upliftment. They can plan out sustainable measures for bringing the tea workers to the mainstream. These sustainable measures will lead to acknowledging the problems and prospects of the tea labourer community. Authorities would realize the need to take immediate measures for providing appropriate steps to the tea-gardens schools. The study can help the school authority to understand the need of adequate facilities like proper infrastructure in accordance with the guiding principle and standard plans of the department of education.

### **Statement of the problem**

After going through various review of related literature the researcher has designed the present study with the following statement-

*“Problems faced by the children of Tea Garden workers at secondary level education in Assam: An analytical Study”*

**Objectives**

1. To study the nature of educational problems faced by the children of Tea Garden workers in Assam.
2. To find out factors responsible for poor participation in education by the children of Tea Garden workers in Assam.
3. To study the attitude of the parents, community members and students towards education of Tea Garden areas in Assam.
4. To conduct village campaign to make aware about the need and consequences of education.
5. To extend some remedial measures for the better participation in education by the children of tea garden workers.

**Null Hypotheses**

1. There will be no any significant difference between community members and parents of the children of tea garden workers regarding their attitude education.
2. There will be no any significant difference between Boy’s and Girl’s students of tea garden workers in Assam towards their attitude towards education.
3. There will be no any significant difference between Boys and Girls students of Tea Garden workers belonging to Dibrugarh district towards their education.
4. There will be no any significant difference between Boys and Girls students of Tea Garden workers belong to Biswanath district towards their education.

**Delimitations of the Study**

Due to the paucity of time and resources, the present study has been delimited to the following area-

- (i) The present study is delimited to the district of Dibrugarh and Biswanath of Assam.

- (ii) The study is comprising only the secondary level students belong to tea garden workers from both the districts i.e., IX-X grade students.
- (iii) The study is comprising the respondents of parents and community members belong to tea garden workers from both the districts.

## **Research Method**

The method to be employed is mostly determined by the objectives of the study, limitations of the study, resources of the investigator etc. These considerations led the investigator to employ the descriptive survey method of research in this study. The method of research which concerns itself with the present phenomena in terms of conditions, practices beliefs, processes, relationships or trends invariably is termed as ‘descriptive survey study’. It is concerned with the present conditions, situations, events and practices and deals with relationship among variables. Survey studies are conducted to given accurate description of the existing phenomenon so as to justify current conditions and practices.

The researcher has selected two major tea producing districts of Assam namely- Dibrugarh and Biswanath as the area of the study. The reason behind of selecting two districts are- Dibrugarh is one of the highest tea producing Districts in Assam and Biswanath district of Assam which is comprises Asia’s largest tea garden Monabari and Borgang tea estate.

## **Population and Sample**

The population of the present study includes all the Tea garden labourer’s secondary school children, community members, Parents, Headmasters/Principals of selected tea gardens. By using purposive and convenient sampling technique from tea garden areas of Dibrugarh and Biswanath sample has been selected as- 300 students, 100 parents, 100 community members, 10 School Headmaster/Principals and 15 village leaders. The researcher has conducted some intensive interview with the village leaders, with selected community members and school Headmaster/Principals.

## **Methods**

The study has been carried out by using survey method. The following tools has been used for collection of data such as-

- i) Problem questionnaire
- ii) Interview schedule, and
- iii) Attitude scale

The necessary data and information is collected from the field of both the district of Assam such as-Biswanath and Dibrugarh by visiting the field by the project fellow as well as principal investigator himself and the data has been scientifically analyzed and interpretation has been given, which are presented in the next chapter.

### **Major Findings of the Study**

1. From the study it is revealed that most of the students need some kind of vehicle to reach schools, which create lots of issues to attend the school on time, which may also lead students often, absence from the schools and finally dropping from the school.
2. Most of the girl's students in tea garden area don't continue their education as most of the schools don't have basic facilities in the schools.
3. It is found that 32 % of the children who has to take leave often from the school due to health issues, while 20.67% are helps parents and another 7.30% due to lack of transportation and 39.70% they do not come without any such reason.
4. Majority of the students responded that their most chosen subject is Assamese, rest of the subjects are liked by very few students; due to these reasons drop out and stagnation are found highest amongst tea garden children.
5. Majority of the schools situated in tea garden areas scattered here and there, hence, most of the children cannot avail these schools due to the distances from their home.
6. The study shows that 53.33% of the students have faced financial problem as big challenge to continue their education while 14.67% students are lacking parental support, 13.67% students faced problem for non- supportive teachers in the schools.
7. The study revealed that attitude of community member towards girl's education is very negative there are people who still believe in child marriage, girls should be

at home and work for the family; due to lack of awareness among them regarding the opportunities that comes from education they are still lacking behind.

8. The study also revealed that 48% of the students are facing problem while going to school due to the poverty of their parents, 23% students are facing difficulty due to poor transportation facilities.
9. The report shows that 30.34% of the respondents agree that there is still culture of exclusion is prevalent among the tea garden communities while another 10% denies about this practice.
10. Lacks of basic facilities in the schools situated in their area's girls' students don't continue their education.
11. Due to engagement by their parent in child rearing and domestic works to lessen their burden at home, most of the girl's students don't avail the schools.
12. Financial crisis is another most important factor which allows the parent to engage their children in earning activities so that they get little relief from their burden.
13. There is a tradition among the tea garden workers that working in tea garden area is pride for them and they are not ready to leave this job, hence a mind-set has been developed among them that education will not bring any changes in their life.
14. Using alcohol among the tea garden workers is very common, which hinders creating better academic environment at home.
15. Most of the tea garden worker families in Assam deprive of their basic facilities at their home; so, they cannot bear the expenses of education for their children.
16. Early marriages in tea garden areas are very common; as a result, higher population growth is found very obvious among them and produces mal-nourished children, who are found too lower in their IQ level and proved to be unsuitable for education.
17. It is revealed from the study that 98% of the parents of the students are having only moderate level of attitude towards education; which refers even if their children don't get proper education, it will not affect their life much, or they will not do any kind of extra work for that.



18. Again, the result shows that 97% community members of tea garden workers are having moderate level of attitude towards the importance of education in their personal as well as in their children's life. They have very casual attitude towards education, because they have the mindset that working in tea garden areas are their ultimate goal in their life.
19. In the report found that 79.15% of boys and 86.67% of girl's students have moderate Level attitude towards Education. If we compare the percentage of these two groups than we find that boys students are more negligible towards the education.
20. The report concluded that there is a significant difference between community members and parents of the children of tea garden workers regarding the attitude towards education.
21. The report also proved that there is no any significant difference between Boy's and Girl's students of tea garden workers in Assam towards their attitude on education.
22. The community members of tea garden areas have expressed that majority of the tea workers families are backward in every aspects of their social life because of high population explosion among them.
23. Most of the tea garden workers families are having very low income and resources, so, instead sending the children to school they prefer to engage them in some productive works.
24. Other very strong social diseases are there in the tea garden areas i.e. early marriage practices among the tea garden workers. Early marriages cause a number of family problems later on such as-malnutrition among the child, broken health, low IQ, low span of life, physical handicapped, social superstition and many more.
25. Women community members of the society have expressed that the school situated in the tea garden areas are not having proper arrangement in the school, like-separate toilets for girls' students, no special leave during mensuration period, no proper hygiene maintain either in schools and family due to lack proper knowledge about women issues etc.

26. Dropout rates among tea garden children are very high, due to that most of the children are discouraged for education.
27. The number of schools in both levels may be established to cater the need of the people belong to tea garden areas.
28. Tea garden authority as well as some NGOs should be invited to make aware the tea garden people about the need and importance of education in their life.
29. Use of alcohol, this should be controlled with immediate effect to unfold the barrier of the social development of the tea garden areas of Assam.
30. Equal right may be given to both male and female children of tea garden workers for their education.
31. Proper infrastructural facilities should be made available for all.
32. Early marriage practices among the tea garden workers are very common, as a result malnutrition among the child, broken health, low IQ, low span of life, physical handicapped, social superstition and many more such issues are found very common among them. Govt. should make some strict rules to prevent such social problems and encourage them to avail school education for all.

### **Discussion & Conclusion**

The present study has been designed to find out the nature of problems faced by the children of tea garden workers in the field of education; because of that their progress in education is not up to the mark. It is already observed that a huge number of people are working in tea industry since decade and their contribution in terms of revenue to the national economy is massive in comparison to any other Agri-industry of the nation. But if we see their education, which gives a very blur picture to the nation despite numerous scheme and provision in education made available to them by the state as well as central government of the country; which is a very big concern that a huge number of populations of the state are lagging far behind in the field of education, whose contribution in the field of economy is far ahead than many other industries of the state. Their status of social, economy and educational conditions draws many times the attention of the social as well as educational thinkers;

eventually this proved the present researcher to explore the possible grounds for their backwardness in the field of education.

The present study has realised a good number of issues related to their education, some common factors, their perceptions and an attempt has been made to make aware the general public belong to tea garden areas about the importance of education in our life.

The study revealed that majority of the children don't attend the schools because of their engagement in other household works compelled by their parents, as most of the parents need to work in the garden to meet up their basic needs. Daily wages of the workers are comparably lesser than any other works, hence they need to work continuously all the day just to fulfill their basic needs. Girls' children remain engaged in domestic works as well as child rearing and cattle rearing activities at home. It is also found that schools in garden areas are situated in very scattered manner, hence most of the children unable attend the schools in time which causes more drop out amongst the children of tea garden workers. Most of the teachers of tea garden schools are found less dedicated towards their duties; they cannot motivate their students for their education and further education.

The study also revealed that there are some common factors which are responsible for their negligence in education. Some of the common factors may be like- parents illiteracy, poverty, early marriage, use of alcohol is very common amongst tea garden workers, unhealthy home environment causes poor performance in education which finally leads to stagnation and drop out, no high aspiration amongst the children of tea garden workers, child labour is very common amongst them, adopting family tradition is pride for them etc.

From the study it is found that attitude towards education amongst students, parents and community members of tea garden workers are not very high. They don't feel that education can bring positive change in their life. Both boys and girls almost possess similar kind of attitude towards education.

Village campaign of the study has given a very wider scope to understand the basic problems faced by the tea garden workers in the field of education. Majority number of community member agreed that most of the tea garden workers family are having very low income and resources, so, instead sending the children to school they prefer to engage them in some productive works. Another very strong social disease is there in the tea garden areas i.e. early marriage practices among the tea garden workers. Early marriages cause a number of family problems later on such as malnutrition among the child, broken health, low IQ, low span of life, physical handicapped, social superstition and many more. Another very surprising point came out from the discussion that the reason behind of backwardness in many aspects of tea garden people is the fear of voice against Tea Company, as mentioned by many of the community members. Despite knowing many issues and prospects, they are unable to implement such things due to fear against the company who control the all-round development aspect of tea garden areas.

The researcher has extended some of the important remedies for their better education; these measures had come out from the discussion took places with the teachers and community members. The number of schools in both levels may be established to cater the need of the people belong to tea garden areas. Tea garden authority as well as some NGOs should be invited to make aware the tea garden people about the need and importance of education in their life. Use of alcohol should be controlled with immediate effect to unfold the barrier of the social development of the tea garden areas of Assam. To strengthen the economic condition of the tea garden's, people, daily wages of both male and female may be increased at the level of other wages given other than tea garden workers by the government. This may enhance their economic security and thereby they may think about their children education.

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**DECLARATION & CERTIFICATE**

I do hereby declare and certify that the Minor Research Project work entitled “**Problems faced by the children of Tea Garden workers at secondary level education in Assam: An analytical Study**” submitted to the ICSSR (Indian Council of Social Science Research), New Delhi for part fulfilment of the work completed under the guidance and supervision of me.

I would also like to state that none of the portion of the work is published or submitted to any other institutions for degree and diploma by the researcher.

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**CHAPTER-I**  
**INTRODUCTION**

# CHAPTER- I

## INTRODUCTION

### **1.1: Backdrop of the Study**

Education is a Fundamental Right for the Children of 6-14 years age group. With the enactment of the Right of Children to Free and Compulsory Education (RTE) Act, 2009, it is expected that issues of drop out, out-of-school children, quality of education and availability of trained teachers would be addressed in the short to medium term. Secondary Education plays as liaison between the Primary Education and the Higher Education which spreads over the age 15-18 years; and where students have to shift from education to the world of work; it must equip the students by sharpening their skills and talents to make this transition quite smooth.

Assam has been the second commercial tea production region after southern China with total area under Tea Gardens in the State is 322 thousand Hectare. The person who directly deals with the planting and plucking of the tea are called as tea workers or tea garden workers. In a report by the Assam State Commission for Protection of Child Rights (ASCPCR), it has revealed that at least 80% of the state's tea gardens have been defying the Right to Education (RTE) Act. Of the 24 tea producing districts in the state, only six have schools that are provincialized by the State Government (Baruah, 2015). According to ASCPCR; the Plantation Labour Act, 1951 provides educational facilities to children between six to twelve years. But the garden authoritative are violating the RTE Act and employing them in gardens illegally.

The lack of educational facility for the various reasons kept the Tea garden labourer community in Dark Age, as education is a powerful instrument through which one can solve

all sorts of problems. This has pushed them in a state of misery and backwardness; and as such their life revolves within the four walls of 'tillah' and factory (Kurmi, 2014).

In the Indian subcontinent, what is now the state of Assam was one of the first sites of tea production. Tea is consumed in more than a 100 countries and India is one of the largest producers and consumers of tea in the world. Assam is the largest tea producing state in India and contributes about 60 per cent of the total production of tea in the country. Tea is an important Agro-industry in Assam, which contributes to the state's economy.

The indigenous tea plants that grew wildly to a height of 30 meters in Assam were tamed, ordered, and disciplined by the knowledge of Victorian science and experimentation for large scale commercial cultivation and production for a global market through which the British sought to break the Chinese monopoly in the ever-growing market for tea. The British enterprise of converting Assam from a seemingly wild, jungle-laden frontier with 'primitive' practices of commerce and agriculture into an export-oriented tea industry built on 'modern' ideals of 'improvement', 'advancement', and 'progress' changed the physical and socio-economic landscape of Assam forever (Gupta, 1986). The abysmally low wages offered in the tea industry in a context of a highly favourable land to man ratio and land fertility meant that the colonial enterprise was unable to procure much participation of 'local' labour for work in the plantations despite a number of measures which negatively affected agricultural populations. The locals came to be stigmatized as 'lazy', 'opium addicted' masses disinterested in 'economic advancement'. The British employed local Kachari and Naga labour, but they came to be considered 'rebellious' and difficult to retain due to proximity to their homeland or agricultural land. By the 1860s, frustrated in its efforts to procure local labour, the tea enterprise, in collusion with the colonial state, started a quest for immigrant

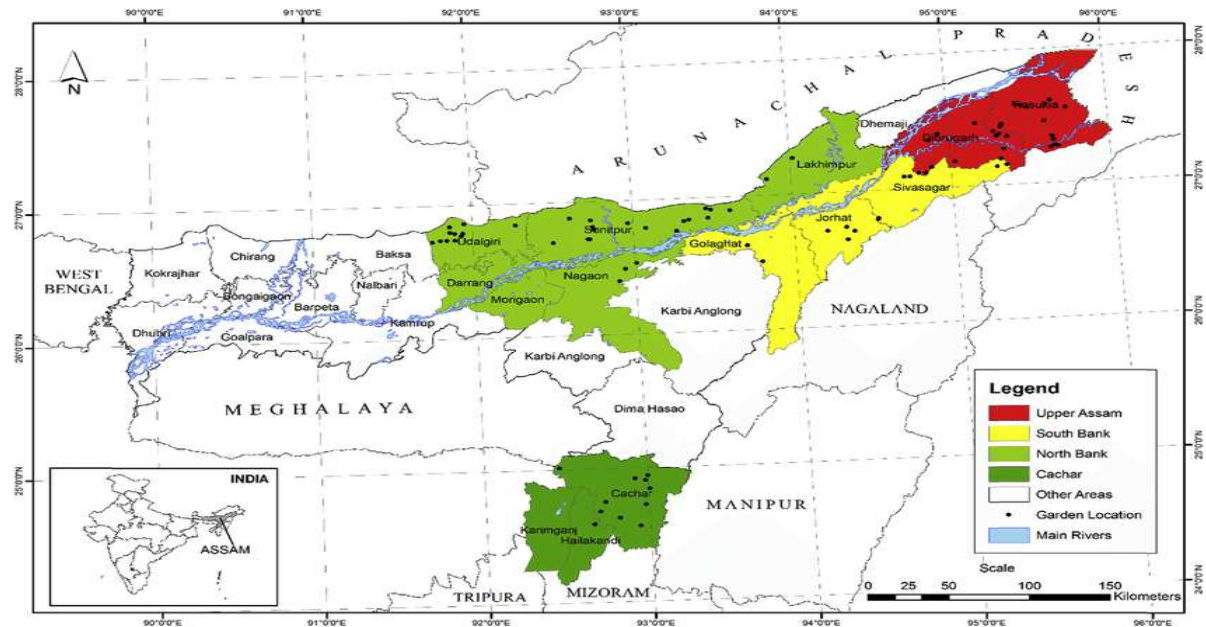


labour that was cheap, consistent, 'docile', and easily 'disciplined'. Lured with promises of light work in 'beautiful', 'green' gardens, thousands of predominantly tribal migrants from across the labour catchment areas in India were transported in inhuman conditions to Assam beginning in the mid-19th century. This continued for almost a century by a network of 'legal', 'para-legal', and 'illegal' agents and actors engaged in various nefarious forms of coercion and outright violence (Behal 2014). Migration by different communities such as the Nepalis and the different tea tribes in the recent past transformed Assam's socio-cultural terrain. According to Gogoi (1994), the tea garden community, composed of 100 sub-tribes, has added a new dimension to the cultural landscape of the region. Thus, a prolonged period of close contact and togetherness among the variegated cultural groups and their socio-cultural relationship, whether inter-tribal or tribal and non-tribal, helped in developing an integrated culture in Assam. Assam is India's one of the traditional tea growing state. Today the region has developed into one of the world's largest tea-producing industry with over 1000 tea gardens producing millions of kilograms of tea annually. It produces more than half of India's tea and approximately one sixth of the total world production. The total area under tea cultivation is 312,210 hectares.

Tea garden workers make up a large part of the tea industry. Tea garden labour population are an integral part of the demography of Assam and endlessly contribute towards the development of the region (Sumesh & Gogoi,2021). They are descendants of poor peasants and landless people recruited and brought by colonial planters more than 150 years ago to work exclusively on the plantations (Fact Finding Mission Report,2016). The tea workers are one of the most marginalized communities in the state, remaining at the margin of the mainstream society of Assam. The tea garden working population are indigenous

people from other parts of the country, brought by the British to work in tea gardens and now they make up 20 per cent of the population of Assam. Approximately seven lakh workers are engaged in the tea industry in Assam (Sen,2020).

**Figure 1. Map of Assam depicting the location of tea gardens from which tea yields**



**Source: J.M.A. Duncan et al. / Applied Geography 77 (2016)**

The tea garden workers are found in all the districts of Assam. These workers are daily wage earner with insufficient wage. In tea gardens there is persistent labour unrest and deteriorating living conditions of the workers in the tea gardens. The Assam Tea Labour Welfare Board came into force in 2004 as an administrative department to oversee the welfare schemes for tea workers. However, despite all the social legislation that has been enacted since Independence, the tea garden workers (popularly known as coolie) are still viewed as a coolie in the eyes of the management (Misra, 2003). The plight of tea garden workers in Assam exhibits the tea market, state, and civil society's shortcomings.

Low wages, a high rate of illiteracy, coupled with the lack of alternative employment opportunities have resulted in these workers being trapped in a vicious circle of poverty and deprivation for generations (Rao, 2020).

## **1.2: Socio-Economic Conditions of the Tea Garden workers**

It is very unfortunate that a large proportion of these tea plantation workers till now are illiterate. Tea garden workers are subjected to socio-political deprivation and discrimination in the state. The tea garden populations are mostly manipulated by the management as well as the mainstream society. They are at a risk in terms of education, health and face poor socio-economic conditions. Moreover, unhygienic living conditions makes tea garden populations helpless to various diseases (Saikia,S. et. al, 2015). Their educational status is extremely low. These workers get education, housing facilities, electricity, sanitary facilities, day care facility, maternity benefits etc. but all these facilities given to them is insufficient and their socio-economic status is found to be very poor in reality. On all development parameters, the community performs poorly. Relative to the national average and even average of the state of Assam, most of the tea garden children dropped out from schools and are underweight, and more adolescent girls are anemic (Loitongbam, 2021).

The social lives of the workers are very retrograde and thus tea garden population in Assam have long been a disadvantaged, deprived, oppressed, exploited and alienated group in comparison to the other group of population in the state. The workers in Assam have been experiencing a sense of deprivation, suppression and exploitation, arising out of their identity and plantation work. The combination of deprivation and lack of a tribal identity has led to a situation of identity crisis (Sharma,2018). Despite the fact that plantation management in

India is required by law to provide and maintain adequate housing and sanitary toilets for workers, we discovered tea workers living in homes with leaking roofs and poor sanitation. The estate and the state also have shortcomings in terms of socio-economic and political rights. Even though basic rights and entitlements have been guaranteed under Plantation Labour Act (PLA) 1951 and Assam Plantation Labour Rules (APLR,1956) there is lack of basic facilities. Human rights violations are common across the tea estates (*TISS,2019*). Plantation workers are denied to access statutory rights as well as non-statutory benefits and this can be considered as vulnerability.

The tea garden workers are still isolated from the outside world and had barely any contact with the mainstream people. Unfortunately, they were deliberately dependent for all their needs on the basic facilities provided by the authorities of the tea estate; and these workers are spawning generations of tea plantation workers. They have adapted themselves to their prevailing circumstances without any desire and aspiration. Tea garden workers lack requisite skills to get involve in outside occupations so they cannot go out of the garden for new occupation at all. They are denied from many rights. The stakeholders give inadequate attention to the problems of these community.

### **1.3: Wage Condition of the tea garden workers**

The wage dispute settlements and wage agreements for the workers in the tea industry of Assam often reflects the supremacy and dominance of the management. Every worker, permanent or temporary, young or old, inexperienced or experienced, receives the same wage and is classified as a daily wage worker (Saikia, 2009). Workers in the estates have limited idea about wage calculation and determinants of wage. A very few workers consider receiving a pay slip as a basic right and are able to read them. Tea garden workers have been

struggling for decades to get reasonable wages. Indeed, wage dispute settlements and wage agreements in the tea industry of Assam always reflect the supremacy and dominance of the management and the industry associations. Tea garden workers in Assam are not covered under the Minimum Wages Act, and earn a daily wage of INR 167 (Loitongbam, 2021). These conditions jeopardize them to maintain a livelihood. Deductions of wages, delay payment or less payment of wages by managements undermines sustain livelihood. Most tea workers resort to money lenders and end up highly indebted (*Thirst,2020*). The wage situation in Assam is particularly dire.

#### **1.4: Health Status of the Tea Garden Workers**

Tea garden workers are prone to malnourishment and poor health. Most of the workers suffers from diseases like- tuberculosis, back pain, respiratory disorder, malnutrition and so on. Generally, the health conditions are low with cough, cold and fever being normal among the people of the garden. Due to unhygienic condition and lack of proper medical facilities, people suffer from many diseases. Tuberculosis is the most common disease noticed among the aged people of tea garden people. Among the workers, endemic disease often occurs having their roots in the prevailing environment, some are epidemics, contiguous and may have a seasonal nature (Borgohain,2020). Malnutrition due to early marriage in tea estates is still a big problem which leads to all kinds of medical problems including in some cases infant death and starvation.

In tea gardens access to health care facilities are not satisfactory at all (Hazarika & Adhikari, 2019). There are tea garden hospitals and primary health centers in the gardens but with insufficient health care services. Doctors are in short supply and thus at time of emergency sometimes, a few doctors turn up for the service or nursing staffs are not properly

trained. Due to poverty visiting to a government hospital away from the tea garden areas means additional expenses for the workers is more than doctors, these ignorant workers believe the traditional local healers in their areas. Many superstitious beliefs are in prevalence among them, leading them to more darkness.

Inadequate food availability and food habits have adverse effect on their health. Tea garden work requires high physical labour, but due to less income they are undernourished and have poor eating styles (Medhi, Hazarika, Mahanta,2006). In tea garden work pesticides and harmful chemicals are often applied by the workers without proper protection gears, thus falling to respiratory illnesses which are common, while medical care is not always adequate. Women doing the work of plucking and carrying fresh leaves in basket suffers a lot. A reports states that pre mature birth and miscarriage have been observed among residents of plantation areas most often (Global Network for the Right to Food and Nutrition). Most families in interior gardens only eat once a day. Management often fails (**'to' term could be used here**) pay salaries before the plantation's closure season. Having no option in any alternative means of earning and place to go, tea plantation workers continue to live in destitution (Fact Finding Mission Report,2016). Awareness about right eating habits, healthy hygiene and proper sanitation is not there among the workers. As they suffer from severe back pain or tiredness, the workers have the habit of consuming alcohol or *haria* (local alcoholic drink) every day. The laborers prefer to have betel nut or tobacco daily (Sahoo, Konwar & Sahoo,2011).

