



An Investigation Into The Educational Scenario of The Children Of Tea Garden Workers

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Abstract:

Socio Economic status define the economical comparison of every individual in his or her society. In other hand education is the path for grown up in the society. In this study researcher try to investigate both of the side Socio-Economic and Educational Status of Tea Garden Workers with Special Reference to West Tripura District. This study would highly implicate to find out the relation, impact and all the conflict of the socio-economic status in the field of education. This study revealed that socio economic and educational condition of tea tribe children not up to the mark in regard of educational facilities and teacher pupil ratio of the school environment. This study revealed that schools have equal ratio of boys and girls students

Keywords: Socio Economic Status, Educational Status, Tea Tribe Community.

Introduction

Tripura is one of the beautiful states in India. India is the country of biodiversity in the world. Tripura have a large number of tea industry and tea tourism. and it's also well known in the Indian tea market. And the tea plantation is the center of attraction for the state of Tripura . The tea industry is the crucial part of Indian economy. Tripura has a history of tea plantation dated back to 1916 AD. There are 58 tea estate and more than 4,346 tea workers are working there. From the article "Industrial development of Tripura", we know total production of tea is 7.5 million Kg in every year. Statistical survey on tea production is shows that Tripura is the 5th largest among the 14 tea producing states of the country after Assam, west Bengal , Tamil Nadu and Kerala. It is the only sector in Tripura where the maximum of worker is female. Their social and economic status is not required standard as compare the other workers such as Bricks industries laborers. They have to go in urban areas in search of jobs for better livelihood . maximum of the workers of the garden are illiterate . for that reason they have no idea about the family control and population explosion. And also they are lagging behind from the various government policies and initiatives regarding the educational opportunities.

OBJECTIVE OF THE STUDY

1. To know about the educational facilities available in the tea-garden areas schools.
2. To know the teacher-pupil ratio of the primary schools of tea gardens.
3. To find out the ratio of boys and girls in the tea gardens areas schools.
4. To find out the trained teachers in the tea gardens areas schools.

HYPOTHESIS OF THE STUDY

The following hypothesis are formulated for the present study :

H₀1. There will be available educational facilities in the tea garden areas schools.

H₀2. There is no significant relation between teacher-pupil ratio of the primary schools of tea garden areas.

H₀4. There is no significant difference between boys and girls in the schools of tea garden.

H₀5. There will be adequate trained teachers in the tea gardens schools.

SCOPE OF THE STUDY

1. The study can be done one district of Tripura.
2. The study can be done in rural tea garden area.
3. The study can be done conducted by high school students in Tripura.
4. The study can be done government tea garden schools in Tripura.

1.8 DELIMITATION OF THE STUDY

- The North Tripura district has a geographical area of 1422.19 square K.M. and is divided into three sub-division namely: Dharmanagar, Kanchanpur, Panisagar. The total population occupies 444579 according to the census report of 2011.
- The Dharmanagar sub-division has an area of 384 square K.M.(approx) the total population of the Dharmanagar sub-division is 45887 people of deferent religious live in the district. Majority are Hindus , Muslims, Christians and Buddhist.
- There are 6 tea estate in the north Tripura district. There are 16 high schools. The public health facilities provided by the Government are Hospitals, Primary health centres, dispensaries rural family welfare planning centres. The study is carried out in the north Tripura district of Dharmanagar sub-division of Tripura where major tea estate are located.