### **1.5: Housing and Sanitary Facilities of the Tea Garden Workers**

The housing facilities provided to the tea garden workers are still deplorable. The managements of the tea estates provide them houses inside the tea gardens. Despite the fact workers having lived in the same estate from generations to generations for a span of 200

years, tea workers have still not been given any right to their home or land. There is always irregular electricity supply in these houses given by the garden management. Leaking roofs during rainy season makes the condition exacerbate. Over-crowded residential colonies make tea garden populations vulnerable to various communicable diseases (Bora, & et al.,2018). There is no proper source of electricity facility. Tea estate authority supply electricity to the house of workers at high rate and huge number of workers are not able to pay full electricity bill because of low economic condition.

Sanitation facilities in these houses are in improper condition as a result they are prone to various diseases. Unhealthy open spaces around the houses and improper construction of the sanitary system are making their way of living very unhygienic. Drinking water for tea plantation is not clean at all, they collect their drinking water from tube well. Mostly it is discolored, contains visible contaminants and the water is hold in dirty and rusty containers. This leads to resulting danger of cholera and other water-borne diseases.

### **1.6: Management towards the tea garden workers**

Adding to this, in the tea gardens, there is ineffective labour representation and workers are not aware of the role of trade unions, there is no elected representatives and have no choice of unions to join. Unions fails to negotiate living wages or better conditions. Many trade unions were formed in the later phase of the colonial period and just after independence in various tea plantations of Assam. According to the workers of tea gardens, Assam Chah Mazdoor Sangha (ACMS), the union bodies functions as a part of management. It insulates management from workers' complaints and concerns (*Thrist, 2020*). The unions never raise voice on the issue of providing permanent status to the workers. Though membership fee is collected from all the them on time in the estates, very few workers are members of trade

unions and attend union meetings. These Unions are generally dominated by men section and women are strategically excluded from the political and economic discussions of the Workers' Union (*Dibrugarh University's Centre for Women's Studies, 2017*).

With immediate effect enforce the PLA and prosecute tea garden management fails to protect, and fulfill the needs of the tea workers and their families. Management has no keen interest in ensuring employers protection against exposure to insecticides, chemicals and toxic substances which could impact the health of women, especially pregnant and lactating women and young children. So, key set of concerns of health and safety is not taken into account. Management of the garden do not feel the need that the wages of tea workers are to be in accordance with the Minimum Wages Act and making sure that it is compensated fairly. Workers are less successful to persuade owners to offer better wages and improved working conditions. Management has less contact with the workers and do not take into account the decisions of the workers in relation to the future of tea gardens and any changes in the process during the entire process. Evidences report that the managements often harass the workers if they put forward their needs and complains. Threatening is often witness by the workers. Legal measures that estate owners or management are accountable are largely missing. A very few tea plantation managements fully implement the welfare schemes guaranteed under the Plantation Labour Act 1951, such as wages, food supply, housing, medical facilities, schools, creche, etc., while the state turns a blind eye to such violations. It is also seen that there is frequent conflict between the management and the workers due to denial of basic rights at the workplace.

At present in the time of COVID-19 crisis, irregular work availability in tea gardens, inadequate income and the absence of alternative livelihoods in the area has created a



complete helplessness among plantation workers. The effect of such vulnerability has been seriously is reported in children in terms of their survival, protection, participation and development. Furthermore, the lack of political participation and lack of inclusion in political spaces make their lives miserable in the regions. Indian media outlets (2020) reported that the living conditions and lack of medical facilities on the plantations makes the workers extremely vulnerable to contracting Covid-19.

### **1.7: Educational Status of the Tea Garden Workers**

Education is a fundamental right and is free and compulsory for all children (aged 6-14) in the Constitution of India under Article 21-A. To lead a successful and productive life in society and to have basic requirements of life, education is obligatory. But the education condition in the tea garden areas is still underdeveloped despite having basic schooling facilities being provided. Since independence, the Government of India with the help of Plantation Act 1951 has been implementing various policies aimed at accelerating the overall education, literacy rate as well as to reduce the school drop-out rates. But due to poor implementation there is poor teacher-pupil ratio, poor infrastructure, lack of teachers, long distance of the school, low enrollment, poor quality education and educational expenses which have resulted in high dropout rates in tea garden areas and there is no official record of what the non-school going children are doing. Human right to education Act violation is widely reported in the tea gardens in many studies. Improper attainment of adequate education is a major reason for lagging behinds in all the fields.

At present negligible number of tea garden area have secondary schools. The LP schools in tea gardens are being primarily managed by the respective garden managements and government in almost all tea garden areas, with no basic resources. Most of the tea estate

workers due to illiteracy have no awareness regarding educational importance and various schemes for free education by government. These conditions ensures that the children of the workers can do nothing else except for become tea garden workers. A study indicates that 100% enrolment was brought about schools initially due to execution of Sarva Shiksha Abhiyan (SSA) and Mid-day meals scheme by the Government but after few months or a year the number of drop- out is also high (Saikia et. al.)

There is replacement of work among members of the same family to secure residence at tea garden, so children take up their parents' job. Further information technologies like internet, computers, gadgets etc are still lacking in these areas because of poor connectivity issues. Access of newspaper and television found to be very poor in rural areas. computer illiteracy is seen lacking in such remote areas.

Very few teachers are available in the tea garden schools as teachers are of urban origin prefer not to be in far off remote areas like the tea gardens and it becomes hard to retain in rural areas. Due to a smaller number of teachers in schools, one teacher or head master of the school keep taking classes of four to five subjects. Most frequently absence of teachers is seen. Due to bad roads and poor transportation to the tea garden school, teachers also face bunches of difficulty. Most of the teachers are untrained and lack of proper subject and pedagogical knowledge and poorly equipped, as they have shortage of teaching equipment. A report by SCERT, Assam shows that teacher's lacks general qualification below the norm determined by NCTE and High Teacher pupil ratio in the tea-garden schools is a problem is in existence since long.

The Plantation Labour Act (1951) incorporates arrangement for proper educational facilities for the workers and their children. The act addresses free education upto the lower

primary standard that is to be provided by the tea estates managements. Despite of various developmental schemes, the tea garden population of tea garden in Assam has not been able to achieve ideal outcomes. The school students are not able to pass out their high schools due to insufficient knowledge and abilities (Toppo,2017,1). The rights of tea garden workers are still now neglecting and they are facing several problems in their daily life (Borah, 2013). A survey conducted by Sarva Sikhsha Abhiyan Mission (ASSAM) in 2002 reported that in Assam, 25% of children in the age group of 6–14 years are out of school, of which 43 percent are from the tea garden community (Saikia, 2009,). The Assam Human Development Report prepared in 2003 stated that over 21. 35 percent of children belonging to Tea-garden communities are never enrolled in schools. In High School Leaving Certificate (HSLC) examinations, Tea and Ex Tea-garden students get the least percentage (Talukdar, 2017). There are no high schools established either by the Government or the Management inside the garden area till now. So, the children of the tea gardens have to go to nearby town for higher education. The transportation and communications from the gardens to these schools is exceptionally inconvenient. Thus, enrolment and attendance of school going children are very poor. There are no school bus services and hostel facilities too, so parents end up relying on the schools located within the tea gardens. Many potential students and interested parents cannot find accommodation arrangement to make up to a secondary school outside the garden areas.

Some of the factors like unfamiliar medium instruction, lack of proper infrastructural facilities and motivation etc. are believed to influence the developmental of the educational status of the children negatively. Owing to shortage of funding, libraries are usually not accessible in all schools (Kashyup, 2015). Schools co-curricular or other co- curricular

activities are not so motivating for the children to complete their education successfully. There are no regular programmes for sports, music, dance, dramas etc. in schools. As a result, there is no any process in the students' performance in co-scholastic activities. There is lack of communication between school & tea estate management.

Most of the parents preferred to engage their children in household activities or to look after the little ones at home when the parents are away for works in the garden. Many parents want their children to work in the garden during peak seasons so to help them solving the financial problems of their homes. Violence, child labour, trafficking, alcoholism, various diseases outbreak and social discrimination have to a great extend deprived them from many basic human needs and rights for personal and societal progress. Most of the children in tea garden areas are anemic and malnourished. There are no adult education centres in tea garden as well. Even Knowledge about various health care facilities and schemes is very poor. For high school studies the families could not afford payment of fees and purchase of school books because of which children lose interest for learning and the urge to work in the factories. The support of the family is one of the main issues for students leaving schools.

There is less financial assistance and the children of tea garden workers are far below the actual need for higher education. The girl's population faces abysmal situation of education in the tea estates. Early marriage is common in tea garden areas as a result girl are supposed to get married after a certain age. They are enjoying only considerable freedom. The girls in the tea gardens are engaged as plucker during peak seasons. Girls works as daily labour or domestic helpers, during school hours to play a vital in family income. Often these girls come from the most marginalized and socially excluded groups in these tea estates of

Assam particularly. Crimes like human trafficking is reported time to time from tea garden areas of Assam. The Sheffield report (2018) found evidence of women and girls being trafficked from tea estates for domestic and sex work in big cities such as Mumbai and Delhi. Human traffickers entice young people living on the tea estates of Assam to migrate on the promise of a financially secured and better life (Report by Stop the Traffik (2017).

Gender disparity is prevailing to a great extent in tea gardens as girls are not send to school due to poor financial conditions and for parents preference of boys to go school. There is noticale gender gap in educational attainment. Verbal, physical, and even sexual abuse are still the norm among female tea garden workers in Assam. Alcoholism is one of the major problems among the tea garden population. Most of the young people in garden areas are involve in substance abuse and fell prey to different criminal activities. It is ruining their health too at a very young age and they suffer from very hazardous diseases for life time.

Women are preferred over men for labour because most managers feel that they are particularly suited for garden work and easier to exploit (Das & Gupta, 2016, p. 215). Apart from the issues mentioned, women in virtually all tea gardens have reported violations of their maternity protection rights, particularly those related to the protection of the health of the mother during pregnancy, maternity leave benefits, breastfeeding, and pre-natal and post-natal care. Women workers are expected to continue performing the same tasks throughout their pregnancy, typically right until their eighth month, despite some women specifically requesting a lighter workload (Fact-Finding Mission Report, 2016, p. 8). Many girls suffer from sexual harassment, and they lack support of family (Olwe,2020).

In the garden areas of Assam there is no scope for technical or vocational education schemes properly launched by state or central government, so that unemployed youths can

become self-employed and find opportunities. No adult education programme is available in almost all the gardens as a result the garden workers cannot develop a broader prospect towards the outer world. With such poor educational opportunities, children join the tea plantation violating of laws regarding child labour and sustaining such crimes and the violations for future generations. And this may create lack of employment opportunities and pose barriers for the development. The vicious cycle of poor education system restricts these workers to be productive community members for their well-being and to understand their socio-political economic rights.

These existing situations of the tea garden workers call for an urgent review of prevailing needs and reforms. Development of these workers will go far in strengthening the livelihood patterns of the tea garden populace and leading to sustainability of life conditions. There is need for inclusion of the workers for their development. They must be acknowledged and there should be investment in providing safe and protective working environment by the estates and government authorities.

### **1.8: Rationale of the study**

Education has been considered to be a very important dimension of any agenda for development programme in a society. The true aim of education is to produce a sound mind in a sound body. Education can be divided into formal, informal and non-formal categories. For the purpose of present study, the term education has been denoted as formal education. From the above discussion it is revealed that the status of education among the tea garden workers are not upto the mark in each level of education. Govt. has made numerous provisions for the development of education for each categories of people in the society; however, the tea garden workers are unable to reach to the expected level of the government

in Assam. There are number of factors responsible for such poor participation in education by this group; a major-steps has to be initiated from various stakeholders for their higher participation in education. Before adopting such initiatives, the root causes of poor participation in education have to be found out by conducting some grass-root level research works from different perspectives. It is observed from different research reports and studies, that a good number of research studies have been carried out among the Tea garden workers in Assam on various issues by the different researchers from various disciplines. Majority of the studies highlighted on the issues like-implementation of educational rights among Tea garden workers, educational scenario of Tea garden labourer in rural and urban areas of Assam, literacy among Tea garden workers, problems of enrolment and drop out among tea garden children, educational status of Tea Plantation Women workers in Assam, educational facilities in tea garden schools and so on. But very few studies have been taken up by the researchers as well as by some NGOs and organization on the issues like the problems faced by the children of Tea gardens workers, nature of problems faced by them, frequency of the problems etc. It is only by Kurmi (2014) and Sharma (2007) who have studied on the problems of educational attainment of children and educational problems of Tea garden workers of Assam. Since the Tea garden labourer in Assam are backward in education in comparison to the any other communities in Assam; it is very vital aspects to be studied in comprehensive manner to find out the possible factors responsible for poor participation in education by the children of Tea Garden workers in Assam so that possible measures may be taken up. It is also identified that there might be some attitudinal problems among students, parents and community members towards the education; hence the present study will examine the attitude of these groups in this regard. The present study is designed with

an expectation to bring a comprehensive knowledge and information about the educational problems of the children of tea garden workers and the factors responsible for lower participation in education by this group. The study will play a role of path breaking to the policy makers, administrators, researchers, NGO workers, teachers, parents, community members and so on. The knowledge of nature of problems faced by the children of tea garden workers as well as the knowledge of attitude of students, parents and community members will clarify the facts to the policy makers and administrators. The study will enable the above-mentioned workers to initiate better policy framework for the tea garden workers. Through this study the policy makers can identify the factors affecting the educational attainment among the students of the community and make valuable contribution for their upliftment. They can plan out sustainable measures for bringing the tea workers to the mainstream. These sustainable measures will lead to acknowledging the problems and prospects of the tea labourer community. Authorities would realize the need to take immediate measures for providing appropriate steps to the tea-gardens schools. The study can help the school authority to understand the need of adequate facilities like proper infrastructure in accordance with the guiding principle and standard plans of the department of education.

The present study will be quite relevant for the policy makers and administrators of various government and non-government organizations in the following ways-

- a. The present study will help the policy makers to identify the factors affecting the educational attainment among the students and propose plan for their upliftment. They can plan out sustainable measures for development of the tea garden workers to bringing them to the mainstream. These sustainable measures will lead to acknowledging the problems and prospects of the tea garden workers.



- b. The study will also enable the authorities to realize the need to take immediate measures for providing appropriate number of qualified and trained teachers to the tea-gardens schools. Special allowance to teachers working in the tea garden schools or some other incentive may attract teachers to serve in the tea garden schools.
- c. The policy makers may get some inputs from the present study about various types of problems of the existing schools and accordingly they may put forward for better physical facilities and instructional materials which are quite essential especially in the rural schools to ensure that students in those schools enjoy some privileges and exposures like their counterparts in the urban schools.
- d. Government can develop proper wage policies, promotion schemes, and pay incentives for skilled workers, incentives to those who obtain higher education, scholarship for children of the tea garden workers etc.
- e. The study can help in realizing the need to improve the overall status of Tea garden workers and their education can be emerged at the forefront of recent development efforts.
- f. The present study will give the grassroots level information about the victims, so the Government and Tea Board can take proper steps for the all-round development of the students in the tea plantation of Assam. Only then, the condition of the people will lead to developmental path.

The present study is equally relevant for the greater Assamese as well as other society of the country. The present study will be relevant for the society in the following ways-

- a. Community members of the tea garden workers may get the real educational picture through this study. Community participation can be encouraged through education of the masses so that there can be proper implementation of Acts and it will lead to making a people aware about the acts.
- b. The study can help the community people to know how educating the future generation can change the existing social and political system and can see them as active actors having valuable role to play in the political process.
- c. The study will through light on the need of development of their groups including all sections such as the marginalized groups which will accelerate the development of the entire community.
- d. Gender discrimination among the tea garden workers can be removed if the community is educated enough. The study will help them to move forward with the changing world.
- e. The study will also enable the society to know about their roles and responsibilities towards their children's education.
- f. Parental awareness as well as community awareness about the need of education can be made possible through this study.
1. To extend some remedial measures for the better participation in education by the children of tea garden workers.

### **1.9: Statement of the problem**

After going through various review of related literature the researcher has designed the present study with the following statement-

*“Problems faced by the children of Tea Garden workers at secondary level education in Assam: An analytical Study”*

**1.10: Objectives**

1. To study the nature of educational problems faced by the children of Tea Garden workers in Assam.
2. To find out factors responsible for poor participation in education by the children of Tea Garden workers in Assam.
3. To study the attitude of the parents, community members and students towards education of Tea Garden areas in Assam.
4. To conduct village campaign to make aware about the need and consequences of education.
5. To extend some remedial measures for the better participation in education by the children of tea garden workers.

**1.11: Null Hypotheses**

1. There will be no any significant difference between community members and parents of the children of tea garden workers regarding their attitude education.
2. There will be no any significant difference between Boy’s and Girl’s students of tea garden workers in Assam towards their attitude towards education.
3. There will be no any significant difference between Boys and Girls students of Tea Garden workers belong to Dibrugarh district towards their education.
4. There will be no any significant difference between Boys and Girls students of Tea Garden workers belong to Biswanath district towards their education.

## **1.12: Delimitations of the Study**

Due to the paucity of time and resources, the present study has been delimited to the following aspects-

- (i) The present study is delimited to the district of Dibrugarh and Biswanath of Assam.
- (ii) The study is comprising only the secondary level students belonging to tea garden workers from both the districts i.e., IX-X grade students.
- (iii) The study is comprising the respondents of parents and community members belonging to tea garden workers from both the districts.

## **1.13: Operational Definitions**

- (a) **Tea Garden workers:** According to Prasad (2016), the Tea Tribes of Assam are those people who were subjected to forceful migration to Assam. They had been migrated to Assam from different parts of the country like Chotanagpur region, Jharkhand, Orissa and Bengal etc. During their tenure at the plantation work, the communities began to be identified as Tea Tribes. In the study Tea garden workers refers to the tea workers (*Commonly they are called as tea tribes, however, their tribal status is yet to accept by the govt.*) working in different tea garden of the selected districts.
- (b) **Secondary Students:** In the present study the term Secondary level students refer to the students studying at IX and X standard in the secondary schools under State Board of Secondary Education.

- (c) **Community Members:** In the present study community members refers the adult people living in the tea garden areas who are belonging to tea garden community.
- (d) **Educational Problems:** Educational problem refers those problems which usually faced by a student either at home or school which hamper their studies during their course of education.

**CHAPTER-II**  
**REVIEW OF RELATED LITERATURE**

## **CHAPTER NO- II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1: Introduction**

Review of related studies implies locating, studying and evaluating reports of relevant researches, study of published articles, going through the related portions of Encyclopedia and research abstracts. It is one of the pre-requisites of the investigator needed for his chosen problem in a systematic way. It helps the investigator choose a problem and give an adequate familiarity with the work which has already been done in the area of his choice. It gives information in the particular area. Review of literature provides maximum benefit to know the previous investigations, recorded knowledge of the past and brings out a good value to the present investigation of a chosen problem.

A thorough study gives useful information to the investigator for understanding the problem and shows a way to solve the chosen problem from different dimensions. It enriches the present study by the past findings and gives a proper insight to the research study by which any one can think creatively.

In this chapter an attempt is made to present a background of research so far in the area on the basis of the review of related literature, the problem was postulated and hypothesis formulated. The review of related literature has been presented under the headings such as-

## **2.2: Studies on Tea Garden Workers Education**

**Baishya, D. (2016)** studied history of tea industry and status of tea garden workers of Assam. It was seen that the tea industry is expanding in terms of area under cultivation and output. However, the most important people responsible for this growth of the tea industry i.e., the tea garden workers are the worst sufferers. They do not get proper wages, no medical facilities and no proper house to live in. Thus, there is a high incidence of maternal mortality as well as infant mortality in the tea gardens of Assam.

**Baruah B.P.& Daimar,M. (2017)** studied Education of Tea Tribe Children: A case Study of Udalguri District of Assam. An attempt was made to highlight the problems faced by the tea workers in continuation of education for their children after the primary level of education. It was highlighted in the paper that the tea workers are not aware of the benefit of Education and parents consider their children as earning member of the family at a very early age of their live and fail to provide their children with proper education.

**Borah,P (2017)** studied the Tea Garden Labour Situation in Assam. It was observed due to low level educational attainment among tea garden workers the scope of occupation and social mobility is very limited. The lack of proper education in the tea plantations areas of Assam is bound to affect social and occupational mobility of children.

**Bosumatari & Goyari (2013)** carried a study on Educational Status of Tea Plantation Women Workers in Assam: An Empirical Analysis. The study shows that there had been a very high incidence of school drop-outs among female workers. A



large proportion of women workers in the sample gardens were illiterate. Economic backwardness, negligence of girls' education, early marriages and unavailability of educational infrastructures etc. were found to be important reasons for low literacy among women workers

**Das, A., Dawson, M., Sisodia, R., & Noqvi, Z.S. (2009)** studied "The Reading Enhancement Programme: A Capacity-development Tool to Enhance the Quality of Education in Primary Schools under Tea Garden Management, Assam". It was observed in the study that owing to the disadvantaged position of the Tea garden community, the Tea garden areas are the most educationally backward pockets in the state. There is a significant proportion of out-of-school children in the TGs, the poor performance of children in these schools is evident, and need surgent intervention in the context of Universal Elementary Education.

**Debnath, R., & Nath, D. (2014)** studied the educational vulnerability and risk factors of tea garden workers with special reference to Dewan tea garden village, Cachar, Assam, India. The study clearly showed the overall literacy rate among the workers of the Dewan Tea Garden Village is very low in comparison to national average due to various reasons as mentioned in discussion and major findings. Moreover, in comparison to male, literacy rate of female population is disappointing. The poor literacy rate of workers has direct negative impact on educational status of their children.

**Debnath, S. & Debnath, P. (2017)** in their study on Socio-Economic Condition of Tea Garden Workers of West Tripura District with Special Reference to Meghlipara Tea Estate found that the living standard of the tea estate workers of

West Tripura District are very miserable. They are economically and socially backward and deprived from the modern social life. The tea garden workers are living in the land of tea estate authority, as they are living in the land of tea estate authority, they have no right to use that land for any kinds of economic and commercial purposes. They are living their generation after generation without any ownership of the land. Most of the tea estate workers are illiterate so that they have no ideas regarding various labour welfare and other social security schemes which are implemented by the Government and tea estate authority.

**Ghatowar, K.N. (2015)** studies a study of facilities in tea garden schools in the Bokakhat sub-division of Golaghat district of Assam. With the introduction of SSA there had been good improvement in the facilities in tea garden school. The infrastructural facilities of most of the tea garden schools have improved.

**Gogoi, D. & Handique, M. (2014)** studied Girl Child Education among Tea Tribes: A Case Study of Rajgarh Tea Estate of Dibrugarh District of Assam. It was found educational status of the girl children was low among the tea tribes' community as compared to boys. Household works, lack of awareness about the benefit of education, Parents' unfavorable attitude to girl education, Parents' poor economic condition, Engagement in tea garden as tea workers, Lack of favourable social environment and Lack of minimum facilities for study are some reasons behind such reason. So, it was suggested in the study for developing new strategic programmes to overcome the existing problems.

**Gogoi, M., & Munda, B. (2016)** made an attempt to study the scientific attitude of the secondary school students of Sivasagar District in relation to their

achievement in science. The study revealed that higher the achievement in science higher the scientific attitude of secondary school students. The tea-tribes' students are less scientific in their thinking than non-tea tribes' students.

**Hazarika,D. & Arakeri V.S.(2019)** conducted a Study of Human Development among Tea Garden Community in Dibrugarh District of Assam. The study indicates that the overall literacy rate was found to be smaller than both national and state average. School dropout was very high among the children of tea garden community

**Kurmi,P. (2014)** studied the problem of educational attainment of the children, a case study of the tea garden labourer's households in Derby tea estate. In tea-garden areas this particular dependent variable is found to be very low.

**Saha,R (2018)** did a comparative study on Socio-Economic Condition of Tea Garden workers of Darjeeling District with Special Reference to Chongtong Tea Estate (Hills) and Kamala Tea Estate (Terai region). It was concluded that the workers are deprived of some socioeconomic aspects. They suffer from socio-economic discrimination by the educationally advanced and economically privileged classes.

**Saikia (2007)** in her study examined the problems of non-enrolment and drop out of the children of tea garden workers. The study reveals that the rate of both these variables are higher for girls than for boys the degrees of this problem varies from garden to garden. Another important finding is the tea garden workers 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-enrolment. Parent's addiction in alcohol is a major hindrance in the part of educational progress of the tea garden labourer children.

**Saikia,B. (2008)** studied the development of tea garden community and adivasi identity politics in Assam. The welfare schemes for the workers in the tea gardens are also in a deplorable state. A majority of the tea gardens lack proper health facilities, drinking water, sanitation, and electricity connections, among other things. The apathy of the mainstream Assamese society towards the development of the tea garden labourer has put the community on the warpath. The reluctance to assimilate the tea garden labour community in the larger process of building an Assamese identity is mainly responsible for the dismal state of under-development in the community.

**Saikia,P. (2017)** studied Impact of Socio-Economic Factors on Child Labour among Tea Tribes of Assam with Special Reference to Kaliabor Sub Division, Nagaon District. It was found that the fundamental causes of child labour among tea tribes are the poverty and children are working for their survival. Due to poor economic and social status, child populations compelled to work in order to support their family member in tea gardens. The environment in the tea garden areas do not permit them to go to school instead of attaining in the field of working.

**Saikia,R. (2016)** studied the scenario of primary education in tea garden areas of Assam, India. The findings of this study stated that as the primary education in the tea garden area is not satisfactory and there are lots of problems behind the slow growth of the primary education in the tea garden areas of Assam.

**Saikia,R. (2017)** studied educational scenario in rural and tea garden areas of Assam. It was found that workers of tea gardens in Assam are backward in education, despite having basic schooling facilities in most of the tea gardens. Moreover, literacy rate among women workers is very low in comparison to their male counterparts. Lack of education and awareness are the major hindrances to overall capacity building of tea garden workers.

**Sarkar,R.R. (2020)** studied the Socio-Economic Conditions of Tea Garden Workers in Ambootia Tea Estate: A Case Study of Darjeeling Tea Industry. It was observed tea garden workers faces several daily problems and they are still behind culturally, socio-economically and educationally. Majority of them work for their livelihood & family survival as they are illiterate & innocent. So, it was suggested that the tea garden authority should try to literate them and always give them moral support to become socio-economically developed.

**Sarma,N.(2011)** conducted a study “Universalization of Elementary Education among Tea-Tribe of Assam with special reference to Jorhat District Assam State Commission for Protection of Child Right Guwahati, Assam”. It was found that the situation of upper primary education is not at all satisfactory. All the children are not enrolled in school. There are a number of never enrolled children and school drop outs. Educational profile of the sample of the study depicted that majority of the population is illiterate.

**Sharma (2007)** in her study of the educational problems of Tea garden workers 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 and 30 per cent children are of the age group (6-14). The cause of non-enrolment and drop out of the children of tea garden labour community was their unawareness about the need of Education.

**Sultana, N (2019)** studied “Child Labour and Child Marriages in Tea Gardens of Assam: A Critical Analysis from Socio-Legal Perspective”. It was seen that most of the children in tea gardens of Assam attends school to a certain age and subsequently joins tea garden as daily wage earner. Such factors or conditions lead them to an uncertain and insecure future.

### **2.3: Research Gap**

From the various research reports and studies, it is observed that a good number of research studies have been carried out among the Tea garden workers in Assam on various issues by the different researchers from various disciplines. Majority of the studies highlighted on the issues like-implementation of educational rights among Tea garden workers, educational scenario of Tea garden labourer in rural and urban areas of Assam, literacy among Tea garden workers, problems of enrolment and drop out among tea garden children, educational status of Tea Plantation Women workers in Assam, educational facilities in tea garden schools and so on. But very few studies have been taken up by the researchers as well as by some NGOs and organisation on the issues like the problems faced by the children of Tea gardens workers, nature of problems faced by them, frequency of the problems etc. Some of the studies mainly focused on the various issues of education among tea garden workers such as- educational problems in rural areas, universalization of elementary education, socio-economic condition of tea garden workers and their education, history of education in tea garden areas, drop out status of

tea garden children in education etc. Since the Tea garden labourer in Assam are backward in education in comparison to the any other communities in Assam; it is very vital aspects to be studied in comprehensive manner to find out the possible factors responsible for poor participation in education by the children of Tea Garden workers in Assam so that possible measures may be taken up. It is also identified that there might be some attitudinal problems among students, parents and community members towards the education; hence the present study will examine the attitude of these groups in this regard.

# **CHAPTER- III**

## **METHODOLOGY**



## **CHAPTER- III**

### **METHODOLOGY**

#### **3.1: Introduction**

This chapter deals with the methodology of the present research work. The purpose of the present study is to study the nature of educational problems faced by the children of Tea Garden workers in Assam and its related issues of education. The steps and techniques which were followed in conducting the research are presented in this chapter. It contains in detail the design, population, samples, tool used for the study and justification for adopting the tool, procedure of collecting data and the plan of analysis of data.

Research methodology is a way to systematically solve the research problem. Research is a systematic activity to achieve the truth. Research includes the procedure of collecting data, analyzing the data and finding the conclusion or truth. It is an investigation in to the nature of the reasons, consequences of a particular thing. Research is also considered to be more structured and systematic process of carrying on a scientific method of analysis that is directed towards discovery and development of an organized body of knowledge. It is a planned activity to obtain answers to meaningful questions about phenomena or events through the application of scientific approach. Research is an objective, impartial, empirical and logical analysis, and recording of controlled observations that may lead to the development of generalizations, principles or theories, resulting to same extent in prediction and control of events that may be consequences or causes of specific phenomena.

Research is an endless quest for knowledge and an unending search for truth. It brings to light new knowledge or corrects previous errors and misconceptions and adds in an orderly

way to the existing body of knowledge. The knowledge obtained by research is scientific and objective and is a matter of rational understanding, common verification and experience. “Research is an honest, exhaustive, intelligent searching for facts and their meanings or implications with reference to a given problem. It is the process of arriving at dependable solutions to problems through the planned and systematic collection, analysis and interpretation of data. The best search is that which is reliable, verifiable and exhaustive, so that it provides information in which we have confidence” (**P.M. Cook**).

Research methodology is a way to systematically investigate the research problem. It gives the various steps in the conduct of the research in a systematic and logical way, both empirical and replaceable. It is essential to define the problem and state the objectives and hypotheses clearly at the outset. It may also be understood as the science of study how research is done systematically. In it we study the various steps that are generally adopted by the research methods or techniques and also the methodology.

Methodology occupies a decisive role in any kind of research, as the validity and reliability of the findings depend upon the methods adopted. Method is a style of conducting a research work which is determined by the nature of the problem. **M. Verma** stated that “Method is only in the abstract a logical entity that we can distinguish between matter and methods, in reality, they form an organic whole and matter determines method analogously as objective determines means and content and spirit determine style and form in literature.”

In the previous chapter a review of the related literature was presented pertaining to the present study and in this chapter an attempt is made to discuss the methodology of the study sampling procedures, design of the study, statistical techniques, research tools used for the collection of data and procedures adopted for the analysis of the data. The purpose of the

present investigation was to study the nature of educational problems faced by the children of Tea Garden workers in Assam, factors responsible for poor participation in education by the children of Tea Garden workers in Assam, attitude of the parents, community members and students towards education of Tea Garden areas in Assam, to conduct village campaign to make aware about the need and consequences of education and finally, extend some remedial measures for the better participation in education by the children of tea garden workers.

### **3.2: Research Method**

The method to be employed is mostly determined by the objectives of the study, limitations of the study, resources of the investigator etc. These considerations led the investigator to employ the descriptive survey method of research in this study. The method of research which concerns itself with the present phenomena in terms of conditions, practices beliefs, processes, relationships or trends invariably is termed as ‘descriptive survey study’. It is concerned with the present conditions, situations, events and practices and deals with relationship among variables. Survey studies are conducted to give accurate description of the existing phenomenon so as to justify current conditions and practices.

The researcher has selected two major tea producing districts of Assam namely- Dibrugarh and Biswanath as the area of the study. The reason behind of selecting two districts are- Dibrugarh is one of the highest tea producing Districts in Assam and Biswanath district of Assam which is comprises Asia’s largest tea garden Monabari and Borgang tea estate.

### **3.3: Population and Sample**

The population of the present study include all the Tea garden labourer’s secondary school children, community members, Parents, Headmasters/Principals of selected tea

gardens. By using purposive and convenient sampling technique from tea garden areas of Dibrugarh and Biswanath sample has been selected as- 300 students, 100 parents, 100 community members, 10 School Headmaster/Principals and 15 village leaders. The researcher has conducted some intensive interview with the village leaders, with selected community members and school Headmaster/Principals.

### **3.4: Methods**

The study has been carried out by using survey method. The following tools has been used for collection of data such as-

- i) Problem questionnaire
- ii) Interview schedule, and
- iii) Attitude scale

**Table -3.1: Methodological framework of the study**

<b>Sl no.</b>	<b>Objectives</b>	<b>Tools</b>	<b>Sources</b>	<b>Analysis technique</b>
1	To study the nature of educational problems faced by the children of Tea Garden workers in Assam.	Questionnaire, Interview schedule	Students, Head master/Principals, Village Leaders, community members	Quantitative and qualitative
2	To find out factors responsible for poor participation in education by the children of Tea Garden workers in Assam.	Questionnaire, Interview schedule	Head master/Principals, Village Leaders	Quantitative and qualitative

3	To study the attitude of the parents, community members and students towards education of Tea Garden areas in Assam.	Attitude scale	Students, Parents and Community members	Quantitative
4	To conduct village campaign to make aware about the need and consequences of education.	Village Campaign	Selected Village	Qualitative
5	To extend some remedial measures for the better participation in education by the children of tea garden workers.	Interview schedule and Discussion with the focus groups	Head master/Principals, Village Leaders, community members	Qualitative

### **3.5: Description of the Tools**

#### **3.5.1: Problem questionnaire**

A problem questionnaire has been developed by the researcher to fulfill the objective no-1. The respondents of the questionnaire are the secondary level students belonging to tea garden community. The purpose of the tool was to depict the facts about the problems faced by majority of the tea garden children across all the tea estate of the state. There are immeasurable problems are seen among the tea garden workers regarding their social life, cultural life, economic life as well as education sector, due to which their children unable to meet their expected level of education across the state. Before preparing the tools, the researcher has consulted various literature related to tea garden workers and their various issues to understand their nature of life style as well as problem faces in different aspects of

their life. Having acquainted with various aspects of their life, the researcher attempted to find out any suitable ready-made tools which could fulfill the requirement of the research; however, the investigator fail to access any such tools. Hence, the investigator decided to develop the tools as per the requirement of the project. But due to shortage of time the tools prepared for the study could not be standardized, however, these tools were sent to different experts for their comment and feedback regarding the validity of the tools.

The problem questionnaire consists of 27 items, which are representing different problems normally a student face at school as well as at home due to which their academics get affected. Some of the items are having multiple responses and some are having yes/no responses. The items of the tools represent some vital issues which are only faced by the children of tea garden workers, as these items were prepared after consultation with the literature related to the tea tribes of Assam.

The responses of the respondents are analyzed simply applying basic statistics like-percentage and graph, as there was no any right and wrong answer of the items, as the items were just information seeking kind.

### **3.5.2: Interview schedule**

The researcher has developed one unstructured interview schedule for head master/mistress of the schools, parents and village leaders of tea garden areas to understand the nature of educational problems faced by the children of tea garden workers and at same time to get some ideas about the remedies for such problems. There is 16 (sixteen) number of such questions which are qualitative in nature, which were asked to the sample respondents from both the district's tea garden areas and collected responses are analyzed in respective position of the analysis and interpretation chapter of the report. The basic reason

for constructing such tool was to verify or triangulation of the data which are obtained through problem questionnaire and attitude scale.

### **3.5.3: Attitude scale (for students, parents and community members)**

The researcher has assessed the attitude of the secondary level students, their parents and community members of tea garden workers towards education with the help of three different attitude scale developed by the researcher himself. It has been realized by the researcher that attitude plays a big role in shaping the personality as well as which determine the kind of person will be in later life. Attitude of an individual creates motivation for their work and make a person enthusiastic in their life. If a person has a positive attitude towards something, then he/she will give the best effort in it to make it complete or successful. After having gone through various literature of tea garden workers it is felt by the researcher that most of the tea garden workers are neither positive or negative towards their education. Hence, the researcher has decided to study the most important aspect of our psychological attribute i.e. attitude of the people from tea garden areas with a intention to see whether outer condition of education in tea garden areas are more responsible or internally these people are not enthusiastic for their own as well as their children education.

After investigation thoroughly, it was found the, there are good number of attitude scale available in the market to measure the attitude of the people towards various aspects including education, however, hardly any attitude scale has been found exclusively prepared for the children of tea garden workers, their parents and community members. Hence the investigator developed separate attitude scale for children of tea garden workers, their parents and community members by following Likert method. The tools are namely- (i) **Attitude scale towards education for the tea Garden worker community members**, (ii) **Attitude**

**Scale towards education of the students belong to tea workers and (iii) Attitude towards education of the parents of the children who are working in Tea Garden.** The investigator prepared a good number of items for each of three different scale, and finally 30 number of items has been finalized for each tool after consultation with the faculty members of the Department of Education, Tezpur University. The investigator has adopted **Likert's scale** (five-point scale), where the responses are classified into five points scale such as- **strongly Agree, Agree, Undecided, Disagree** and **Strongly Disagree**. At the initial stage, investigator prepared a good number of items/statements for each tool, however, the number has been reduced upto 30 items for each tool after consultation with subject experts in this field. As the time of the project was too short and also the pandemic condition, the investigator could not try out the tools for standardization, however, validation has been done after consultation with the subject experts available during this time.

The necessary data and information collected from the field of both the district of Assam such as-Biswanath and Dibrugarh by visting the field by the project fellow as well as principal investigator himself, the data has been scientifically analyzed and interpretation has been given, which are presented in the next chapter.



**CHAPTER- IV**  
**DATA ANALYSIS AND INTERPRETATION**

## **CHAPTER- IV**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4.1: Introduction**

In the previous chapter, the Methodology adopted in conducting the study has been discussed in detail. It has also been discussed how the related data and information required for the study has collected. The present study deals with the process of data analysis and interpretation. In research, after the collection of data, it is pertinent to organize, analyze and interpretation of data and also formulation of conclusions and generalizations to get a meaningful picture out of the raw information collected. The main purpose of the collection of data is to draw some inferences and conclusions. This cannot be done without systematically organizing it for interpretation and presentation.

The analysis and interpretation of data involve the objective material in the possession of the researcher and his subjective reactions and the desire to derive the innate meanings in relation to the problem for which the data were collected. Analysis and interpretation are the vital step in the field of research because the raw scores obtained through tests and scales have no values in themselves. Analysis and interpretation give the form to the research and help the researcher to draw inferences that yield conclusions and generalization. In the present chapter the data gathered has been analyzed and interpreted as per the objectives designed.

#### **4.2: Statistical Techniques used for Analysis**

Statistics is a branch of mathematics dealing with the collection, analysis, interpretation, presentation, and organization of data. In applying statistics to, for example, a scientific, industrial, or social problem, it is conventional to begin with a

statistical population or a statistical model process to be studied. Statistics deals with all aspects of data including the planning of data collection in terms of the design of surveys and experiments for the present study.

Two main statistical methods are used in data analysis, descriptive statistics, which summarize data from a sample using indexes such as the mean or standard deviation, and inferential statistics, which draw conclusions from data that are subject to random variation (e.g., observational errors, sampling variation). Descriptive statistics are most often concerned with two sets of properties of a distribution (sample or population): central tendency (or location) seeks to characterize the distribution's central or typical value, while dispersion (or variability) characterizes the extent to which members of the distribution depart from its Centre and each other. Inferences on mathematical statistics are made under the framework of probability theory, which deals with the analysis of random phenomena.

However, the drawing of the sample has been subject to an element of randomness, hence the established numerical descriptors from the sample are also due to uncertainty. To still draw meaningful conclusions about the entire population, inferential statistics is needed. It uses patterns in the sample data to draw inferences about the population represented, accounting for randomness. These inferences may take the form of: answering yes/no questions about the data (hypothesis testing), estimating numerical characteristics of the data (estimation), describing associations within the data (correlation) and modelling relationships within the data (for example, using regression analysis). Inference can extend to forecasting, prediction and estimation of unobserved values either in or associated with the population being

studied; it can include extrapolation and interpolation of time series or spatial data and can also include data mining.

### **4.3: Descriptive Analysis**

Descriptive analysis refers to the transformation of the raw data into a form that will make them easy to understand and interpret. It is the statistical analysis that involves the description of a particular group. Descriptive analysis of data is necessary as it helps to determine the normality of the distribution. The nature of the statistical technique to be applied for inferential analysis of the data depends on the characteristics of the data. It involves calculation of the mean and standard deviation. The calculated mean and standard deviations are used to describe the properties of a particular sample.

**Mean (X):** The mean of a distribution is commonly understood as the arithmetic average. The mean of a set of observations or scores is obtained by dividing the sum of all the values by the total number of values.

$$\bar{X} = \frac{\sum X}{N}$$

Where,  $\bar{x}$  denotes mean of the sample,  $n$  is the total number of the population.  $\Sigma$  means add up or summation.

**Standard Deviation:** Standard deviation ( $\sigma$ ) is defined as the square root of the variance. It measures the variability about the mean of a data set, the closer to the mean, the lower is the standard deviation. Standard deviation is used to easily group a

normally distributed data set: 68% of a normal distribution will fall within one standard deviation of the mean, 95% will fall within two standard deviations, and 99.7% within three standard deviations. A confidence interval of 95% is commonly used in statistics because that interval equates to two standard deviations. Calculating the standard deviation involves squaring the difference between each data point and the mean, summing the squared differences, dividing by the number of data points, and finally taking the square root.

$$SD = \sqrt{\frac{\sum (x - \bar{x})^2}{N - 1}}$$

Where S.D= standard deviation, N= Number of observation,  $\bar{x}$  is mean value of the observation,  $x$  is the observed value of the item.

#### **4.4: Inferential Analysis**

Inferential statistical analysis infers properties of a population, for example by testing hypotheses and deriving estimates. It is assumed that the observed data set is sampled from a larger population. Inferential analysis is the most important procedure used to make inferences involving the determination of the statistical significance of groups with reference to the selected variables. It helps in Hypothesis testing, making predictions and generalizing from samples to population. It involves the use of z-test and t-test.

##### **4.4.1: t-test**

A t-test is a statistical test used to determine whether two population means are different, when the variances are known and the sample size is large ( $n > 30$ ). The test statistic is assumed to have a normal distribution. To calculate t-test parameters such

as standard deviation or variance of the sample should be known for an accurate t-test to be performed. T-test is calculated with the following formula-

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

#### **4.4.2: Level of significance**

The significance level or level of significance, also denoted as alpha or  $\alpha$ . In common language, the word "**significance**" refers to something that is extremely useful and important. But in statistics, "significance" means "not by chance" or "probably true". It is the probability of rejecting the null hypothesis when it is true. For example, a significance level of 0.05 indicates a 5% risk of concluding that a difference exists when there is no actual difference according to the accepted null hypothesis. This is a very important concept in the context of hypothesis testing. For the present study 5% and 1% level of significance has been taken into consideration. The level of significance 0.05 is related to the 95% confidence level where as the level of significance 0.01 is related to the 99% confidence level.

#### **4.4.3: Acceptance/Rejection rule for null hypothesis:**

If P value is < Level of significance  $\alpha$ , then accept the null hypothesis H<sub>0</sub>

If P value is > Level of significance  $\alpha$ , then reject the null hypothesis H<sub>0</sub>

## SECTION-I

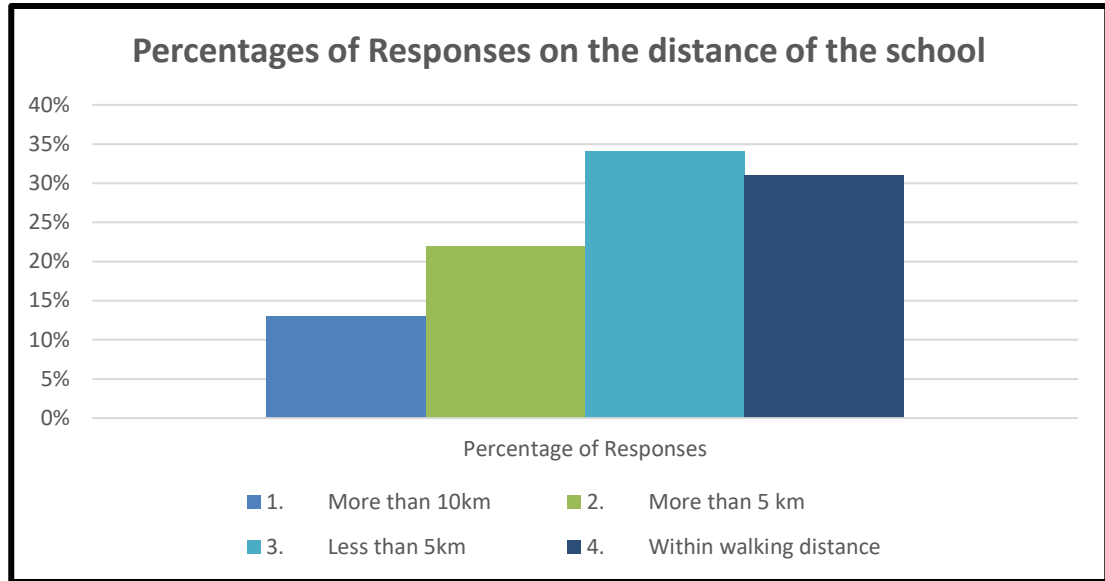
### **4.5: Objective No: 1: To study the nature of Educational Problems faced by the children of Tea Garden workers in Assam.**

The researcher has collected the relevant data and information from the field with the help of a questionnaire. The questionnaire contained sets of questions representing various problems usually faced by the students in secondary level of education. The researcher has gone through a number of literatures relating to issues of tea garden workers in the state as well as other parts of the country and had prepared the questionnaire keeping in mind the nature of problem faced by the tea garden people. The following tables represents the nature of problems as faced by the secondary level students (children) of tea garden workers-

**Table-4.1: Distance of Schools from home.**

<b>Sl. No.</b>	<b>How far is your school from where you live?</b>	<b>Percentage of Responses</b>
1.	More than 10km	13%
2.	More than 5 km	22%
3.	Less than 5km	34%
4.	Within walking distance	31%

**Fig.-4.1: Percentages of Responses on the distance of the school**



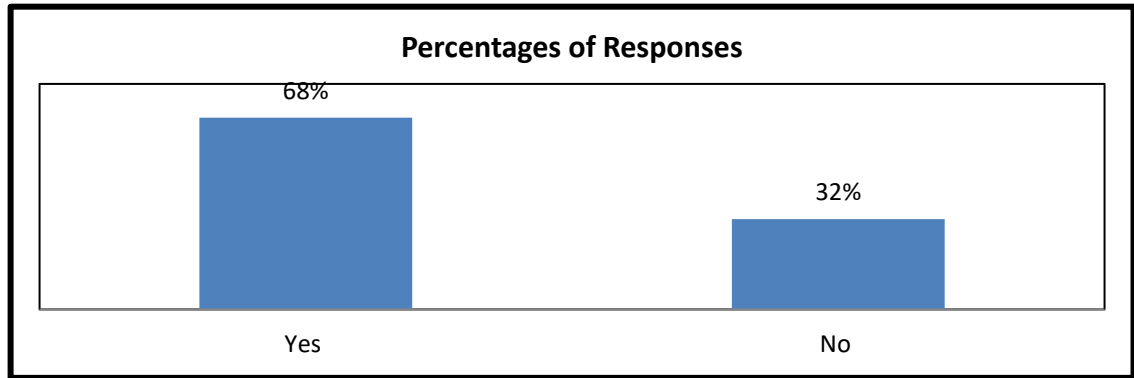
It has been observed from the table-4.1 that the distance between the student's home to school that 13% says more than 10 km. it is 22% whose distance is more than 5 km and there are 34% those who lived in less than 5 km and there are 31% who lived in walking distance. So, it is very important to build more schools to bring the students from the community to the school in order to enlighten them through education. From the above analysis it is revealed that only 31% students can avail the schools, whereas, most of them need some kind of vehicle to reach schools, which creates lots of issues to attend the school on time, which may also lead students often absence from the schools and finally dropping from the school.

**Table-4.2: Siblings in the same school:**

	Are your Sibling in the same school?	Percentage of Responses
A	Yes	68%
B	No	32%



**Fig-4.2: Siblings in the same school**

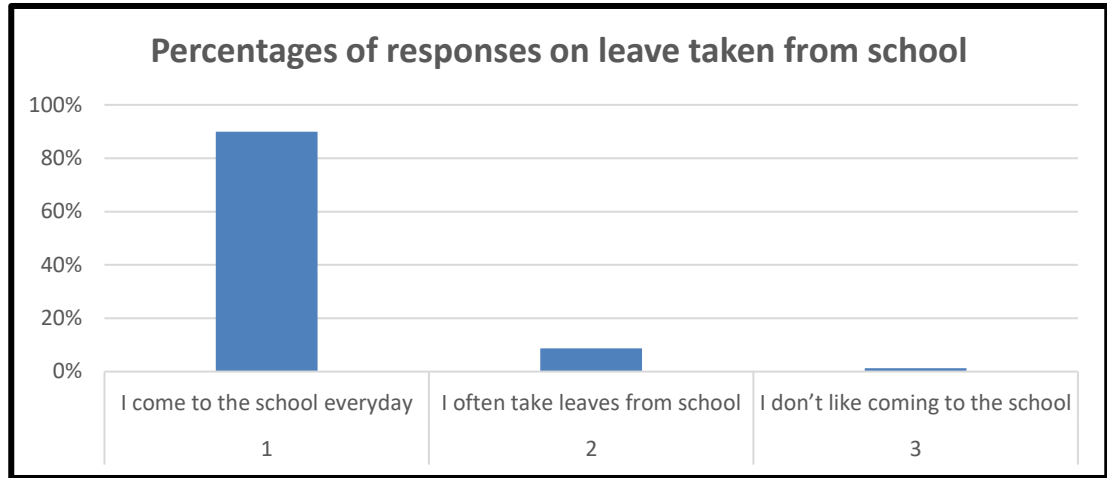


The above table figure 4.2&4.2 reveals about the siblings of the respondents; which shows that 68% of the students those who have siblings they study in the same school and another 32% of them does not come to the same school. It is understood from their responses in different time that siblings studying in the same schools shows better performance and get motivation in study.