REVIEW OF RELATED LITERATURE

Saikia: In her study examined the problems of non-enrolment and drop out of the children of tea garden labourers. The study reveals that the rate of both these variables are higher for girls than for boys the degrees of this problem various from garden to garden. Another important finding is the tea garden labourers are not used to get admission in the primary school in the appropriate age. Involvement in domestic work, engagement in wage earning activities irregular attendance, unattractive school environment, care of siblings are some of the reasons for dropout and non-enrolment. Parent's addiction in alcohol is a major hindrance in the part of educational progress of the tea garden labourer children

Sharma Nirmal: conducted a study on Universalization of Elementary Education among tea tribe of Assam with special reference to Jorhat district. His study is based on the educational facility available in the tea gardens for elementary education and to estimate the enrolment trend in primary stages schools, to estimate the dropouts and to know the teacher pupil ratio of the primary schools of tea gardens. The study reveals that the girls are not encouraged to study beyond primary level. Tea tribe children who are living in Teagarden labour lines are primarily 1st generation

learner whose parents are either illiterate or with low educational status. Though 58 Present of parents of these children are literate the education level is not high and most of them are not yet aware about the need of education. Therefore the school system for them

Bosumatari and Phanindra Goyari (2013): in their study on Educational Status of Tea Plantation Women Workers in Assam examined that the education facility is not sufficient for tea garden worker's children especially for girls because of non-availability of school nearby labour's house. They also found that child marriage is another problem among the tea garden labours. get extra special attention.

Pradip Kurmi (2014): in his detailed investigation on the problem of Educational attainment of children of the tea garden labourer's house hold in Derby Tea Estate analyzed that women's education level in the tea garden workers is so poor.

In the study of the " Status of Primary Education in Assam " IMM(1993), Calcutta (present Kolkata) , analysed different indicators of educational development by taking into consideration the rural –urban difference and the difference among various social groups .It is the first study (recorded by the investigation) which took tea gardens as a separate category along with schedule Tribes , schedule Castes . some of the findings relevant for the present study are

- a) Adult literacy in the tea garden area is lowest among all the social groups ST hills and Tea gardens show high non-enrolment rates .In the urban areas ,there is hardly any difference between two gardens in case enrolment status.
- b) The GER as well as NER ,is lowest in the tea gardens that are 64.04 present 42.27 respectively.
- c) Dropout is substantially higher in the rural areas than in the urban areas . Dropout is also highest is Tea gardens ,which is 38.87 percent Dropout in Assam as a whole is 17 percent.

The study conducted by North Eastern Research Centre on : on Primary education labours children in Assam during 2002-2003,tea –gardens . The reveals that through economic situations is s major constraint for low participation in primary education of the Tea labours children the unattractive schools atmosphere ,untrained teachers are also important causes for not sending children to school .

Panigrahi (2010): studied the effectiveness at primary level in relation to community participation found that school activity must be organized with the Village Education Committee (V.E.C.) for development of school and also the progress depends on the effectiveness of school at primary level.

Shekhar (2010): Observed that community as a resource plays a significant role in the effective functioning of primary school activity.

Saikia (2009): Observed that the welfare schemes for the labourers in the tea gardens are in very pathetic conditions. Majority of the tea gardens don't have proper health facility, drinking water, sanitation, and electricity connection etc.

Bharali(2002): Reveals that the state of the gardens as well as the workers has deteriorated as a result of globalization. The tea industry is passing through a crisis, the free import of low priced tea and reduced exports being among its reasons. They are deprived of some of their basic rights.

Indian Institute of Education, Pune (2006): Studied the problem of school dropout has been continually troubling the primary education system not only in India but in other developing countries too. They assessed the factors that resulted in dropout of school children with gender differentials. The study was conducted in 3 districts of Maharashtra viz Akola, Beed and Bhandara and covered 24 schools in 24 villages.

Sudhakar, Umamohan and Sugunakumari (1999): Analysed the enrolment and dropout trends in schools, family members' interest in their children's education, weavers' views regarding education, and their perception towards child earnings and work-orientation. The sample comprised 120 households, 60 from traditional weavers and 60 from non-traditional weavers. There was a clear gender bias towards education of the male child. The respondents were of the view that their children's earnings would certainly reduce their financial difficulties. More than 60% parents wanted their child to learn either their occupation or some other vocation.