**Table-4.3: Taking leave from the schools due to various reasons**

Sl. No	How often do you take leave from the school?	Percentages of Responses
1	I come to the school everyday	90%
2	I often take leaves from school	8.67%
3	I don't like coming to the school	<b>1.33%</b>

**Fig -4.3: Percentages of responses on leave taken from school.**

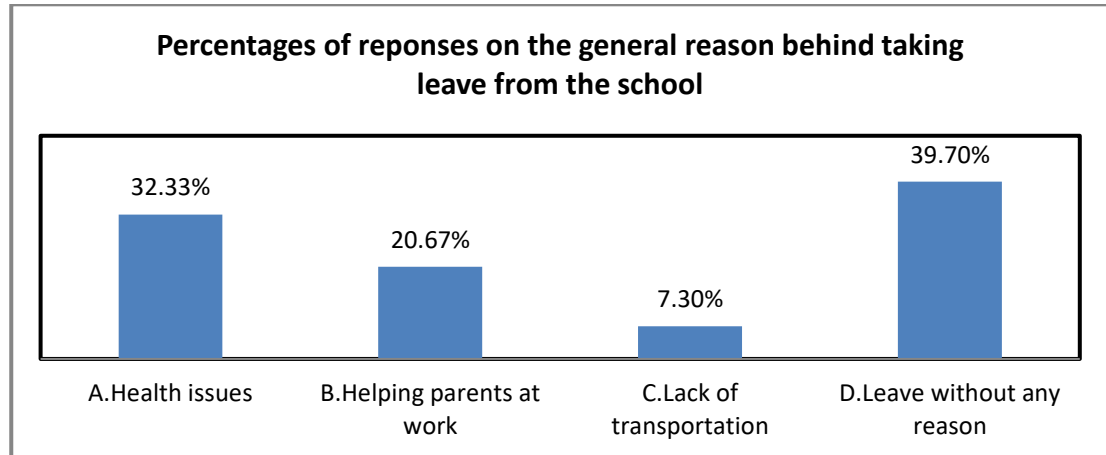


It has been found from the table 4.3 that 90% of the student comes to the school every day. While 8.67% students they often take leave. Thus, the children who has to take leave often they are either busy with their households' activities or they go for earn for the family. Also, there are some social practices for which specially the girl's students have to take leave often. It has also noticed that most of the girl's students in tea garden area don't continue their education as most of the schools don't have basic facilities in the schools, which are supposed to have for girls' students. Although the above table revealed very attractive responses, however, contradictory responses are received from the teachers and community members in that areas.

**Table-4.4: General reason behind taking leave from the school:**

	<b>What is the general reason behind taking leave from the school?</b>	<b>Percentage of Responses</b>
A	Health issues	32.33%
B	Helping parents at work	20.67%
C	Lack of transportation	7.30%
D	Leave without any reason	39.70%

**Fig -4.4: Percentages of responses on the general reason behind taking leave from the school**

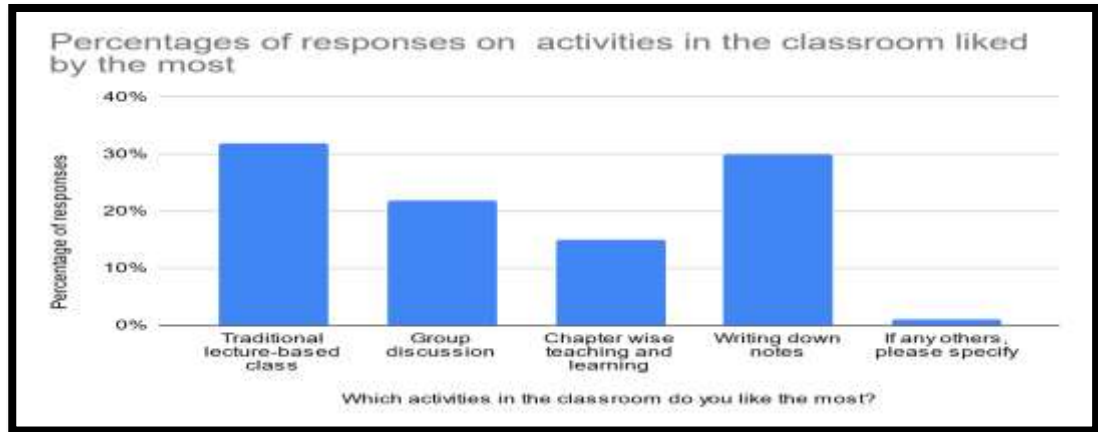


The above table and figure no 4.4&4.4 revealed a contradictory result with the earlier table no-3; this table revealing that 32 % of the children who has to take leave often from the school due to health issues while 20.67% are helps parents and another 7.30% due to lack of transportation and 39.70% they do not come without any such reason maybe they are lacking interest from the education system and school fails to gain their attention. When people don't come to the schools without any reasons, which causes lots of damage to entire education system, which proved that perhaps the present education could not attract their mind much. This might require some kind of intervention to motivate either students and parents towards education.

**Table -4.5: Activities in the classroom liked the most:**

Sl. No	Which activities in the classroom do you like the most?	Percentage of responses
A	Traditional lecture-based class	32%
B	Group discussion	22%
C	Chapter wise teaching and learning	15%
D	Writing down notes	30%
E	If any others, please specify	1%

**Fig-4.5: Percentages of responses on activities in the classroom liked by the most:**

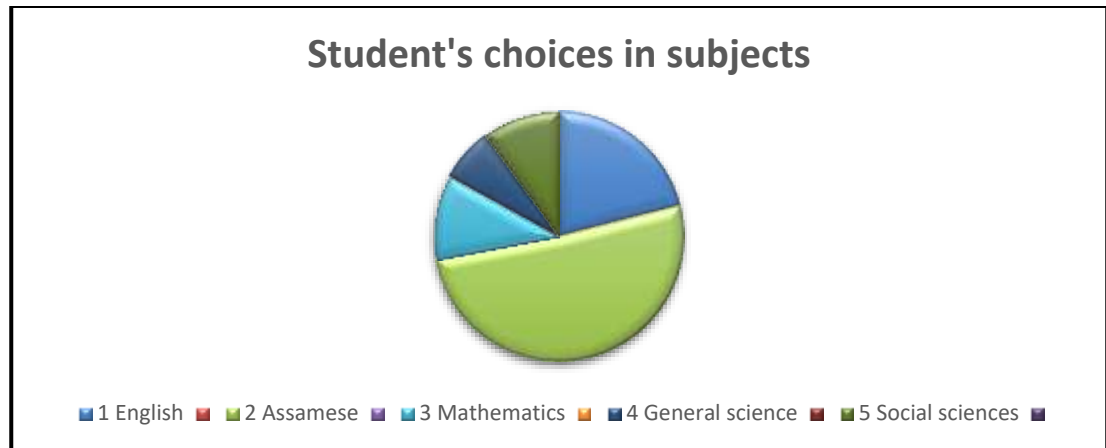


The students of secondary level schools in tea garden areas shows diverse interest on the class teaching/activities. The above table-4.5 gives a diverse picture on this, which shows that 32% of the respondents likes tradition lecture -based classroom, 22% likes group discussion, 15% students like chapter wise teaching and learning and 30% of them likes writing down notes.

**Table-4.6: Student’s responses on liking on the subjects:**

	Which of the following subjects you do like most?	Percentage of Responses
1	English	21%
2	Assamese	51%
3	Mathematics	11%
4	General science	7%
5	Social sciences	10%

**Fig-4.6: Graphical representation of Student's responses on liking on the subjects**

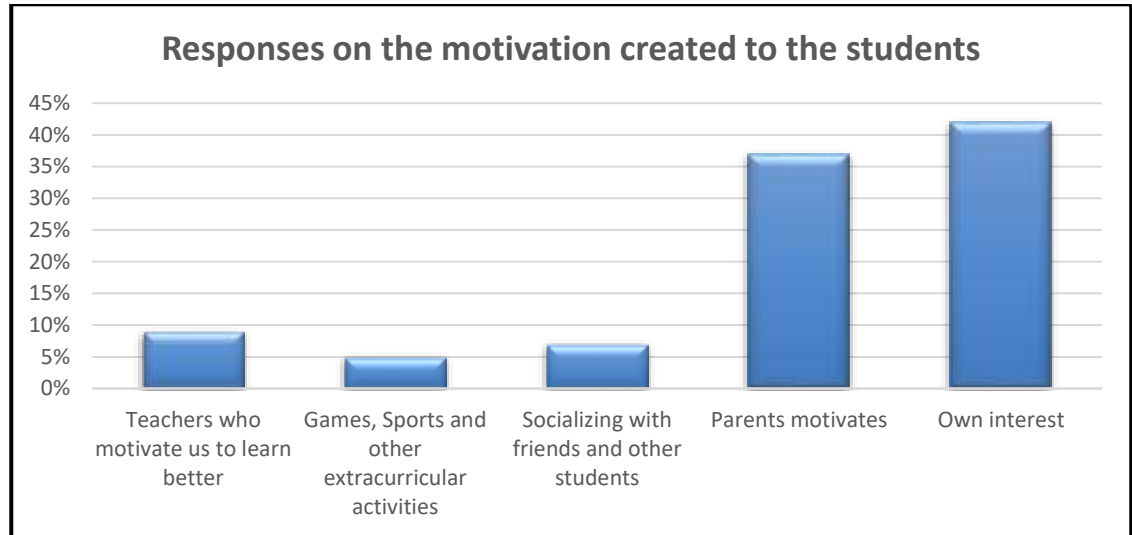


The above table-4.6 shows the quality of the tea garden children in the schools. Majority of the students responded that their most chosen subject is Assamese, rest of the subjects are liked by very few students. However, it is understood by everyone that how importance of other subjects is in their further education. It has been found that 21% of the students likes most the English subject, 51% majority of them likes Assamese, 11% of them likes mathematics, 7% likes General science. 10% of them likes social science. It came to our notice while discussing with the conscious community members that conditions of most of the schools situated in the tea garden areas are very poor so far quality teachers and teaching learning process are concerned.

**Table-4.7: Responses on the motivation created to them:**

Sl. No	What motivates you the most to come to school?	Percentages of Responses
1	Teachers who motivate us to learn better	9%
2	Games, Sports and other extracurricular activities	5%
3	Socializing with friends and other students	7%
4	Parents motivates	37%
5	Own interest	42%

**Fig -4.7: Graphical representation on the Responses on the motivation created to the students.**

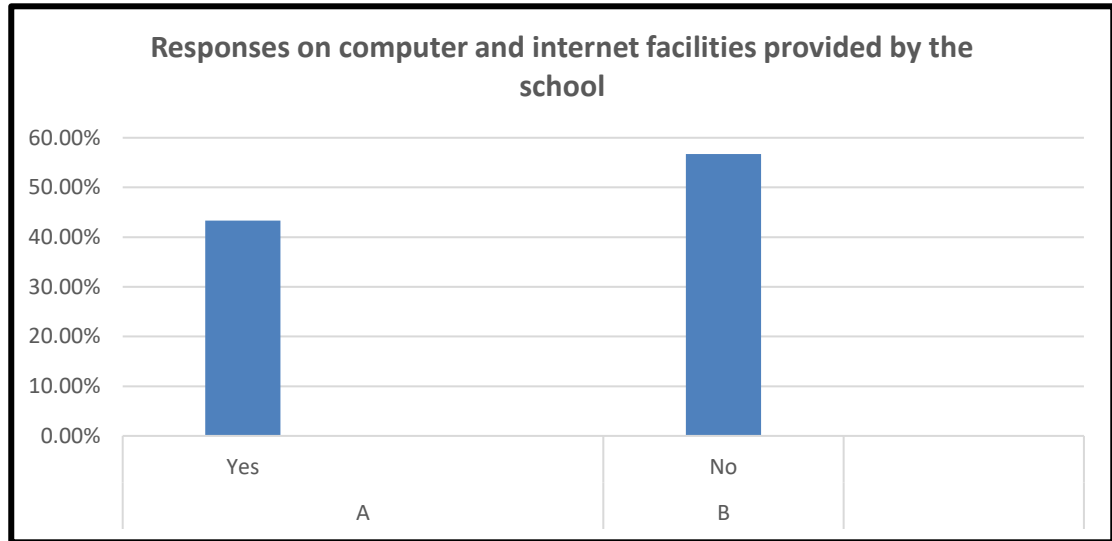


The above table 4.7 shows a very pitiful picture that students get better motivation from their teachers, as they teach them various aspects of their life. However, the result shows that only 9 % of the students responded that they get motivation for their study, whereas, 37% of them motivated by parents and 42 % of them are self-motivated. From this result it may be noted that although most of the parents are uneducated even than they try to motivate their children.

**Table -4.8: Responses on computer and internet facilities provided by the school**

	<b>Does your school provide computer and internet education?</b>	<b>Percentage of responses</b>
1	Yes	43.30%
2	No	56.70%

**Fig-4.8: Graphical representation on the responses on computer and internet facilities provided by the school**

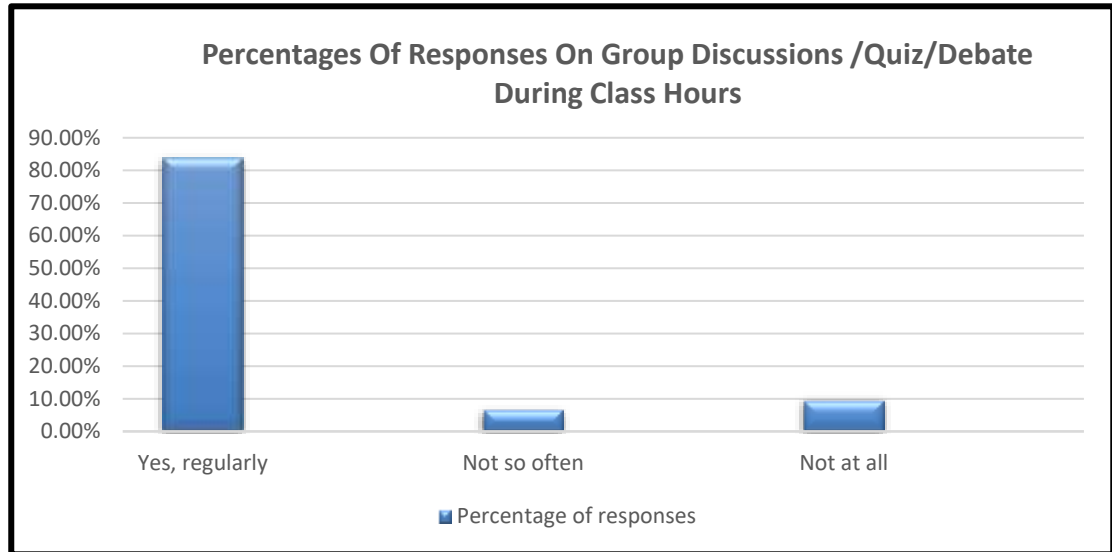


The result shown in the table-4.8 divulge that 43.30% of the students says that schools provide computer and internet education and while 56.70 % of the students says schools do not provide computer and internet education. So, it may be noted that majority of the children of tea garden workers deprived from computer education from their schools, which is considered to be of the most important component of school education now a days.

**Table-4.9: School organizes group discussions /quiz/debate during class hours**

	<b>Does your school organize group discussions /quiz/debate during class hours?</b>	<b>Percentage of responses</b>
1	Yes, regularly	<b>83.70%</b>
2	Not so often	<b>6.67%</b>
3	Not at all	<b>9.63%</b>

**Fig-4.9: Graphical representation of School organizes group discussions /quiz/debate during class hours.**



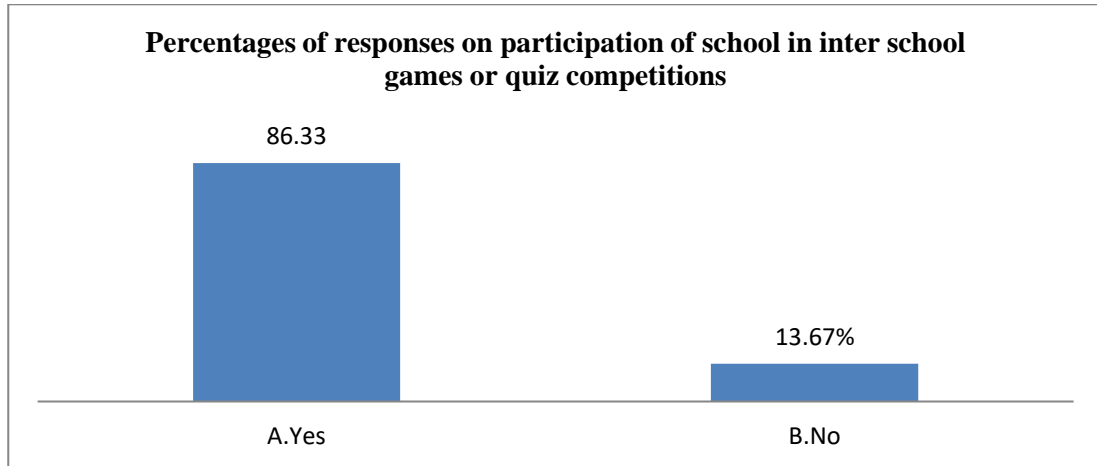
The above table-4.9 revealed that 83.70% of the students agrees that their schools organize group discussion, quiz and debates during class hours while 6.67% says not so often and 9.63% says school does not organize such events. These activities open up scope for the development of non-scholastic aspects of the children, which will enable them to participate in the activities of the schools. This will also develop the positive attitude towards school and its related activities.

**Table -4.10: School participation in inter school games or quiz competitions**

	<b>Does your school participate in inter school games or quiz competitions?</b>	<b>Percentage of responses</b>
A	Yes	86.33%
B	No	13.67%



**Fig-4.10: Graphical representation on school participation in inter school games or quiz competitions**

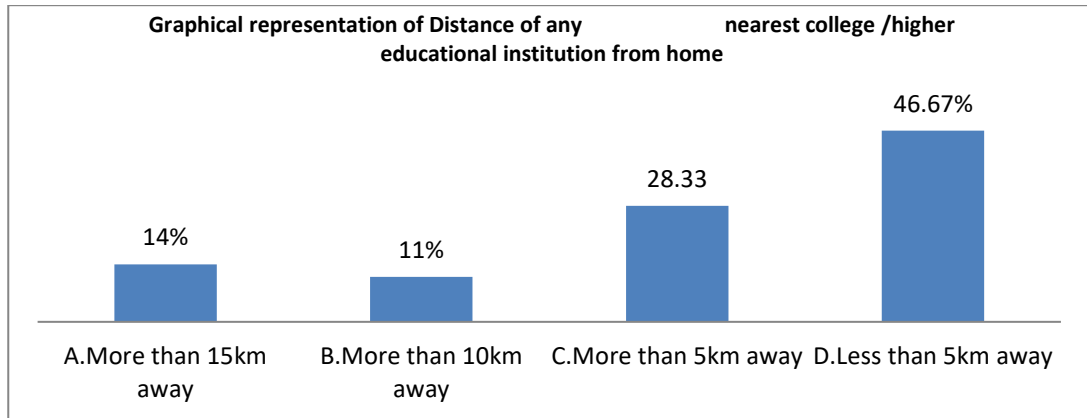


The above result shown in the table-4.10 revealed that 86.33% agrees that school participate in inter school games and sports and while 13 % says do not participate at all. This activity also enables the learners to develop their positive attitude towards school education and its' various activities. The co-curricular activities of the school are very essential to create motivation in the children for studies and further works.

**Table -4.11: Distance of any nearest college /higher educational institution from home.**

	Distances	Percentage of responses
1	More than 15km away	14%
2	More than 10km away	11%
3	More than 5km away	28.33%
4	Less than 5km away	46.67%

**Fig -4.11: Graphical representation of Distance of any nearest college /higher educational institution from home**

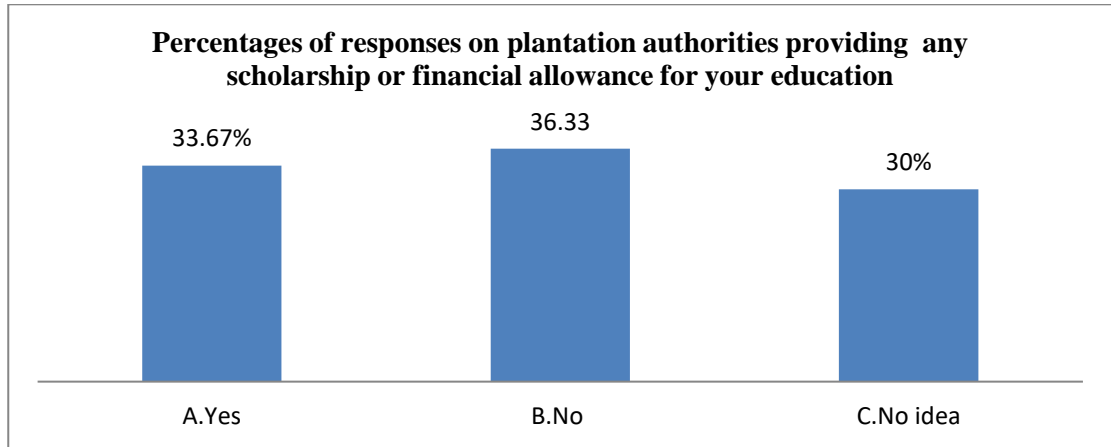


The above result (table-4.11 & fig-4.11) expressed that the distance between the student's home to higher educational institutions 14% says more than 15 km. it is 11% whose distance is more than 10 km and there are 28.33% those who lived in 5 km away and there are 46% who lived in less than 5 km distance. Although this shows a little convenient picture, however, from the practical observation it is revealed that communication to the higher educational institutions is not very convenient to this group of people, as most of the community members expressed during interaction with them, as because most of the tea gardens are spread to huge areas. This condition also plays a very vital role in creating motivation among the tea garden workers.

**Table-4.12: Scholarship or financial allowance for education from garden authority**

Q	Do the plantation authorities provide any scholarship or financial allowance for your education?	Percentage of responses
A	Yes	33.67%
B	No	36.33%
C	No idea	<b>30%</b>

**Fig-4.12: Graphical representation on the Scholarship or financial allowance for education from garden authority**

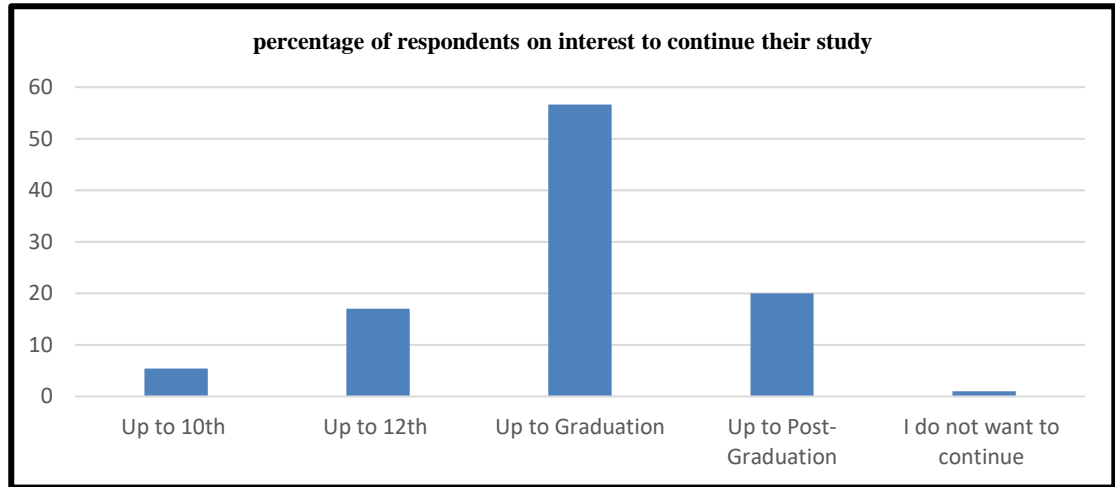


It is revealed from the above table-4.12 that 33.67 % of the students agreed that the Tea Garden authority provide scholarship for their education and 36.33% of the student do not get any financial assistance from the authority while another 30% of them do not have any idea about it. In fact, it is the responsibility of garden authority to provide every support both in mental and financial to the needy workers for their education. Due to the lack of financial assistance most of the students fails to complete their higher education rather they go for work in the tea factories and in some other area to help their family.

**Table -4.13: Wish to continue the study**

<b>Q</b>	<b>How far do you wish to continue with your study</b>	<b>Percentage of Respondents</b>
a	Up to 10 <sup>th</sup>	<b>5.4 %</b>
b	Up to 12 <sup>th</sup>	<b>17</b>
c	Up to Graduation	<b>56.60</b>
d	Up to Post- Graduation	<b>20</b>
e	I do not want to continue	<b>1</b>

**Fig-4.13: Graphical representation on the wish to continue the study**

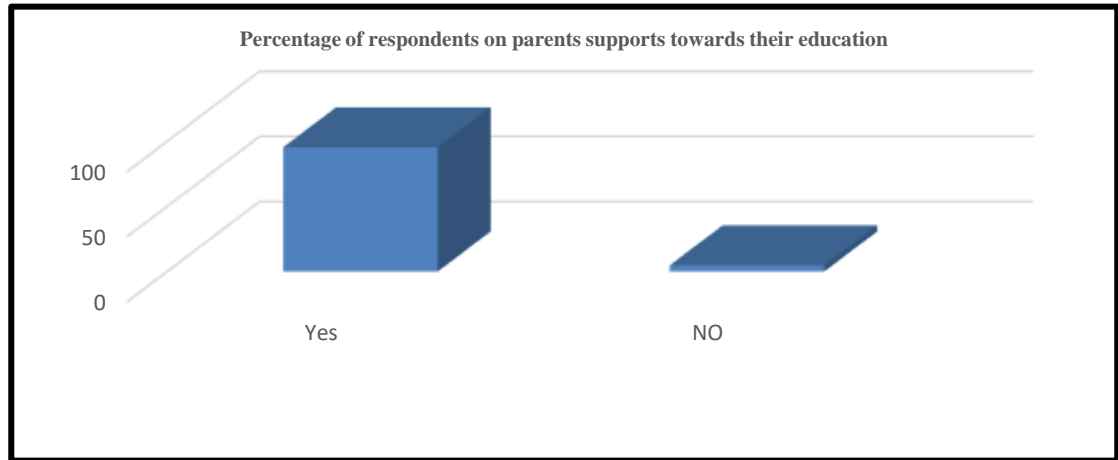


It has been observed from the table-4.13 that 56.60% of the students are interested to continue their study up to graduation, while another 20% of the students are interested to pursue post- graduation. Again,17% of the students are interested to continue their study till 12<sup>th</sup> standard and another 5.4 % of the students have interested just to complete class 10<sup>th</sup>. And 1% of the students have no interest in the study. Thus, it has been observed that majority of the students wish to pursue higher studies. Therefore, government or other services must take initiative to assist the children from tea- garden community to meet their wishes by providing possible opportunities.

**Table-4.14: Parental support towards children’s education**

	<b>Are your parents supportive towards your education</b>	<b>Percentage of Respondents</b>
1	Yes	95.33%
2	NO	4.67%

**Fig-4.14: Graphical representation on parental support towards children’s education**

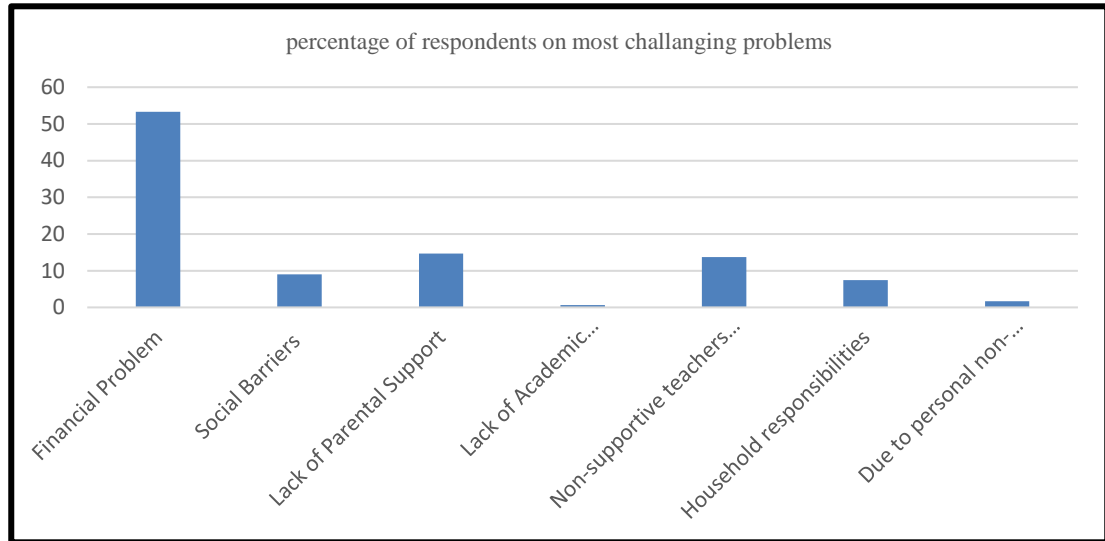


It has been observed from the table-4.14 & fig-4.14 that majority of the parents i.e., 95.33% are supportive towards their children education while another 4.67% parents are not supporting their child education. Due to lack of education and societal impact parents do not believe in sending their children to the school instead they make them busy in household activities and earn for the family. It is a very good sign that at least parent of these children are in favour of their education.

**Table -4.15: Most challenging problem encountered for education**

Q	What is the most challenging problem that you have faced	Percentage of responses
a	Financial Problem	53.33%
b	Social Barriers	9%
c	Lack of Parental Support	14.67%
d	Lack of Academic institutions	0.66%
e	Non-supportive teachers in school	13.67%
f	Household responsibilities	7.42%
g	Due to personal non-interest in study	1.7%

**Fig -4.15: Graphical representation on most challenging problem encountered for education**

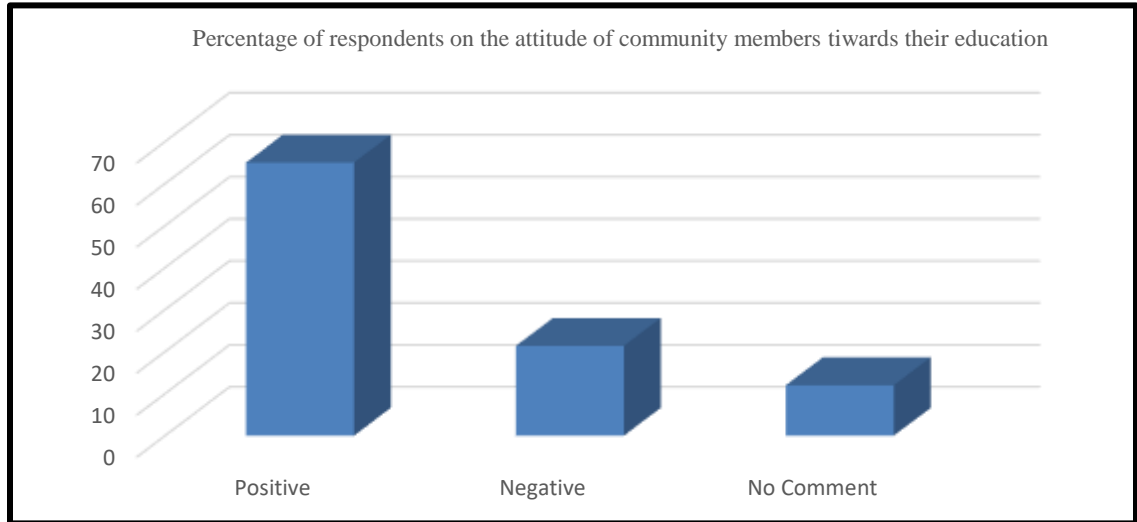


The table-4.15 & fig-4.15 reveals the most challenging problems that the students have faced so far. It has been found that 53.33% of the students have faced financial problem as big challenge to continue their education while 14.67% students are lacking parental support, 13.67% students faced problem for non- supportive teachers in the schools, another 7.42% students those who are facing problem in their study for their household responsibilities, 9% of the students are facing problem for some social barriers and 0.66 students are unable to continue their study due to lack of academic institutions and there are 1.7 % those are unable to excel in their study due to personal non interested in the study.

**Table-4.16: Attitude of your community members towards school education**

Q	What is the attitude of your community members towards your school education?	Percentage of Respondents
A	Positive	65%
B	Negative	23%
C	No Comment	12%

**Fig-4.16: Graphical representation on the attitude of your community members towards school education:**

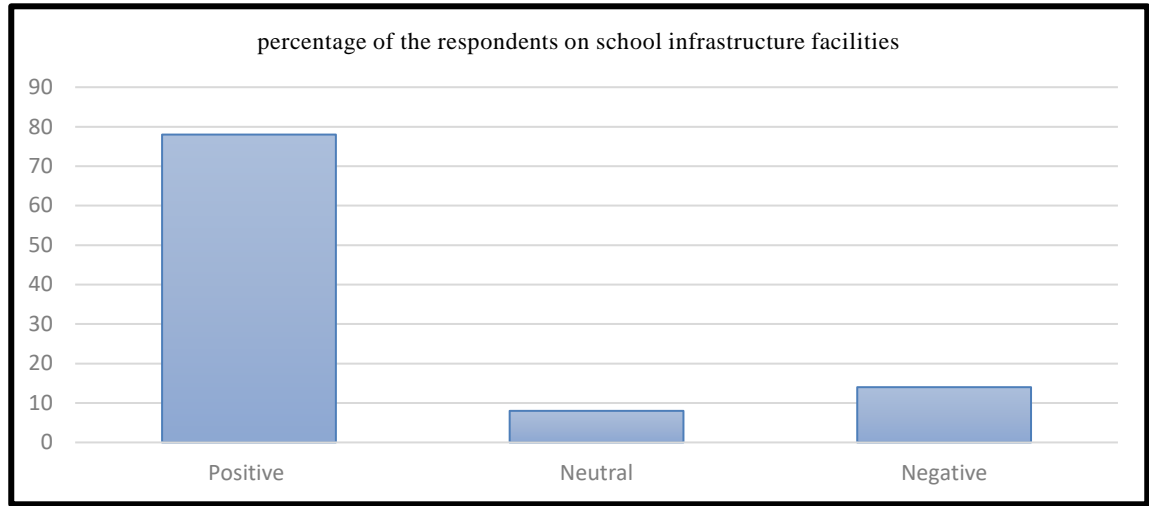


From the table-4.16 it has been found that 65% of the student replied that community members have positive attitude towards their education and 23% have negative attitude towards children education and there are 12 % of the students have no comment in this regard. It has been seen that the attitude of community member towards girl's education is very negative there are people who still believe in child marriage, girls should be at home and work for the family; due to lake of awareness among them regarding the opportunities that comes from education they are still lacking behind.

**Table-4.17: School infrastructure**

Q	Are you happy with your school infrastructure?	Percentage of Respondents
A	Positive	78
B	Neutral	8
C	Negative	14

**Fig-4.17: Graphical representation of the responses on School infrastructure**



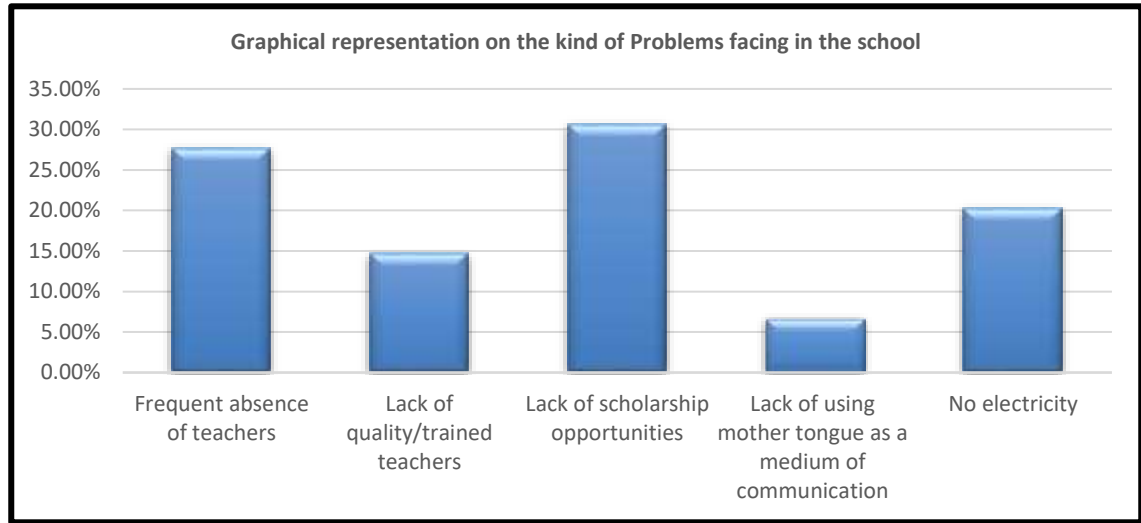
It is observed from the table-4.17 that 78% of the students are satisfied with their school infrastructure and 8% of them are neutral with it and 14% of them are not happy with the facilities provided to them. Government should take initiative to attract the students from tea-garden community towards school education by providing maximum facilities for their benefit and to gain attention.

**Table-4.18: Kind of Problems facing in the school**

Q	What kind of Problems you are facing in the school	Percentage of Respondents
A	Frequent absence of teachers	27.67%
B	Lack of quality/trained teachers	14.67%
C	Lack of scholarship opportunities	30.66%
D	Lack of using mother tongue as a medium of communication	6.67%
E	No electricity	20.33%



**Fig-4.18: Graphical representation on the kind of Problems facing in the school**

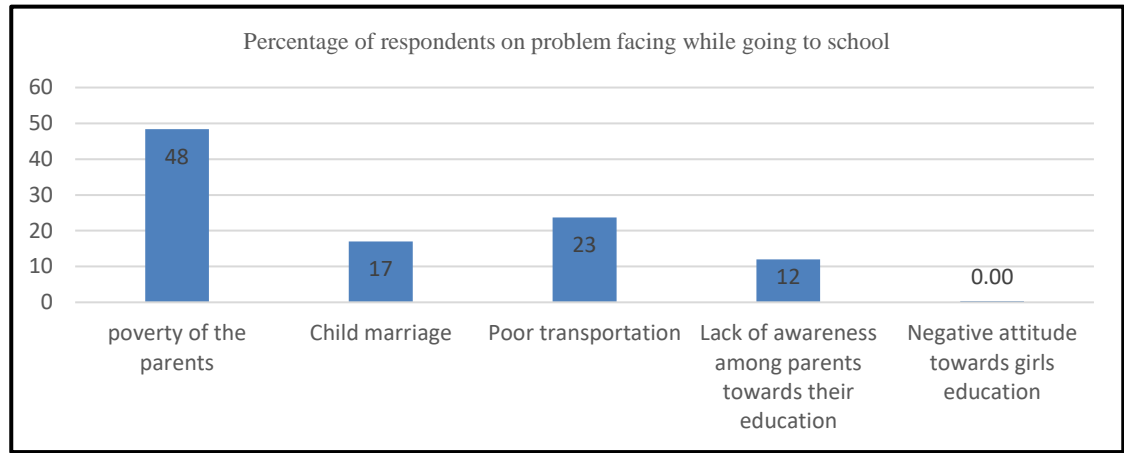


It is revealed from the table-4.18 that there are number of problems students are facing in the school; 30.66% of the students are facing financial difficulty since no scholarship provided to the students and 27.67% are facing problem for frequent absence of the teachers in the school while 14.67% are facing problem due to lack of trained teacher and 20% of them are facing difficulty due to electricity problem again, 6.67% are facing problem with the medium of communication since mother tongue is not the medium of instruction school.

**Table-4.19: Kind of problem you are facing while going to school**

Q	What kind of problem you are facing while going to school	Percentage of Respondents
A	Poverty of the parents	48%
B	Child marriage	17%
C	Poor transportation	23%
D	Lack of awareness among parents towards their education	12%
E	Negative attitude towards girl's education	0.00

**Fig-4.19: Graphical representation on the responses on the kind of problem you are facing while going to school**

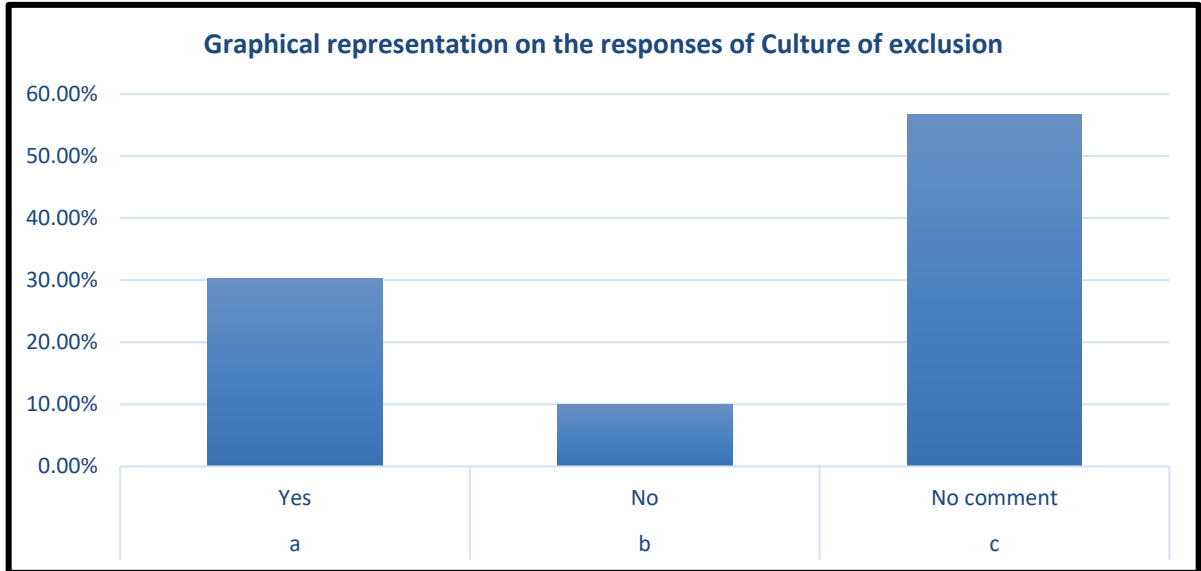


The table-4.19 reveals that 48% of the students are facing problem while going to school due to the poverty of their parents, 23% students are facing difficulty due to poor transportation facilities. While 17% of them facing difficulty for child marriage and another 12% of them are facing difficulty due to lack of awareness among their parents towards their children education.

**Table-4.20: Culture of exclusion is still prevalent in tea garden communities**

Q	Does culture of exclusion is still prevalent in tea garden communities	Percentage of Respondents
a	Yes	30.34%
b	No	10%
c	No comment	56.66%

**Fig-4.20: Graphical representation on the responses of Culture of exclusion is still prevalent in tea garden communities.**

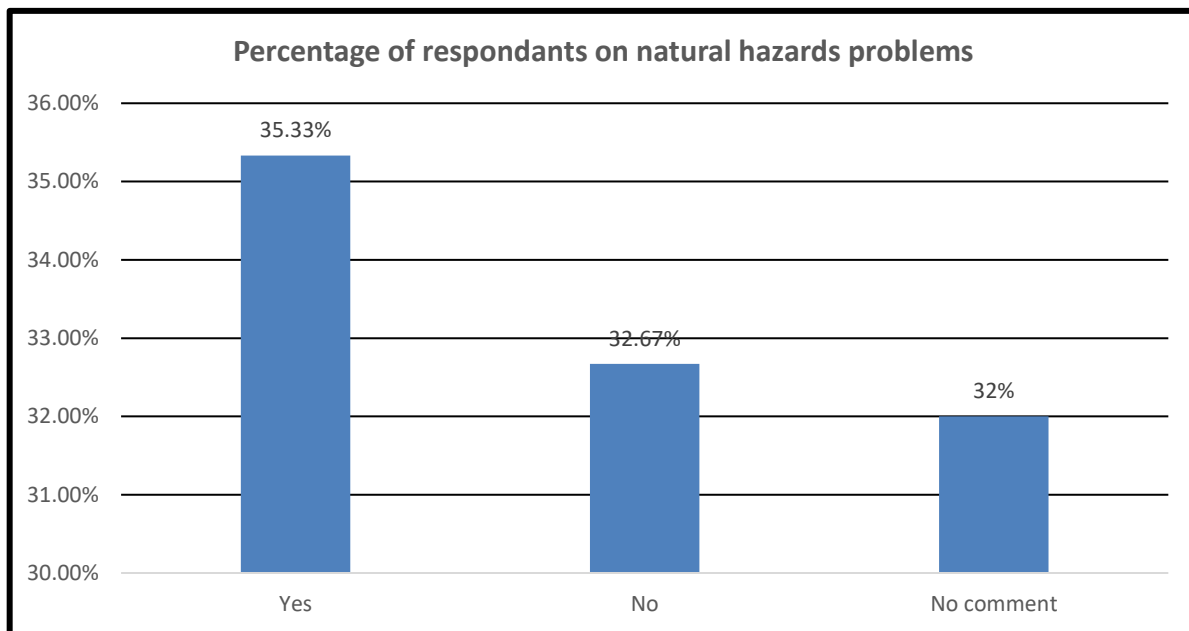


The above table-4.20 shows that 30.33% of the respondents agrees that there is still culture of exclusion is prevalent among the tea garden communities while another 10% denies about this practice. Again, 56.67% has not given any comment in this regard.

**Table-4.21: Natural hazards like flood, erosion, landslides etc. creates problem in your area.**

Q	Does natural hazards like flood, erosion, landslides etc. creates problem in your area	Percentage of respondents
a	Yes	<b>35.33%</b>
b	No	<b>32.67%</b>
c	No comment	<b>32%</b>

**Fig-4.21: Graphical representation on natural hazards like flood, erosion, landslides etc. creates problem in your area.**

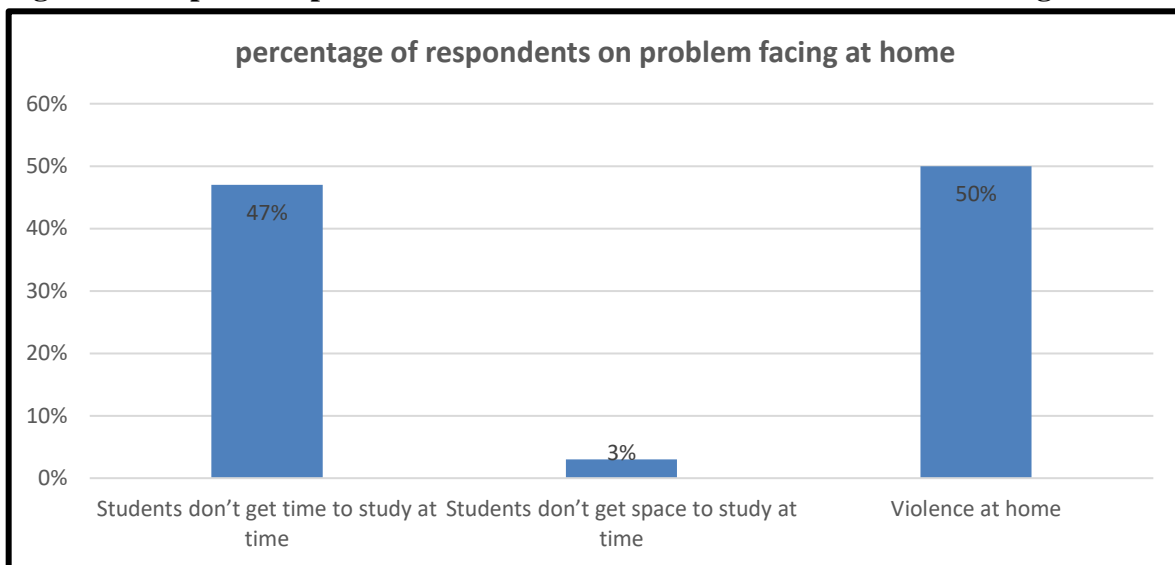


The table-4.21 it is revealing that 35.33% of the respondents have faced problem from the natural hazards such flood, erosion, landslides etc. While another 32% of them does not have such problems, again, 32% of them have not respond on it.

**Table-4.22: Kind of Problem children are facing at home.**

Q	What kind of Problem children are facing at home?	Percentage of Respondents
a	Students don't get time to study at time	47%
b	Students don't get space to study at time	3%
c	Violence at home	50%

**Fig-4.22: Graphical representation on the kind of Problem children is facing at home.**



From the table-4.22 it has been found that there are several factors that hampers students while studying such as violence at home, to be busy in household work, lacking space for studying at home etc. 50% of the students are facing home violence problem, while another 47% of them have faced difficulty to manage time for their study and 3% of the students are lacking.

## SECTION-II

### **4.6: Objective-II: To find out factors responsible for poor participation in education by the children of Tea Garden workers in Assam.**

From the above discussion in the objective no-1, it is revealed that children of tea garden workers face numerous problems either in the schools or at home due to which most of them reluctant to attend schools, and leave the schools without completion of the course. While discussing with the school teachers, principals and parents during the field visit and village; some of the important factors came up from them, which they confessed that, due to these, children of tea garden workers unable continue or attend the school in their area. After analysis of these following major factors are found most common and most responsible for low participation in school by the children of tea garden workers. These are-

1. Most of the children of tea garden are don't attend the schools as the schools are situated in very far places of their home.
2. Majority of the students replied that academic environment of the schools situated in the tea garden areas are not as good as other schools situated in other areas.
3. Most of the girl's students don't attend the schools as there are no basic facilities in the schools situated in their areas.
4. Due to poor academic environment at home most of the children of the tea garden workers are failed to achieve the expected result in their academics and consequently they leave the schools.