Kaul (2001): identifies the major reasons for poor access and retention, dropout and non- enrolment of children in 93 primary schools in Karnataka. Social and cultural barriers, inappropriate location of schools, and class, caste and gender factors were other reasons for non-enrolment and drop-out. Results revealed that in a large number of urban slum households headed by women, boys continued their schooling while girls stayed home to do domestic chores. When both parents were working, girls stayed back to look after their younger siblings.

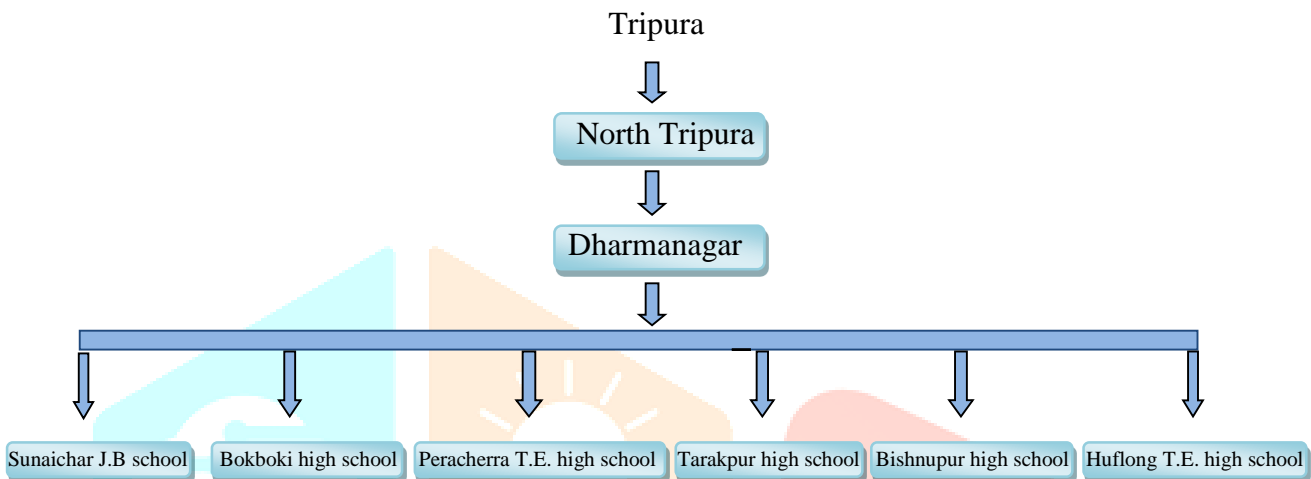
RESEARCH APPROACH

The present study was conducted with high school students where sample randomly selected from the north Tripura district. The sample size of the study was 6 schools having 180 students

Descriptive research involves collection data in order to test hypotheses or to answer questions concerning the current status of the subject of the study. In the present study descriptive method has been applied.

Population and Sample of the Study

In this present study, 4 tea garden from North Tripura District were selected as the population. From this population, 180 Students selected as the sample from this population.



ORGANIZATION OF THE DATA

Data collection is one of the important part of research work. In the research present study the researcher used questionnaire prepared by supervision as a tool. The sample of present study is 180 student belonging to high school in tea garden area. Among the 180 sample 97 are boys and 83 girls. In the present study data has been collected by adopting purposive stratified random sampling.

The name of school from where students data belonging to high school.

Sl. No	Name of the school	No of boys	No of girls	Total
1	Sonaicherri J.B school	81	70	151
2	Bakbaki high school	130	167	297
3	Pearacherra T.E high school	160	188	348
4	Tarakpur high school	180	140	320
5	Bishnupur high school	147	76	221
6	Huflong T.E high school	115	135	250