5. Most of the Girls children are engaged by their parent in child rearing and domestic works to lessen their burden at home, as most of the parent work in the tea garden in day time.
6. Financial crisis is another most important factor which allows the parent to engage their children in earning activities so that they get little relief from their burden.
7. There is a tradition among the tea garden workers that working in tea garden area is pride for them and they are not ready to leave this job, hence a mind-set has been develop among them that education will not bring any changes in their life.
8. Some of the senior citizen replied during the conversion with them that authority of tea garden indirectly doesn't allow them to continue their education; because better education among tea garden workers may create consciousness about their right. Therefore, most of the schools situated in tea garden areas cannot attract the students as it attracts the students in non-tea garden areas.
9. Using alcohol among the tea garden workers is very common, which hinders creating better academic environment at home. Children also from very young age follow their parents and finally became addicted towards of it and neglect the importance of education in their life.
10. Most of the tea garden worker families in Assam deprive of their basic facilities at their home; so, they cannot bear the expenses of education for their children.
11. Early marriages in tea garden areas are very common; as a result, higher population growth found very obvious among them and produces mal-nourished children, who are found too lower in their IQ level and proved to be unsuitable for education.

12. As they don't follow healthy life style, so often they fall sick and unable to work in time, finally all members of the family work hard to fulfill the basic needs of the family. Once children are used in earning purposes they never return back to the schools.
13. Motivation levels of the children towards education are found very poor, and very conscious people are available in their community to motivate the children for their education.



### **SECTION-III**

#### **4.7: Objective No 3: To the study of attitude of the parents, community members and students towards Education:**

To fulfil the above-mentioned objectives the investigator has developed three different attitude scale to measure the level of attitude towards education of the parents, community members and students belonging to the tea garden communities. From the various literature it is found that the level of the education amongst tea garden workers are not very satisfactory as compared to the other community members of the society. To study the roots of the problems the investigator has strived to explore various means as well as sources which might cause in sufficient amount to make them unaware as well as inattentive to the consequences of education as the way these are understood by the other community members of the society. Attitude of the people plays a major role to determine the nature of thoughts and action in their life. Positive attitude of the people leads a person to do the most difficult works and in reverse negative or poor attitude level lead a person towards inactive, non-participative and non-productive works. Keeping in mind these facts the investigator prepared attitude scales for different groups of tea garden workers to assess their perception towards education, which plays a great role in human life. Positive attitude also arouses motivation in the mind of the people to do the right job in right time, similarly negligible attitude do not create any motivation in the mind of the people to do the right job in their life. It is coming out from the discussion held with the villagers of tea garden workers during the village campaign that most of the community members are not aware about the

need and consequences of education in their life. There is a presumption that education will not make any changes in their life, as they have to work in the tea garden only. It is also noticed from their discussion that for them tea garden authority is the highest authority who can make their life happier and more comfortable, so they need to be loyal to this authority only. This type of attitude has built up their life and most of them are not interested to think beyond of this.

The investigator has studied a good numbers of attitude scales available at present with some authorized agencies for this purpose, however, he failed to get some suitable attitude scale through which attitude of tea garden people can be measured. Hence, three different tools have been developed keeping in mind the need and importance of education in human life. The tools are namely- (i) **Attitude scale towards education for the tea Garden worker community members**, (ii) **Attitude Scale towards education of the students belong to tea workers and** (iii) **Attitude towards education of the parents of the children who are working in Tea Garden**. The investigator has adopted **Likert's scale** (five-point scale), where the responses are classified into five points scale such as- **strongly Agree, Agree, Undecided, Disagree and Strongly Disagree**. At the initial stage, investigator prepared a good number of items/statements for each tool, however, the number has been reduced upto 30 items for each tool after consultation with subject experts in this field. As the time of the project was too short and also the pandemic condition, the investigator could not try out the tools for standardization, however, validation has been done after consultation with the subject experts available during this time.

The investigator has employed the **Research Assistant (RA)** to collect the necessary data from the field and also visited himself by the investigator to the field for collection of necessary data as the window period for data collection was too short due to lockdown imposed by the Govt. of India since March, 2020. There was a lot of restriction from the Govt. of Assam as well as school authority to visit the field in time to time, hence, the investigator has made extra efforts to collect the data by maintaining COVID-19 protocol as instructed by the Govt of India.

After collection of necessary data with the help of attitude scales, analysis and interpretation of the data has been made in the following ways-

**Table-4.23: Level of Attitude towards education of the parents of the children of tea garden workers.**

<b>Ranges of Scores</b>	<b>No. of responses</b>	<b>Percentage of students</b>	<b>Interpretation</b>
110-150	0	0	Higher Level positive attitude towards Education
70-110	98	98%	Moderate Level attitude towards Education
30-70	2	2%	Negligible attitude towards Education

It has already mentioned earlier that parents of the students of tea garden areas are not aware much about the need and consequences of education for their life. Most of them are remain busy in their primary works i.e., working in the tea garden areas and ignore often the family responsibility especially the education of their children. It is observed from the table-4.23 that 98% of the parents of the students are having only moderate level of attitude towards education; which refers even if their children don't get proper education, it will not affect their life much, or they will not do any kind of extra work for that. It is also noticed from the interaction with the villagers during village

campaign that parents of the tea garden children are insensible towards the education of their children.

**Table-4.24: Level of Attitude towards education of Tea Garden Community Members**

<b>Ranges of Scores</b>	<b>No. of responses</b>	<b>Percentage of students</b>	<b>Interpretation</b>
110-150	0	0	Higher Level positive attitude towards Education
70-110	97	97%	Moderate Level attitude towards Education
30-70	3	3%	Negligible attitude towards Education

The above table-4.24 revealed that the 97% community members of tea garden workers are having moderate level of attitude towards the importance of education in their personal as well as in their children’s life. They have very casual attitude towards education, because they have the mindset that working in tea garden areas are their ultimate goal in their life. They cannot think beyond of this, as this is their family tradition. Hardly any community members are found in these tea garden areas who can think out of the box and imagine a different life other than tea garden workers as well as quality living standard. Research revealed that attitude plays a very significant role in one’s life; which motivate the people to work further for their personal as well as family growth. As their attitude level towards education is found moderate which will never motivate them much to do further thinking for their education.

**Table-4.25: Level of Attitude towards education of the children of tea garden workers.**

<b>Ranges of Scores</b>	<b>No. of responses (Boys)</b>	<b>Percentage of students Boys</b>	<b>No. of responses (Girls)</b>	<b>Percentage of students Girls</b>	<b>Interpretation</b>
110-150	0	0%	0	0%	Higher Level positive attitude towards Education
70-110	167	<b>79.15%</b>	78	86.67%	Moderate Level attitude towards Education
30-70	44	<b>20.85%</b>	12	13.33%	Negligible attitude towards Education

The above table-4.25 shows that majority of the children of tea garden workers i.e. 79.15% of boys and 86.67% of girls students have moderate Level attitude towards Education. If we compare the percentage of these two groups than we find that boys students are more negligible towards the education as per the report of the above table. This implies girls' children of tea garden workers have realized the importance of education, since most of them go to the tea garden for daily wages and their works are not given equal weightage in comparison to the male workers. It is also coming out from the discussion with the people during village campaign that women of the tea garden areas craving a different life than this and want to provide education to their children, so that their children can lead a happier life than them. It is also observed from the discussion that most of the male workers go out from home in the evening and use liquor by ignoring their responsibilities in the family and education of their kids. On the other hand, women workers remain at home and do the house hold works and takes care their children despite they work at tea garden during day time. This circumstance might change their mind set and expect a different life than them,

however, they remain helpless in the society, as most of them follow the family traditions, which is very strong among the tea tribes' communities.

#### **4.8: Calculation of 't'-value for Parents and Community Members of Tea Garden Workers:**

**Table-4.26: Descriptive statistics of the score obtained by Parents and Community Members of the children of Tea Garden workers on attitude scale:**

	<b>Parents</b>	<b>Community Members</b>
Mean	79.31	80.61
Standard Error	0.44	0.49
Standard Deviation	4.33	4.93
Sample Variance	18.78	24.26
Total No	100	100

From the descriptive analysis of the data, we find the following values from both the groups. They are-

$$N_1=100 \quad N_2=100$$

$$\bar{x}_1 = 80.61 \quad \bar{x}_2 = 79.31$$

$$S_1= 4.93 \quad S_2=4.33$$

't' value is calculated with the help of following formula-

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

$$t = \frac{80.61 - 79.31}{\sqrt{\frac{(4.93)^2}{100} + \frac{(4.33)^2}{100}}}$$

$$t = \frac{1.30}{\sqrt{\frac{24.30}{100} + \frac{18.74}{100}}}$$

$$t = \frac{1.30}{\sqrt{0.24+0.19}}$$

$$t = \frac{1.30}{0.66}$$

$$t = 1.97$$

**Table-4.27: t-test for community members and Parents of the school children.**

<b>Respondents</b>	<b>N</b>	<b>Mean</b>	$\sigma_x$	<b>t-value</b>	<b>Interpretation</b>
<i>Community Members</i>	<b>100</b>	80.61	4.93	<b>1.97</b>	<b>Significant at 5% level of significance</b>
<i>Parents</i>	<b>100</b>	79.46	4.33		

From the above table-4.27 it is revealed that parents and community members of tea garden areas possess different level of attitude towards education. Community members of tea garden people possess better attitude than the parents of the children studying at secondary level of school. The calculated ‘t’ value 1.97 is slightly higher than the table value at 5% level of significance. Hence it may be concluded that there is a significant difference between community members and parents of the children of tea garden workers regarding the attitude towards education.

#### **4.9: Calculation of ‘t’ value for Boys and Girls students in Tea Garden areas**

**Table-4.28: Descriptive statistics of the score obtained by Boy's and Girls' students on attitude scale:**

	<b>Boys'</b>	<b>Girls'</b>
Mean	75.17	77.08
Standard Error	0.91	0.64
Standard Deviation	13.17	6.15
Sample Variance	173.50	37.93
Total No.	210	90

From the descriptive analysis of the data, we find the following values from both the groups. They are-

$$N_1=210 \quad N_2=90$$

$$\bar{x}_1 = 75.17 \quad \bar{x}_2 = 77.08$$

$$S_1 = 13.17 \quad S_2 = 6.16$$

't' value is calculated with the help of following formula-

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

$$t = \frac{75.17 - 77.08}{\sqrt{\frac{(13.17)^2}{210} + \frac{(6.16)^2}{90}}}$$

$$t = \frac{1.91}{\sqrt{\frac{173.45}{210} + \frac{37.95}{90}}}$$

$$t = \frac{1.91}{\sqrt{0.83 + 0.42}}$$

$$t = \frac{1.91}{1.12}$$



$$t= 1.71$$

**Table-4.29: t-test for total number of Boys and Girls students belong to tea garden workers**

Respondents	N	Mean	$\sigma_x$	t-value	Interpretation
Total Boys'	210	75.17	13.17	1.71	Not Significant at 5% level of significance
Total Girls'	90	77.08	6.16		

From the above table-4.29 it is revealed that Boy's and Girl's students belong to tea workers do possess almost similar level of attitude towards education. The calculated 't' value i.e. t-1.71 is lower than the table value at 5% level of significance. So, from this it may be concluded that there is no any significant difference between Boy's and Girl's students of tea garden workers in Assam towards their attitude on education. However, this result appears when we put together the total number of boys' and girls' students from both the district i.e. Dibrugarh and Biswanath district of Assam. Quite different results came out when the researcher compared the result within the district which are given in the subsequent tables.

**Table-4.30: Calculation of 't' value for Girls and Boys of Dibrugarh District**

	Boys of Dibrugarh District	Girls of Dibrugarh District
Mean	72.08	83.56
Standard Error	1.54	0.68
Standard Deviation	15.43	4.78
Sample Variance	238.05	22.83
Total No.	100	50

From the descriptive analysis of the data, we find the following values from both the groups. They are-

$$N_1=100 \quad N_2=50$$

$$\bar{x}_1 = 72.08 \quad \bar{x}_2 = 83.56$$

$$S_1= 15.43 \quad S_2=4.78$$

't' value is calculated with the help of following formula-

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

$$t = \frac{72.08 - 83.56}{\sqrt{\frac{(15.43)^2}{100} + \frac{(4.78)^2}{50}}}$$

$$t = \frac{11.48}{\sqrt{\frac{238.08}{100} + \frac{22.85}{50}}}$$

$$t = \frac{11.48}{\sqrt{2.38 + 0.46}}$$

$$t = \frac{11.48}{1.57}$$

$$t = 7.31$$

**Table-4.31: t-test for Girls and Boys of Dibrugarh District**

Respondents	N	Mean	$\sigma_X$	t-value	Interpretation
Boys of Dibrugarh District	100	72.08	15.43	7.31	Significant at 5% level of significance
Girls of Dibrugarh District	50	83.56	4.78		

The above table-4.31 revealed that Boys students Girls students of Dibrugarh district have quite different level of attitude towards education. The calculated ‘t’ value i.e., 7.31 is quite higher than the table value 5% level of significance. From this it is apparent that there is a significant difference between Boys and Girls students belong to Tea Garden workers in Dibrugarh district. The above table also revealed that attitude of girls’ students is quite better than the girl’s students in this district.

**Table-4.32: Calculation of ‘t’ value for Boys and Girls of Biswanath District’s students**

	<b>Boys of Biswanath District</b>	<b>Girls of Biswanath District</b>
Mean	76.47	73.68
Standard Error	0.61	0.96
Standard Deviation	6.45	6.09
Sample Variance	41.78	37.09
Total No.	110	40

From the descriptive analysis of the data, we find the following values from both the groups. They are-

$$N_1=110 \quad N_2= 40$$

$$\bar{x}_1 =76.47 \quad \bar{x}_2 =73.68$$

$$S_1= 6.45 \quad S_2=6.09$$

‘t’ value is calculated with the help of following formula-

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2}}}$$

$$t = \frac{76.47 - 73.68}{\sqrt{\frac{(6.45)^2}{110} + \frac{(6.09)^2}{40}}}$$

$$t = \frac{2.79}{\sqrt{\frac{41.60}{110} + \frac{37.09}{40}}}$$

$$t = \frac{2.79}{\sqrt{0.38 + 0.92}}$$

$$t = \frac{2.79}{1.14}$$

$$t = 2.79$$

**Table -4.33: t-test for Boys and Girls of Biswanath District's students**

Respondents	N	Mean	$\sigma_x$	t-value	Interpretation
Boys of Dibrugarh District	110	76.47	6.45	2.79	Significant at 5% level of significance
Girls of Dibrugarh District	40	73.68	6.09		

However, the above table- 4.33 shows a separate picture than the table- 4.31 It is found that calculated 't' value 2.79 is again higher than the table value at 5% level of significance; based on this it may be concluded that there is quite significant difference between Boys and Girls students of Tea garden community in their attitude towards education. It is revealed that attitude of Boys students is better than Girl's students

belong to tea tribe's community in Biswanath district; whereas, in Dibrugarh district result is found just opposite to this district.

#### **SECTION-IV**

#### **4.10: Objective No 4: To conduct village campaign to make aware about the need and consequences of education**

The research Team visited the Tea garden areas of both the districts and conducted the village campaign in order to make aware the need and consequences of education in our life. It is observed from the various reports and literature that awareness about the need of education in life amongst the tea garden workers are not at the level of the other people in the state. The research team had come acrossed a number of issues related to education in the tea areas of both the districts. Some of the issues are-

1. The community members of tea garden areas have expressed that majority of the tea workers families are backward in every aspects of their social life because of high population explosion among them. As their livelihood are depend upon the physical labour, so they developed the mind-set that more family member will reduce their financial burden and consequently, population explosion issue has grasped them seriously in the tea garden areas.
2. They have expressed that in tea garden areas most of the family stays in joint family and as a result they do not develop the financial security. In such cases most of the

family members follows their family traditions and do not explore the other world for their livelihood. There is a strong family tradition in the tea garden areas are to strictly follow the family traditions, their profession, use of liquor etc.

3. Most of the tea garden workers family are having very low income and resources. In such situation they don't want to send their kids to school, rather engaged them in different type domestic works such as-to look after the other kids at home, cattle rearing and day today's works at home.
4. Another very strong social diseases are there in the tea garden areas i.e. early marriage practices among the tea garden workers. Lack of proper education and other knowledge about the family life, early marriages cause a number of family problems later on such as-malnutrition among the child, broken health, low IQ, low span of life, physical handicapped, social superstition and many more.
5. Lack of awareness about the higher education among the tea garden workers; as a result, they hardly encourage their children for higher education.
6. Lack of sound physical health among the tea garden workers possess weak mental state, and which causes poor and weak decision-making abilities, low confidence, low working stability, prone to frequent disease may cause again poor development in the family, prone to become addicted towards drugs etc.
7. Use of alcohol and gutka in tea garden areas are very common trends, which degraded the tea garden society immensely.
8. As the tea garden workers are not educated themselves, naturally they fail to encourage their children for education. So, the lack of proper parental guidance,

children don't get proper motivation for the education either it may be primary, secondary or higher education.

9. It is observed from the various literature that quality of social life of tea garden people are very poor in comparison to the social life of other people of the society so far, the values of life is concerned. As it is mentioned earlier that due to the lack of minimum education of the tea garden workers, they are prone to become addicted in different anti-social activities in the society.
10. Women community members of the society have expressed that the school situated in the tea garden areas are not having proper arrangement in the school, like-separate toilets for girls students, no special leave during menstruation period, no proper hygiene maintain either in schools and family due to lack proper knowledge about women issues etc.
11. They have also expressed that attitude of teachers, parents and community members of tea garden areas are not congenial towards girl's education of this community. It is also noted from their discussion that most of the schools situated in tea garden areas are directly or indirectly supported by the tea company; and their decision in these regards are considered supreme almost in all aspects.
12. It is also coming out from the discussion that most of the schools situated in the tea garden areas are scattered here and there and most of the children can not avail the schools due to the long distance as well as communication issues. Families residing near by the schools can only avail the facilities of schooling.
13. Community members of the tea garden areas have expressed that most of the children unable to attend the schools due to conflict in the timing of schools and

company working hours. Company rules could be made bit liberal so that children of this groups can attend the schools in time.

14. They have also expressed that company people diplomatically supply alcohol among the tea garden workers occasionally to motivate them in working, in return they are becoming full dependent on it and ruining their family life in greater ways.
15. It is observed from the discussion that most of the schools in tea garden areas are not maintained and arranged in terms of infrastructural facilities. The concerned members expressed heavily that these deprivations are intentional so that no children will be encouraged to attend the schools with an enthusiastic mind.
16. The concerned members have also expressed that majority of the school teachers situated in tea garden areas are not properly trained to cater the needs of the children demand and requirement. As most of the schools are supported by the company, so they do not bother about the training of the teachers and quality education provided in the tea garden areas.
17. Every primary and secondary schools must have school management committee to look after the quality as well as to see what extend the schools has fulfilled the needs of the society. However, school management committee of these schools situated in this aeras are non-functional and do not do any quality works for betterment of the tea garden people.
18. The reason behind of backwardness in many aspects of tea garden people is the fear of voice against tea company, as mentioned by many of the community members. Despite knowing many issues and prospects, they are unable to



implement such things due to fear against the company who control the all-round development aspect of tea garden areas.

19. As there is a prevailing belief that working in tea garden is their ultimate goal, so they do not understand the need of education for their life. Tea companies are also failed to communicate such information to them, as some of the people expressed their concern.
20. Dropout rates among tea garden children are very high, due to that most of the children discouraged for education.
21. Some of the community members expressed their concern that, tea company should not interfere the school matter of the tea garden people, rather that should be fully controlled by the state government. Village education committee should made stronger so that progress and issues of school education may be look after in a systematic manner.
22. Some of the members have also said that there should separate provision for education of tea garden people. Reservation policy may be implemented for tea garden people in school and higher education institutions in the state to motivate the children for higher education. Because of their poor performance in academic tea children do not get admission in higher education as mentioned by a higher educated concerned person. More number of schools both primary as well as high schools' level should be established to attract more children to these schools.

## SECTION-V

### **4.11: Objective No 5: To extend some remedial measures for the better participation in education by the children of tea garden workers.**

The researcher had conducted several discussions with the teachers, parents and community members from tea garden areas belong to tea tribe community from the sample districts of Assam i.e., Biswanath and Dibrugarh. During the course of discussion regarding the poor participation of the children of tea garden workers in education, some very important solution came up, which may be followed in proper ways to improve the participation level of the children of tea garden workers. Some of them may be mentioned in the following ways-

1. As it is evident from the study that most of the tea garden of Assam don't possess enough number of primary as well as secondary schools, so, it is suggested that the number of schools in both levels may be established to cater the need of the people belong to tea garden areas.
2. It is also noticed that most of the schools situated in tea garden areas are not fully equipped to conduct teaching learning process in systematics manner. Hence, it is recommended that existing should be made fully functional and equipped for conducting teaching learning process.
3. It is also observed that there are good number of people are not aware about the need and importance of education, hence, it is suggested that tea garden authority as well as some NGOs should be invited to make aware the tea garden people about the need and importance of education in their life.

4. One of very deep-rooted social problem causes lots of backwardness among the tea garden people, i.e., use of alcohol, this should be controlled with immediate effect to unfold the barrier of the social development of the tea garden areas of Assam.
5. To strengthen the economic condition of the tea garden people, daily wages of both male and female may be increased at the level of other wages given other than tea garden workers by the government. This may enhance their economic security and thereby they may think about their children education.
6. Equal right may be given to both male and female children of tea garden workers for their education. It is mostly noticed that poverty has withdrawn themselves for sending girl child to the schools. Hence, tea garden authority may monitor this aspect and may compel them to send their kids to go to the school irrespective their sex.
7. Some of the community members raised that teachers are not dedicated towards their duties in the schools situated in tea garden areas; hence, it is suggested that this condition may be checked properly and most dedicated teachers may be encouraged to work in these schools. To motivate to work in such schools, authority may announce extra incentives for the same.
8. There are some social taboos as well as rigid mind set prevailing among the tea garden people; which hinders them for adopting some open mind set for their social, cultural and educational development. In such cases, social workers should be encouraged to amend their mind set to adapt modern attitude towards their life, and their society may also go with the other society of the state.

9. As women community members of the society have expressed that the school situated in the tea garden areas are not having proper arrangement in the school, like-separate toilets for girls students, no special leave during mensuration period, no proper hyenine maintain either in schools and family due to lack proper knowledge about women issues etc. Hence, authority should made available all these facilities in the schools, so that students can feel comfortable in the schools.
10. Early marriage practices among the tea garden workers are very common, as a result malnutrition among the child, broken health, low IQ, low span of life, physical handicapped, social superstition and many more such issues are found very common among them. Govt. should make some strict rules to prevent such social problems and encourage them to avail school education for all.

**CHAPTER-V**  
**SUMMARY, MAJOR FINDINGS AND DISCUSSION**

## **CHAPTER-V**

### **SUMMARY, MAJOR FINDINGS AND DISCUSSION**

#### **5.1: Introduction**

Assam has been the second commercial tea production region after southern China with total area under Tea Gardens in the State is 322 thousand Hectare. The person who directly deals with the planting and plucking of the tea are called as tea workers or tea garden workers. In a report by the Assam State Commission for Protection of Child Rights (ASCPCR), it has revealed that at least 80% of the state's tea gardens have been defying the Right to Education (RTE) Act. Of the 24 tea producing districts in the state, only six have schools that are provincialized by the State Government (Baruah, 2015). According to ASCPCR; the Plantation Labour Act, 1951 provides educational facilities to children between six to twelve years. But the garden authoritative are violating the RTE Act and employing them in gardens illegally.

In the Indian subcontinent, what is now the state of Assam was one of the first sites of tea production. Tea is consumed in more than a 100 countries and India is one of the largest producers and consumers of tea in the world. Assam is the largest tea producing state in India and contributes about 60 per cent of the total production of tea in the country. Tea is an important Agro-industry in Assam, which contributes to the state's economy.

Tea garden workers make up a large part of the tea industry. Tea garden labour population are an integral part of the demography of Assam and endlessly contribute towards the development of the region (Sumesh & Gogoi,2021). They are descendants of poor peasants and landless people recruited and brought by colonial planters more than 150 years

ago to work exclusively on the plantations (Fact Finding Mission Report,2016). The tea workers are one of the most marginalized communities in the state, remaining at the margin of the mainstream society of Assam. The tea garden working population are indigenous people from other parts of the country, brought by the British to work in tea gardens and now they make up 20 per cent of the population of Assam. Approximately seven lakh workers are engaged in the tea industry in Assam (Sen,2020).

Education is a fundamental right and is free and compulsory for all children (aged 6-14) in the Constitution of India under Article 21-A. To lead a successful and productive life in society and to have basic requirements of life, education is obligatory. But the education condition in the tea garden areas is still underdeveloped despite having basic schooling facilities being provided. Since independence, the Government of India with the help of Plantation Act 1951 has been implementing various policies aimed at accelerating the overall education, literacy rate as well as to reduce the school drop-out rates. But due to poor implementation there is poor teacher-pupil ratio, poor infrastructure, lack of teachers, long distance of the school, low enrollment, poor quality education and educational expenses which have resulted in high dropout rates in tea garden areas and there is no official record of what the non-school going children are doing. Human right to education Act violation is widely reported in the tea gardens in many studies. Improper attainment of adequate education is a major reason for lagging behinds in all the fields.

At present negligible number of tea garden area have secondary schools. The LP schools in tea gardens are being primarily managed by the respective garden managements and government in almost all tea garden areas, with no basic resources. Most of the tea estate workers due to illiteracy have no awareness regarding educational importance and various

schemes for free education by government. These conditions ensures that the children of the workers can do nothing else except for become tea garden workers. A study indicates that 100% enrolment was brought about schools initially due to execution of Sarva Shiksha Abhiyan (SSA) and Mid-day meals scheme by the Government but after few months or a year the number of drop- out is also high (Saikia & et. al.)

There is replacement of work among members of the same family to secure residence at tea garden, so children take up their parents' job. Further information technologies like internet, computers, gadgets etc are still lacking in these areas because of poor connectivity issues. Access of newspaper and television found to be very poor in rural areas. computer illiteracy is seen lacking in such remote areas.

Very few teachers are available in the tea garden schools as teachers are of urban origin prefer not to be in far off remote areas like the tea gardens and it becomes hard to retain in rural areas. Due to a smaller number of teachers in schools, one teacher or head master of the school keep taking classes of four to five subjects. Most frequently absence of teachers is seen. Due to bad roads and poor transportation to the tea garden school, teachers also face bunches of difficulty. Most of the teachers are untrained and lack of proper subject and pedagogical knowledge and poorly equipped, as they have shortage of teaching equipment. A report by SCERT, Assam shows that teacher's lacks general qualification below the norm determined by NCTE and High Teacher pupil ratio in the tea-garden schools is a problem is in existence since long.

The Plantation Labour Act (1951) incorporates arrangement for proper educational facilities for the workers and their children. The act addresses free education upto the lower primary standard that is to be provided by the tea estates managements. Despite of various



developmental schemes, the tea garden population of tea garden in Assam has not been able to achieve ideal outcomes. The school students are not able to pass out their high schools due to insufficient knowledge and abilities (Toppo,2017,1). The rights of tea garden labours are still now neglecting and they are facing several problems in their daily life (Borah, 2013). A survey conducted by Sarva Sikhsha Abhiyan Mission (ASSAM) in 2002 reported that in Assam, 25% of children in the age group of 6–14 years are out of school, of which 43 percent are from the tea garden community (Saikia, 2009,). The Assam Human Development Report prepared in 2003 stated that over 21. 35 percent of children belonging to Tea-garden communities are never enrolled in schools. In High School Leaving Certificate (HSLC) examinations, Tea and Ex Tea-garden students get the least percentage (Talukdar, 2017). There are no high schools established either by the Government or the Management inside the garden area till now. So, the children of the tea gardens have to go to nearby town for higher education. The transportation and communications from the gardens to these schools is exceptionally inconvenient. Thus, enrolment and attendance of school going children are very poor. There are no school bus services and hostel facilities too, so parents end up relying on the schools located within the tea gardens. Many potential students and interested parents cannot find accommodation arrangement to make up to a secondary school outside the garden areas.

Some of the factors like unfamiliar medium instruction, lack of proper infrastructural facilities and motivation etc. are believed to influence the developmental of the educational status of the children negatively. Owing to shortage of funding, libraries are usually not accessible in all schools (Kashyup, 2015). Schools co-curricular or other co- curricular activities are not so motivating for the children to complete their education successfully.

There are no regular programmes for sports, music, dance, dramas etc. in schools. As a result, there is no any process in the students' performance in co-scholastic activities. There is lack of communication between school & tea estate management.

Most of the parents preferred to engage their children in household activities or to look after the little ones at home when the parents are away for works in the garden. Many parents want their children to work in the garden during peak seasons so to help them solving the financial problems of their homes. Violence, child labour, trafficking, alcoholism, various diseases outbreak and social discrimination have to a great extend deprived them from many basic human needs and rights for personal and societal progress. Most of the children in tea garden areas are anemic and malnourished. There are no adult education centres in tea garden as well. Even Knowledge about various health care facilities and schemes is very poor. For high school studies the families could not afford payment of fees and purchase of school books because of which children lose interest for learning and the urge to work in the factories. The support of the family is one of the main issues for students leaving schools.

There is less financial assistance and the children of tea garden workers are far below the actual need for higher education. The girl's population faces abysmal situation of education in the tea estates. Early marriage is common in tea garden areas as a result girls are supposed to get married after a certain age. They are enjoying only considerable freedom. The girls in the tea gardens are engaged as plucker during peak seasons. Girls works as daily labour or domestic helpers, during school hours to play a vital in family income. Often these girls come from the most marginalized and socially excluded groups in these tea estates of Assam particularly. Crimes like human trafficking is reported time to time from tea garden

areas of Assam. The Sheffield report (2018) found evidence of women and girls being trafficked from tea estates for domestic and sex work in big cities such as Mumbai and Delhi. Human traffickers entice young people living on the tea estates of Assam to migrate on the promise of a financially secured and better life (Report by Stop the Traffik (2017)).

Gender disparity is prevailing to a great extent in tea gardens as girls are not sent to school due to poor financial conditions and for parents preference of boys to go school. There is noticeable gender gap in educational attainment. Verbal, physical, and even sexual abuse are still the norm among female tea garden workers in Assam. Alcoholism is one of the major problems among the tea garden population. Most of the young people in garden areas are involved in substance abuse and fall prey to different criminal activities. It is ruining their health too at a very young age and they suffer from very hazardous diseases for life time.

Women are preferred over men for labour because most managers feel that they are particularly suited for garden work and easier to exploit (Das & Gupta, 2016, p. 215). Apart from the issues mentioned, women virtually in all tea gardens have reported violations of their maternity protection rights, particularly those related to the protection of the health of the mother during pregnancy, maternity leave benefits, breastfeeding, and pre-natal and post-natal care. Women workers are expected to continue performing the same tasks throughout their pregnancy, typically right until their eighth month, despite some women specifically requesting a lighter workload (Fact-Finding Mission Report, 2016, p. 8). Many girls suffer from sexual harassment, and they lack support of family (Olwe,2020).

In the garden areas of Assam there is no scope for technical or vocational education schemes properly launched by state or central government, so that unemployed youths can become self-employed and find opportunities. No adult education programme is available in

almost all the gardens as a result the garden workers cannot develop a broader prospect towards the outer world. With such poor educational opportunities, children join the tea plantation violating of laws regarding child labour and sustaining such crimes and the violations for future generations. And this may create lack of employment opportunities and pose barriers for the development. The vicious cycle of poor education system restricts these workers to be productive community members for their well-being and to understand their socio-political economic rights.

These existing situations of the tea garden workers call for an urgent review of prevailing needs and reforms. Development of these workers will go far in strengthening the livelihood patterns of the tea garden populace and leading to sustainability of life conditions. There is need for inclusion of the workers for their development. They must be acknowledged and there should be investment in providing safe and protective working environment by the estates and government authorities.

## **5.2: Rationale of the study**

Education has been considered to be a very important dimension of any agenda for development programme in a society. The true aim of education is to produce a sound mind in a sound body. Education can be divided into formal, informal and non-formal categories. For the purpose of present study, the term education has been denoted as formal education. From the above discussion it is revealed that the status of education among the tea garden workers are not upto the mark in each level of education. Govt. has made numerous provisions for the development of education for each categories of people in the society; however, the tea garden workers are unable to reach to the expected level of the government in Assam. There are number of factors responsible for such poor participation in education

by this group; a major-steps has to be initiative from various stakeholders for their higher participation in education. Before adopting such initiatives, the root causes of poor participation in education have to be found out by conducting some grass-root level research works from different perspectives. It is observed from different research reports and studies, that a good number of research studies have been carried out among the Tea garden workers in Assam on various issues by the different researchers from various disciplines. Majority of the studies highlighted on the issues like-implementation of educational rights among Tea garden workers, educational scenario of Tea garden labourer in rural and urban areas of Assam, literacy among Tea garden workers, problems of enrolment and drop out among tea garden children, educational status of Tea Plantation Women workers in Assam, educational facilities in tea garden schools and so on. But very few studies have been taken up by the researchers as well as by some NGOs and organization on the issues like the problems faced by the children of Tea gardens workers, nature of problems faced by them, frequency of the problems etc. It is only by Kurmi (2014) and Sharma (2007) who have studied on the problems of educational attainment of children and educational problems of Tea garden workers of Assam. Since the Tea garden labourer in Assam are backward in education in comparison to the any other communities in Assam; it is very vital aspects to study in comprehensive manner to find out the possible factors responsible for poor participation in education by the children of Tea Garden workers in Assam so that possible measures may be taken up. It is also identified that there might be some attitudinal problems among students, parents and community members towards the education; hence the present study will examine the attitude of these groups in this regard. The present study is designed with an expectation to bring a comprehensive knowledge and information about the educational

problems of the children of tea garden workers and the factors responsible for lower participation in education by this group. The study will play a role of path breaking to the policy makers, administrators, researchers, NGO workers, teachers, parents, community members and so on. The knowledge of nature of problems faced by the children of tea garden workers as well as the knowledge of attitude of students, parents and community members will open the eyes of policy makers and administrators. The study will enable the above-mentioned workers to initiate better policy framework for the tea garden workers. Through this study the policy makers to identify the factors affecting the educational attainment among the students of the community and make valuable contribution for their upliftment. They can plan out sustainable measures for bringing the tea workers to the mainstream. These sustainable measures will lead to acknowledging the problems and prospects of the tea labourer community. Authorities would realize the need to take immediate measures for providing appropriate steps to the tea-gardens schools. The study can help the school authority to understand the need of adequate facilities like proper infrastructure in accordance with the guiding principle and standard plans of the department of education.

### **5.3: Statement of the problem**

After going through various review of related literature the researcher has designed the present study with the following statement-

*“Problems faced by the children of Tea Garden workers at secondary level education in Assam: An analytical Study”*

### **5.4: Objectives**

1. To study the nature of educational problems faced by the children of Tea Garden workers in Assam.
2. To find out factors responsible for poor participation in education by the children of Tea Garden workers in Assam.
3. To study the attitude of the parents, community members and students towards education of Tea Garden areas in Assam.
4. To conduct village campaign to make aware about the need and consequences of education.
5. To extend some remedial measures for the better participation in education by the children of tea garden workers.

### **5.5.: Null Hypotheses**

1. There will be no any significant difference between community members and parents of the children of tea garden workers regarding their attitude education.
2. There will be no any significant difference between Boy's and Girl's students of tea garden workers in Assam towards their attitude towards education.
3. There will be no any significant difference between Boys and Girls students of Tea Garden workers belonging to Dibrugarh district towards their education.
4. There will be no any significant difference between Boys and Girls students of Tea Garden workers belong to Biswanath district towards their education.

### **5.6: Delimitations of the Study**

Due to the paucity of time and resources, the present study has been delimited to the following area-

- (i) The present study is delimited to the district of Dibrugarh and Biswanath of Assam.
- (ii) The study is comprising only the secondary level students belong to tea garden workers from both the districts i.e., IX-X grade students.
- (iii) The study is comprising the respondents of parents and community members belong to tea garden workers from both the districts.

### **5.7: Operational Definitions**

- (e) **Tea Garden workers:** According to Prasad (2016), the Tea Tribes of Assam are those people who were subjected to forceful migration to Assam. They had been migrated to Assam from different parts of the country like Chotanagpur region, Jharkhand, Orissa and Bengal etc. During their tenure at the plantation work, the communities began to be identified as Tea Tribes. In the study Tea garden workers refers to the tea workers (*Commonly they are called as tea tribes, however, their tribal status is yet to accept by the govt.*) working in different tea garden of the selected districts.
- (f) **Secondary Students:** In the present study the term Secondary level students refer to the students studying at IX and X standard in the secondary schools under State Board of Secondary Education.
- (g) **Community Members:** In the present study community members refers the adult people living in the tea garden areas who belongs to the tea garden community.
- (h) **Educational Problems:** Educational problem refers those problems which usually faced by a student either at home or school which hamper their studies during their course of education.



## **5.8: Research Method**

The method to be employed is mostly determined by the objectives of the study, limitations of the study, resources of the investigator etc. These considerations led the investigator to employ the descriptive survey method of research in this study. The method of research which concerns itself with the present phenomena in terms of conditions, practices beliefs, processes, relationships or trends invariably is termed as ‘descriptive survey study’. It is concerned with the present conditions, situations, events and practices and deals with relationship among variables. Survey studies are conducted to given accurate description of the existing phenomenon so as to justify current conditions and practices.

The researcher has selected two major tea producing districts of Assam namely- Dibrugarh and Biswanath as the area of the study. The reason behind of selecting two districts are- Dibrugarh is one of the highest tea producing Districts in Assam and Biswanath district of Assam which is comprises Asia’s largest tea garden Monabari and Borgang tea estate.

## **5.9: Population and Sample**

The population of the present study include all the Tea garden labourer’s secondary school children, community members, Parents, Headmasters/Principals of selected tea gardens. By using purposive and convenient sampling technique from tea garden areas of Dibrugarh and Biswanath sample has been selected as- 300 students, 100 parents, 100 community members, 10 School Headmaster/Principals and 15 village leaders. The researcher has conducted some intensive interview with the village leaders, with selected community members and school Headmaster/Principals.

## **5.10: Methods**

The study has been carried out by using survey method. The following tools has been used for collection of data such as-

- iv) Problem questionnaire
- v) Interview schedule, and
- vi) Attitude scale

The necessary data and information is collected from the field of both the district of Assam such as-Biswanath and Dibrugarh by vising the field by the project fellow as well as principal investigator himself and the data has been scientifically analyzed and interpretation has been given, which are presented in the next chapter.

### **5.11: Major Findings of the Study**

### **5.12: Findings on nature of Educational Problems faced by the children of Tea Garden workers in Assam**

1. From the study it is revealed that most of the students need some kind of vehicle to reach schools, which creates lots of issues to attend the school on time, which may also lead students often absence from the schools and finally dropping from the school.
2. Most of the girl's students in tea garden area don't continue their education as most of the schools don't have basic facilities in the schools.
3. It is found that 32 % of the children who has to take leave often from the school due to health issues, while 20.67% are helps parents and another 7.30% due to lack of transportation and 39.70% they do not come without any such reason.

4. Majority of the students responded that their most chosen subject is Assamese, rest of the subjects are liked by very few students; due to these reasons drop out and stagnation are found highest amongst tea garden children.
5. Majority of the schools situated in tea garden areas scattered here and there, hence, most of the children cannot avail these schools due to the distances from their home.
6. The study shows that 53.33% of the students have faced financial problem as big challenge to continue their education while 14.67% students are lacking parental support, 13.67% students faced problem for non-supportive teachers in the schools.
7. The study revealed that attitude of community member towards girl's education is very negative there are people who still believe in child marriage, girls should be at home and work for the family; due to lack of awareness among them regarding the opportunities that comes from education they are still lacking behind.
8. The study also revealed that 48% of the students are facing problem while going to school due to the poverty of their parents, 23% students are facing difficulty due to poor transportation facilities.
9. The report shows that 30.34% of the respondents agrees that there is still culture of exclusion is prevalent among the tea garden communities while another 10% denies about this practice.

### **5.13: Findings on the factors responsible for poor participation in**

#### **Education:**

**The study revealed that due following factors poor participation in education are there amongst the children of tea garden workers-**

The study revealed that due to poor academic environment of the schools situated in the tea garden areas students don't continue their education.

10. Lack of basic facilities in the schools situated in their area's girls' students don't continue their education.
11. Due to engagement by their parent in child rearing and domestic works to lessen their burden at home, most of the girl's students don't avail the schools.
12. Financial crisis is another most important factor which allows the parent to engage their children in earning activities so that they get little relief from their burden.
13. There is a tradition among the tea garden workers that working in tea garden area is pride for them and they are not ready to leave this job, hence a mind-set has been developed among them that education will not bring any changes in their life.
14. Authority of tea garden indirectly doesn't allow them to continue their education; because better education among tea garden workers may create consciousness about their right.
15. Using alcohol among the tea garden workers is very common, which hinders creating better academic environment at home.
16. Most of the tea garden worker families in Assam deprive of their basic facilities at their home; so, they cannot bear the expenses of education for their children.
17. Early marriages in tea garden areas are very common; as a result, higher population growth is found very obvious among them and produces mal-nourished children, who are found too lower in their IQ level and proved to be unsuitable for education.

**5.14: Findings on the attitude towards education of the students, parents and community members:**

18. It is revealed from the study that 98% of the parents of the students are having only moderate level of attitude towards education; which refers even if their children don't get proper education, it will not affect their life much, or they will not do any kind of extra work for that.
19. Again, the result shows that 97% community members of tea garden workers are having moderate level of attitude towards the importance of education in their personal as well as in their children's life. They have very casual attitude towards education, because they have the mindset that working in tea garden areas are their ultimate goal in their life.
20. In the report found that 79.15% of boys and 86.67% of girl's students have moderate Level attitude towards Education. If we compare the percentage of these two groups than we find that boys students are more negligible towards the education.
21. The report concluded that there is a significant difference between community members and parents of the children of tea garden workers regarding the attitude towards education.
22. The report also proved that there is no any significant difference between Boy's and Girl's students of tea garden workers in Assam towards their attitude on education.

### **5.15: Findings on the villages campaign conducted in both the districts**

The village campaign conducted in the study shows the following facts-

23. The community members of tea garden areas have expressed that majority of the tea workers families are backward in every aspects of their social life because of high population explosion among them.

24. They have expressed that in tea garden areas most of the family stays in joint family and as a result they do not develop the financial security. In such cases most of the family members follows their family traditions and do not explore the other world for their livelihood.
25. Most of the tea garden workers family are having very low income and resources, so, instead sending the children to school they prefer to engage them in some productive works.
26. Another very strong social diseases are there in the tea garden areas i.e. early marriage practices among the tea garden workers. Early marriages cause a number of family problems later on such as-malnutrition among the child, broken health, low IQ, low span of life, physical handicapped, social superstition and many more.
27. Use of alcohol and gutka in tea garden areas are very common trends, which degraded the tea garden society immensely.
28. Women community members of the society have expressed that the school situated in the tea garden areas are not having proper arrangement in the school, like-separate toilets for girls' students, no special leave during mensuration period, no proper hyenine maintain either in schools and family due to lack proper knowledge about women issues etc.
29. Community members of the tea garden areas have expressed that most of the children unable to attend the schools due to conflict in the timing of schools and company working hours. Company rules could be made bit liberal so that children of this groups can attend the schools in time.

30. The reason behind of backwardness in many aspects of tea garden people is the fear of voice against tea company, as mentioned by many of the community members. Despite knowing many issues and prospects, they are unable to implement such things due to fear against the company who control the all-round development aspect of tea garden areas.
31. Dropout rates among tea garden children are very high, due to that most of the children are discouraged for education.

#### **5.16: Findings on the suggestion for better education of the children of tea garden workers**

After having found several issues in tea garden areas related to their education, the researcher has suggested following measures for better education among the tea garden people. They are-

32. The number of schools in both levels may be established to cater the need of the people belong to tea garden areas.
33. Tea garden authority as well as some NGOs should be invited to make aware the tea garden people about the need and importance of education in their life.
34. Use of alcohol, this should be controlled with immediate effect to unfold the barrier of the social development of the tea garden areas of Assam.
35. To strengthen the economic condition of the tea garden's, people, daily wages of both male and female may be increased at the level of other wages given other than tea garden workers by the government. This may enhance their economic security and thereby they may think about their children education.

36. Equal right may be given to both male and female children of tea garden workers for their education.
37. There are some social taboos as well as rigid mind set prevailing among the tea garden people; which hinders them for adopting some open mind set for their social, cultural and educational development. In such cases, social workers should be encouraged to amend their mind set to adapt modern attitude towards their life, and their society may also go with the other society of the state.
38. Proper infrastructural facilities should be made available for all.
39. Early marriage practices among the tea garden workers are very common, as a result malnutrition among the child, broken health, low IQ, low span of life, physical handicapped, social superstition and many more such issues are found very common among them. Govt. should make some strict rules to prevent such social problems and encourage them to avail school education for all.

### **5.17: Discussion & Conclusion**

The present study has been designed to find out the nature of problems faced by the children of tea garden workers in the field of education; because of that their progress in education is not up to the mark. It is already observed that a huge number of people are working in tea industry since decade and their contribution in terms of revenue to the national economy is massive in comparison to any other Agri-industry of the nation. But if we see their education, which gives a very blur picture to the nation despite numerous scheme and provision in education made available to them by the state as well as central government of the country; which is a very big concern that a huge number of populations of the state are lagging far behind in the field of education, whose contribution in the



field of economy is far ahead than many other industries of the state. Their status of social, economy and educational conditions draws many times the attention of the social as well as educational thinkers; eventually this proved the present researcher to explore the possible grounds for their backwardness in the field of education.

The present study has realised a good number of issues related to their education, some common factors, their perceptions and an attempt has been made to make aware the general public belong to tea garden areas about the importance of education in our life.

The study revealed that majority of the children don't attend the schools because of their engagement in other household works compelled by their parents, as most of the parents need to work in the garden to meet up their basic needs. Daily wages of the workers are comparably lesser than any other works, hence they need to work continuously all the day just to fulfil their basic needs. Girls' children remain engaged in domestic works as well as child rearing and cattle rearing activities at home. It is also found that schools in garden areas are situated in very scattered manner, hence most of the children unable attend the schools in time which causes more drop out amongst the children of tea garden workers. Most of the teachers of tea garden schools are found less dedicated towards their duties, they cannot motivate their students for their education and further education.

The study also revealed that there are some common factors which are responsible for their negligence in education. Some of the common factors may be like- parents illiteracy, poverty, early marriage, use of alcohol is very common amongst tea garden

workers, unhealthy home environment causes poor performance in education which finally leads to stagnation and drop out, no high aspiration amongst the children of tea garden workers, child labour is very common amongst them, adopting family tradition is pride for them etc.

From the study it is found that attitude towards education amongst students, parents and community members of tea garden workers are not very high. They don't feel that education can bring positive change in their life. Both boys and girls almost possess similar kind of attitude towards education.

Village campaign of the study has given a very wider scope to understand the basic problems faced by the tea garden workers in the field of education. Majority number of community member agreed that most of the tea garden workers family are having very low income and resources, so, instead sending the children to school they prefer to engage them in some productive works. Another very strong social disease is there in the tea garden areas i.e. early marriage practices among the tea garden workers. Early marriages cause a number of family problems later on such as-malnutrition among the child, broken health, low IQ, low span of life, physical handicapped, social superstition and many more. Another very surprising point came out from the discussion that the reason behind of backwardness in many aspects of tea garden people is the fear of voice against tea company, as mentioned by many of the community members. Despite knowing many issues and prospects, they are unable to implement such things due to fear against the company who control the all-round development aspect of tea garden areas.

The researcher has extended some of the important remedies for their better education; these measures had come out from the discussion took places with the teachers and community members. The number of schools in both levels may be established to cater the need of the people belong to tea garden areas. Tea garden authority as well as some NGOs should be invited to make aware the tea garden people about the need and importance of education in their life. Use of alcohol should be controlled with immediate effect to unfold the barrier of the social development of the tea garden areas of Assam. To strengthen the economic condition of the tea garden's, people, daily wages of both male and female may be increased at the level of other wages given other than tea garden workers by the government. This may enhance their economic security and thereby they may think about their children education.

### **5.18: Educational Implications**

From the above study it is revealed that the findings of the study will be highly benefitted to different stakeholders of the society, social workers, policy makers, academicians, administrators, researchers, parents and teachers. Some of such implications may be mentioned in the following ways-

- 1) The identified educational problems will help the policy makers to plan out sustainable measures for development of the tea garden workers to bringing them to the mainstream. These sustainable measures will lead to acknowledging the problems and prospects of the tea garden workers.
- 2) The identified educational problems of the children of tea garden workers will also enable the authorities to realize the need to take immediate measures for providing

appropriate number of qualified and trained teachers to the tea-gardens schools. Special allowance to teachers working in the tea garden schools or some other incentive may attract teachers to serve in the tea garden schools.

- 3) The policy makers may get some inputs from the present study about various types of problems of the existing schools and accordingly they may put forward for better physical facilities and instructional materials which are quite essential especially in the rural schools to ensure that students in those schools enjoy some privileges and exposures like their counterparts in the urban schools.
- 4) Government can develop proper wage policies, promotion schemes, and pay incentives for skilled workers, incentives to those who obtain higher education, scholarship for children of the tea garden workers etc.
- 5) The study can help in realizing the need to improve the overall status of Tea garden workers and their education can be emerged at the forefront of recent development efforts.
- 6) The study will give the grassroots level information about the victims, so the Government and Tea Board can take proper steps for the all-round development of the students in the tea plantation of Assam. Only then, the condition of the people will lead to developmental path.
- 7) Community members of the tea garden workers may get the real educational picture through this study. Community participation can be encouraged through education of the masses so that there can be proper implementation of Acts and it will lead to make people aware about the acts.

- 8) The study will through light on the need of development of their groups including all sections such as the marginalized groups which will accelerate the development of the entire community.
- 9) Gender discrimination among the tea garden workers can be removed if the community is educated enough. The study will help them to move forward with the changing world.
- 10) The study will also enable the society to know about their roles and responsibilities towards their children's education.
- 11) Parental awareness as well as community awareness about the need of education can be made possible through this study.
- 12) To extend some remedial measures for the better participation in education by the children of tea garden workers.

### **5.19: Suggestions for further study**

The present study has been designed to find out the nature of problems faced by the children of tea garden workers in the field of education; because of that progress in education is not up to the mark. Through the study an attempt has been made to identify some of the common factors which are responsible for slow progress in education by this group. The investigator also tried to make aware the community members of tea garden workers about the need and importance of education in both the district of Assam. But due to paucity of time and energy certain areas or variables could not be studied, however, these are found very relevant after completion of the study. Some further studies may be conducted in these areas such as-

- (i) Same study may be carried out by taking more number of garden and districts of Assam.
- (ii) Some study may be carried out by taking some psychological variables such as- their educational aspiration, academic achievement and academic motivations.
- (iii) A comparative study may be carried out to see the status of education of the children of tea garden workers with other states.
- (iv) Socio-economic status, health status of tea garden workers may be studied in an extensive manner.
- (v) A study may be carried out on the intelligence level of the students belonging to tea tribes and their academic achievement etc.

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# **APPENDIXES**

## Appendix-I

### Questionnaire for students

#### Instructions:

Dear Students,

Greetings from the Department of Education, Tezpur University (A Central University)!

We are engaged in a ICSSR, New Delhi sponsored Minor Research Project entitled **“Problems faced by the children of Tea Garden workers at secondary level education in Assam: An analytical Study”** mainly focusing on to study the problems faced by students, as well as the perception of the students, parents and community members towards education. In this connection the researcher has designed a questionnaire to measure the problems faced by students of the tea garden areas. In the present tool 27 questions have been enclosed. Please go through the questions and give your responses. There is no any right or wrong answer of any of these questions. You are requested to provide your right responses by putting (√) marks in the relevant box as well as in the space provided against the questions. Please attempt all the items. Your valuable responses will be kept confidential and will be used only for this research purpose. Your cooperation in this regard is highly solicited. Please start now.

#### **Part I**

1. Name of the School:

2. Student’s name:.....

3. Father’s name: ..... Educational qualification:  
.....

4. Mother’s name: ..... Educational qualification:  
.....

3. Address:

4. Class/ Standard:

5. Date of Birth:

6. Gender:

7. Nationality:

8. Category (please tick the relevant category):    ST   SC   OBC   GEN

## Part II

1. How far is your school from where you live?
  - More than 10 km
  - More than 5 km
  - Less than 5 km
  - Within walking distance
  
2. Do you have any brothers or sisters? (If yes then how many)
  - Yes I have .....
  - No
3. Are your sibling(s) in the same school?
  - Yes
  - No
4. How often do you take leave from the school?
  - I come to the school every day
  - I often take leaves from school
  - I don't like coming to the school
5. What is the general reason behind taking leave from the school?
  - Health issues
  - Helping parents at work
  - Lack of transportation
  - Leave without any reason
6. Which activities in the classroom do you like the most?
  - Traditional lecture-based class
  - Group discussions
  - Chapter wise teaching and learning
  - Writing down notes
  - If any other, please specify.....
7. Which of the following subjects you do like most?
  - English
  - Assamese
  - Mathematics
  - General Science
  - Social Science
  - Extracurricular activities
  - Elective subjects

Reason for liking:

.....  
.....  
.....

8. Which of the following subjects you do not like most?

- English
- Assamese
- Mathematics
- General Science
- Social Science
- Extracurricular activities
- Elective subjects

Reason for disliking:

.....  
.....  
.....

9. Do you have supportive classmates?

- Yes, they are extremely supportive
- They are neither supportive nor unsupportive
- Extremely unsupportive

10. What motivates you the most to come to school?

- Teachers who motivate us to learn better
- Games, sports and other extracurricular activities
- Socializing with friends and other students
- Parent motivates
- Own interest

11. Does your school provide computer and internet education?

- Yes
- No

12. Does your school organize group discussions/quiz/debates during class hours?

- Yes, regularly
- Not so often
- Not at all

13. Does your school participate in inter school games or quiz competitions?

- Yes
- No

14. How far is the nearest college/higher educational institution from where you live?

- More than 15km away
- More than 10km away
- More than 5km away

- Less than 5km away

15. Do the plantation authorities provide any scholarship or financial allowance for your education?

- Yes
- No
- No idea

16. How far do you wish to continue with your education?

- Up to 10<sup>th</sup>
- Up to 12<sup>th</sup>
- Up to Graduation
- Up to Post-Graduation
- I do not want to continue

If no, please give reason why don't you want to continue?

.....  
.....  
.....

17. Are your parents supportive towards your education?

- Yes
- No
- They do not provide an opinion

18. What is the most challenging problem that you face at secondary level education?

- Financial problem
- Social barriers
- Lack of parental support
- Lack of academic institutions
- Non-supportive teachers in schools
- Household responsibilities
- Due to personal non-interest in studies
- If any other, please specify.....

19. What is the attitude of your community members towards your school education?

- Positive
- Neutral
- Negative

20. Are you happy with your school's infrastructure?

- Yes
- No
- No comment

21. If given a chance, what is the one change that you would like to see about your school?

.....  
.....  
.....  
.....  
.....

22. What kind of problems you are facing in the school?

- Frequent absence of teachers
- Lack of quality/trained teachers
- Lack of scholarship opportunities
- Lack of using mother tongue as a medium of communication
- No electricity
- Lack of proper electrical appliances in the school
- Lack of drinking water
- Lack of proper teaching aids
- Lack of proper method of teaching
- Lack of internet connection
- Student-teacher ratio is high
- Teachers are engaged in some other activities such as NRC duty, election duty, census data collection etc.
- Lack of proper supervision by the principal
- Lack of proper co-operation among teachers, parents, village leaders, principal
- School environment/atmosphere is not appropriate
- Scared from English language
- Lack of proper knowledge about computer literacy
- Tea garden students are made to attend classes in very unhygienic rooms

23. What kind of problems you are facing while going to school?

- Poverty of the parents
- Child marriage
- Poor transportation
- Lack of awareness among parents towards their education
- Negative attitude towards girls education

24. Does culture of exclusion is still prevalent in tea garden communities?

- Yes
- No
- No comment

26. Does Natural hazards like flood, erosion, landslides etc. creates problems in your area?

- Yes
- No
- No comment

27. What kind of problems children are facing at home?

- Students don't get time to study at time
- Students don't get space to study at time
- Violence at home
- Given responsibility on the girl child towards maintaining their household work.

Thanking You,

*Sd/-*

**Prof Nil Ratan Roy**

Project Director, ICSSR Project &

Head Department of Education

Tezpur University

## Appendix-II

### Interview schedule for Head Master/Principal/ Village leaders

#### Part-I

1. Name of the participant:
2. Name of the School:
3. Designation:
4. Address:

#### Part-II

1. From how long have you been serving in this school?

Ans:

.....

2. Are you originally from this locality or you have shifted here for work?

Ans:

.....

3. When you come to the school what problems do you see on the road that might act as a barrier for the students in acquiring school education?

Ans:

.....  
.....  
.....

4. Is the student-teacher ratio in your school moderate or it poses a problem?

Ans:

.....  
.....  
.....

5. From your point of view what are the problems that the students face regularly when coming to school?

Ans:

.....



.....  
.....  
6. According to you what might be the reason that students are not attracted towards coming to school regularly?

Ans:

.....  
.....  
.....  
.....

7. Can you tell from your experience why do most students in tea-garden areas choose to opt out in middle-school?

Ans:

.....  
.....  
.....

8. Does the school management committee actively participate in decision-making?

Ans:

.....  
.....  
.....

9. Does the tea-garden authority provide any financial support to the students or the school?

Ans:

.....  
.....  
.....

10. What do you make out of the attitude of the locals towards school education?

Ans:

.....  
.....  
.....

11. Do you think cultural barriers and exclusions hinder the student's education a lot?

Ans:

.....

.....  
.....  
12. Why do you think that the students from tea-garden communities often do not go for higher education?

Ans:

.....  
.....  
.....

13. Do you think domestic responsibilities and gender plays an important role in poor participation of children towards education?

Ans:

.....  
.....  
.....

14. What would you suggest to attract more and more of these plantation worker's kids towards school education?

Ans;

.....  
.....  
.....

15. Does your school provide any vocational training or life skill programmes to the students?

Ans:

.....  
.

16. What remedy do you suggest to improve the educational scenario in tea- plantation areas?

Ans:

.....  
.....  
.....

## Appendix-III

### Attitude Scale towards education of the students belong to tea workers:

#### Instructions:

Dear Students,

Greetings from the Department of Education, Tezpur University (A Central University)!

We are engaged in a ICSSR, New Delhi sponsored Minor Research Project entitled “**Problems faced by the children of Tea Garden workers at secondary level education in Assam: An analytical Study**” mainly focusing on to study the problems faced by students, as well as the perception of the students, parents and community members towards education. In this connection the researcher has designed an attitude scale to measure the attitude of the students of the tea garden areas. In the present tool 30 statements have been enclosed. You may agree or disagree with the statements. Please go through the statement and give your responses. In this tool each item consists of five alternative responses such as **strongly Agree, Agree, Undecided, Disagree** and **Strongly Disagree**. You are requested to provide your response in only one alternative by putting (√) marks in the relevant box. Please attempt all the items. These items are not any questions, so no need to worry about and discuss with others; give response from your own view. Your valuable responses will be kept confidential and will be used only for this research purpose. Your cooperation in this regard is highly solicited. Please start now.

Sl. No	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1.	School Education is essential for all round development of a person.					
2.	Education makes an individual a good citizen.					
3.	Students who do not go to school will suffer one day.					
4.	School educations do not help for making livelihood of a person.					
5.	Through education students can remove their weaknesses.					

6.	School is such an institution where pupils can get the chance for making their life.					
7.	I have no any interest for taking part either in classes or other works in the school.					
8.	I think going to school is wasting of time.					
9.	I feel happier to be busy with domestic works rather going to school.					
10.	People get employment / job if they go to school.					
11.	Parents send me to school by force.					
12.	I prefer working in factory or garden rather going to school.					
13.	Education is helpful of developing the quality of leadership of a person- which is most important for society and the county.					
14.	Education is meant only for the rich, not for the poor.					
15.	Government should provide all the necessary facilities available, for education in the society.					
16.	Had I been a high powerful person. I would have at first worked for the education of tea garden workers.					
17.	Every one of us should arouse enthusiasm in the minds of Tea garden workers for education.					
18.	Reservation should be made for Tea garden workers in each and every educational institution.					
19.	Majority of Tea garden workers are living below poverty line hence, they should be educated for their development.					
20.	It is not necessary to give encouragement to Tea garden workers children for their education.					
21.	The Pupils of Tea garden workers go to school only with a view to obtaining scholarships.					

22.	The other people have been exploiting the Tea garden workers from long back, So education is most essential for their safety.					
23.	I give more importance to the field of study than any other household works.					
24.	Had there been no any facility from my home for study still I would have continued my study by sitting on roads.					
25.	All the members of family including parents also should be literate only for education of their children.					
26.	One, who goes to school, cannot help the family in any work.					
27.	It is wiser to be involved in working for progress of the family than to waste time by going to school during childhood.					
28.	Education should not be made compulsory for all as it is not important for all sections of the society.					
29.	Education makes a man arrogant and self-estimated.					
30.	One can live in this world without a friend, but it is impossible without education.					

Thanking You,

*Sd/-*  
**Prof Nil Ratan Roy**  
Project Director, ICSSR Project &  
Head Department of Education  
Tezpur University

## Appendix-IV

### **Attitude towards education of the parents of the children who are working in Tea Garden**

#### **Instructions:**

Dear Parents,

Greetings from the Department of Education, Tezpur University (A Central University)!

We are engaged in a ICSSR, New Delhi sponsored Minor Research Project entitled “**Problems faced by the children of Tea Garden workers at secondary level education in Assam: An analytical Study**” mainly focusing on to study the problems faced by students, as well as the perception of the students, parents and community members towards education. In this connection the researcher has designed an attitude scale to measure the attitude of the parent of the school children towards education. In the present tool 30 statements have been enclosed. You may agree or disagree with the statements. Please go through the statement and give your responses. In this tool each item consists of five alternative responses such as **strongly Agree, Agree, Undecided, Disagree** and **Strongly Disagree**. You are requested to provide your response in only one alternative by putting (√) marks in the relevant box. Please attempt all the items. These items are not any questions, so no need to worry about and discuss with others; give response from your own view. Your valuable responses will be kept confidential and will be used only for this research purpose. Your cooperation in this regard is highly solicited. Please start now.

Sl. No.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1.	Education can make my kids/children self-dependent.					
2.	Education is the basic weapon for social development as well as for betterment of the family					
3.	Being backward as Tea garden workers must sent our kids to the school for their future security.					
4.	Education may help my kids to adjust with the changing society.					

5.	I shall give my best to give better education to my kids.					
6.	Spending time for education of the children is not a better idea.					
7.	To me children should give first priority to their domestic work as well as garden works.					
8.	I would feel better when my kids will work in garden like me after grown up.					
9.	To me only boys should get school education not girl, as they are inferior than boys.					
10.	I wish my kids should follow the family tradition as their profession.					
11.	Children get better education from tea garden society, as such school education not at all important.					
12.	Only education of my kids can bring positive change in my family.					
13.	I shall spend lion share of my income to my kid's education.					
14.	I shall provide all possible support to my kids for their better education.					
15.	If required I may shift my kids from tea garden area to other better place for their education.					
16.	There should not be any kind of social obstacles for children education.					
17.	I am ready to do more hard work better education for my children.					
18.	Education makes a man socially inactive in the society.					
19.	I am not in favour of engaging my kids in other works rather than school education.					
20.	I wish, if I had better scope, than I would continue my study.					
21.	It is only education which can bring our community in better place.					

22.	Education creates social division in the society.					
23.	As we are poor, so education is not for us, it is only for rich.					
24.	It is wise decision to keep the children in earning money since their early age.					
25.	I enjoy the day, when my children work at home rather going to the school.					
26.	There should not be any school in tea garden areas, because it may distract our children from their domestic works.					
27.	Whatever amount I earn should not be spent for children education, because it is wastage to spend money in education.					
28.	Children should be trained from very early age to work in the tea garden areas, rather sending them to the school.					
29.	I feel educated people do not take of their parent.					
30.	Educated people became very selfish in the society, hence I do not encourage my children for education.					

Thanking You,

*Sd/-*  
**Prof Nil Ratan Roy**  
Project Director, ICSSR Project &  
Head Department of Education  
Tezpur University



## Appendix-V

### Attitude scale towards education for the tea Garden worker community members:

#### Instructions:

Dear Community members,

Greetings from the Department of Education, Tezpur University (A Central University)!

We are engaged in a ICSSR, New Delhi sponsored Minor Research Project entitled “**Problems faced by the children of Tea Garden workers at secondary level education in Assam: An analytical Study**” mainly focusing on to study the problems faced by students, as well as the perception of the students, parents and community members towards education. In this connection the researcher has designed an attitude scale to measure the attitude of the Community members of the tea garden areas. In the present tool 30 statements have been enclosed. You may agree or disagree with the statements. Please go through the statement and give your responses. In this tool each item consists of five alternative responses such as **strongly Agree, Agree, Undecided, Disagree** and **Strongly Disagree**. You are requested to provide your response in only one alternative by putting (√) marks in the relevant box. Please attempt all the items. These items are not any questions, so no need to worry about and discuss with others; give response from your own view. Your valuable responses will be kept confidential and will be used only for this research purpose. Your cooperation in this regards is highly solicited. Please start now.

Sl. No.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1.	Education can make any children self-dependent.					
2.	Education is the basic weapon for social development as well as for betterment of the family.					
3.	Being backward as Tea garden workers must sent our kids to the school for their future security.					
4.	Education may help my kids to adjust with the changing society.					

5.	I shall encourage other people of my community to send their kids to the school.					
6.	Spending time for education of the children is not a better idea.					
7.	To me children should give first priority to their domestic work as well as garden works.					
8.	I feel better when I see that our children are working in garden rather going to the school.					
9.	To me only boys should get school education not girl, as they are inferior than boys.					
10.	I wish our children should follow our family tradition as their profession.					
11.	Children get better traditional education from tea garden society, as such school education not at all important.					
12.	Only education of our children can bring positive change in our society.					
13.	There should not be any kind of social barriers for children education of tea garden areas.					
14.	The main reason for backwardness of tea garden workers in Assam is poor participation in education.					
15.	Education makes a man socially inactive in the society.					
16.	I am not in favour of engaging the children in other works rather than school education.					
17.	I wish, if I had better scope, than I would continue my study.					
18.	It is only education which can bring our community in better place.					
19.	Education creates social division in the society.					
20.	As we are poor, so education is not for us, it is only for rich.					
21.	It is wise decision to keep the children in earning money since their early age.					

22.	I feel good, when I see that children are working at home/garden rather going to the school.					
23.	There should not be any school in tea garden areas, because it may distract our children from their domestic works.					
24.	Whatever amount we earn should not be spent for children education, because it is wastage to spend money in education.					
25.	Children should be trained from very early age to work in the tea garden areas, rather sending them to the school.					
26.	I feel educated people do not take of their parent.					
27.	Educated people became very selfish in the society, hence I do not encourage my children for education.					
28.	I am ready to donate some amount of my earning for the education of the children tea garden workers.					
29.	I always encourage my people to send their kids to the school for at least basic education.					
30.	If I had the opportunity to become the leader of the society, than I would give first priority to the education of the children of tea garden workers.					

Thanking You,

*Sd/-*  
**Prof Nil Ratan Roy**  
Project Director, ICSSR Project &  
Head Department of Education  
Tezpur University

To  
The Deputy Director  
RP in-charge, ICSSR  
JNU Institutional Area, Aruna Asaf Ali  
New Delhi-110067

Date 12/08/2021

Ref. No. 02/138/SC/2019-2020/MN/ICSSR/RP Dated: 31 October, 2019

Project title: "Problems faced by the children of Tea Garden workers at secondary level education in Assam: An analytical Study"

Sub: Submission of Audited statement of Accounts and utilization certificate

Dear Sir/Madam,

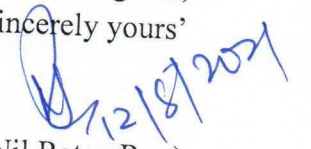
In response to the email received from ICSSR, New Delhi dated 2<sup>nd</sup> July, 2021, I am submitting herewith the (i) Audited statement of Accounts, (ii) utilization certificate of the expenditure incurred and (iii) undertaking that asset purchased under this project has been donated to the Tezpur University. Due to pandemic conditions only Rs.110447.00 (One lac ten thousand four hundred fourth seven only) could spent for this project from the first installment, remaining Rs. 29553 (Twenty nine thousand five hundred fifty three only) will be returned to ICSSR, New Delhi soon. I hereby request you to kindly let me know the procedure of refund money to ICSSR.

I would also like to state that the project has been completed few months back only, so the project Director could not publish any research paper related to the project. However, attempt is being made to publish research paper related to the project, project Director will send a copy of the published paper as soon as it is published.

This is submitted to you for your kind consideration and necessary action.

Thanking you,

With regards,  
Sincerely yours'



(Dr Nil Ratan Roy)

Project Director &

Professor in Education

Department of Education

Tezpur University

(Mobile)+917076296461, Email: niledn@tezu.ernet.in

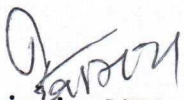
Project Director  
ICSSR Project  
Department of Education  
Tezpur University

File No. 02/138/SC/2019-20/MN/RP dated 13/12/2019

**Audited Statement of Accounts**

Major Project Entitled: “Problem Faced by the Children of Tea Garden workers at secondary level education in Assam: An Analytical Study”.

Expenditure Head	Percentage Allocation to Total Budget of the Study	Actual Value as per the Study	Actual Expenditure	Unspent Balance Return to ICSSR
Full Time Research Staff	50%		Rs. 32903/-	
Part Time Assistant /Hiring Charges				
Field Work Cost Travel/Logistics/Lodging Boarding etc.	37.5%		Rs. 42894/-	
Source Materials/Software/Data Base etc.				
Office Equipment & Contingency	5%		Rs.17150/-	
Institutional Overheads	7.5%		Rs. 17500/-	
Total			Rs. 110447/-	29553/-

  
Registrar/Principal/Director  
(Signature with Rubber Stamp)

Registrar  
Tezpur University  
Napaam, Tezpur

  
Project Director  
(Signature with Rubber Stamp)

Project Director  
ICSSR Project  
Department of Education  
Tezpur University

Certified by the C.A.  
(Signature with the Rubber Stamp)

**Form  
GFR 19-A  
[See Rule 212(1)]  
Form of Utilization Certificate**

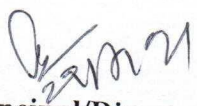
Sl.no	Letter No and Date	Amount
1.	F.No. <u>02/138/SC/2019-20/MN/RP</u> dated <u>7/2/2020</u>	Rs. 1,40,000/-
	<b>Total</b>	<b>Rs. 1,40,000/-</b>

Certified that out of Rs. 1,40,000/- of grants-in-aid sanctioned during the year 2020-2021 in favour of Dr Nil Ratan Roy under ICSSR Letter No. given in the margin and Rs. ....on account of unspent balance of the previous year, a sum of Rs. 1,10,447/- has been utilized for the purpose of fellowship, field work, travel, overhead and contingency for which it was sanctioned and that the balance of Rs. 29,553/- Remaining unutilized at the end of the year has been surrendered to the ICSSR (vide no. .... Dated .....) will be adjusted towards the grant -in-aid payable during the next year.


2. Certified that I have satisfied myself that the conditions on which the grants-in-aid was sanctioned have been duly fulfilled /are being fulfilled and that I have exercised the following checks to see that the money was actually for the purpose for which it was sanctioned.

Kinds of checks exercised:

1. Vouchers Invoice etc.
2. Books of Accounts.

  
Registrar/Principal/Director  
(Signature with Rubber Stamp)

Registrar  
Tezpur University  
Napaam, Tezpur

  
Project Director  
(Signature with Rubber Stamp)  
Project Director  
ICSSR Project  
Department of Education  
Tezpur University

Certified by the C.A.  
(Signature with Rubber Stamp)



तेजपुर विश्वविद्यालय

(केंद्रीय विश्वविद्यालय)

नपाम, तेजपुर - 784 028, असम, भारत

TEZPUR UNIVERSITY

( A Central University)

Napaam, Tezpur - 784 028, Assam, India

(सर्वोत्तम विश्वविद्यालय के लिए कुलाध्यक्ष पुरस्कार, 2016, भारत के 100 श्रेष्ठ उच्च शिक्षण संस्थानों में पंचम स्थान और 'नाक' द्वारा 'ए' ग्रेड प्राप्त विश्वविद्यालय)  
(Awardee of Visitor's Best University Award, 2016, 5<sup>th</sup> among India's Top 100 Universities, MHRD-NIRF Ranking, 2016 and NAAC Accredited with "A" Grade)

Date: 29/07/2021

**CERTIFICATE**

This is to certify that under mentioned asset under ICSSR sponsored project entitled "**Problem Faced by the Children of Tea Garden workers at secondary level education in Assam: An Analytical Study**" with sanction Letter No: 02/138/SC/2019-20/MN/RP dated 13/12/2019 has being donated by Prof Nil Ratan Roy, Project Director to Department of Education, Tezpur University, Napaam,- 784028

Sl. No	Particular	Quantity	Date of Stock Entry	Date of Received	Stock Book No.	Page No.
1	Camera- Nikon DSLR D3500	01	04/05/2021	04/05/2021	HP 02	02

  
(Biren Das)

Registrar  
Head of the Institution  
Tezpur University

Registrar  
Tezpur University  
Napaam, Tezpur



# TEZPUR UNIVERSITY

## Stock Register

NAME OF ARTICLE ..... CAMERA-NIKON DSLR D3500  
 SIZE AND OTHER PARTICULARS .....

1	2	3	4	5	6
Date of receipt by the central store	From whom received	Particulars (Order No. Challan No. Bill No. etc.)	Rate	Qty.	Amount
09/05/2021	CWimax	CAMERA-NIKON DSLR-D3500	25351.24	01	25,351.24
	Satifa Complex				
	Chaitan Beak				
	G.S. Road,				
	Guwahati				
	Buyers Order No.				
	GENC-51168411064201,				
	Challan No.				
	A 2413,				
	Invoice NO.				
	T 2122 APR 178,				
	Finance Order:				
	Cu/Gen/Pu/16-561/20/20-21/3327,				
	22/02/2021				

# UNIVERSITY Register

7	8	9	10	11	12	13
Date of issue	To whom issued	Qty. issued	Qty. of Receiver	Bal. Stock	Initial of Auth. officials	Remarks
09/05/2021	Prof. Nirjati Barua	01	01	00		
	Project Director					
	Department of Education					
	Tezpur University					



Head of Department of Education  
 Tezpur University