DATA ANALYSIS

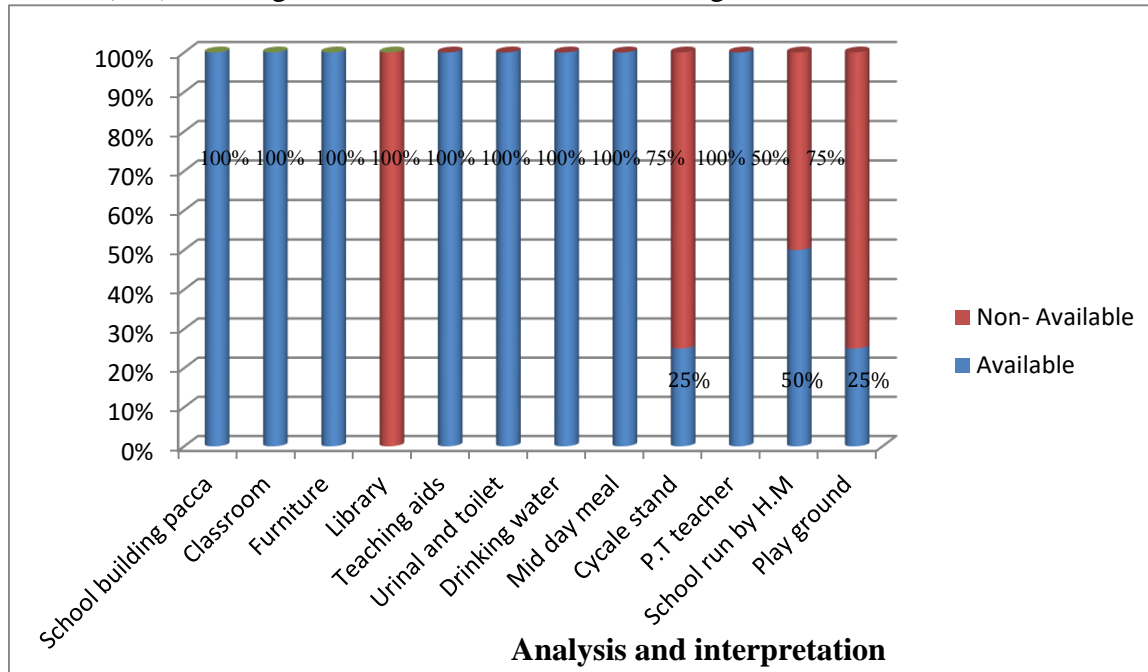
Objective-1

To know about the educational facilities available in the tea garden area school.

H₀₁. There will be available educational facilities in the tea garden areas schools.

Table-1

Table no 1(one) showing the available facilities in the tea garden areas.



From the above table no.1 it is observed that the educational facilities are one of the important aspects in the education system. Through school buildings are pacca yet they are not conducive but all the schools have separate urinals for the boys and as well as for girls. drinking water also available and mid-day-meal also provides among all the students.

Objective-2

To know the teacher-pupil ratio of the primary schools of tea gardens.

H₀₂. There is no significant relation between teacher-pupil ratio of the primary schools of tea garden areas.

Table -2

Table no 2(two) showing the teacher pupil ratio of the school.

SL No.	Schools name	Number of teachers	Number of students	Teacher pupil ratio
1	Sonaicherri J.B school	05	151	1:30
2	Bokboki high school	15	297	1:19
3	Pearacherra T.E high school	09	348	1:38
4	Tarakpur high school	08	320	1:40
5	Bisnupur high school	08	221	1:27
6	Huflong T.E high school	07	250	1:35

Analysis and interpretation

From the above table no-2 it is observed that all the schools have adequate number of teachers in their schools. For the smooth running of their school teacher plays a vital role. The pupil to teacher ratio (PRT) in high school should be 30:1.

From the 6 schools only 2 schools suffering from lack of teachers.

Objective-4

To find out the ratio of boys and girls in the tea gardens areas schools.

H₀4. There is no significant difference between boys and girls in the schools of tea garden.

School No	Boys	Girls	Ratio
1	81	70	81:70
2	130	167	130:167
3	160	188	40:47
4	180	140	9:7
5	115	135	23:27
6	143	76	143:6

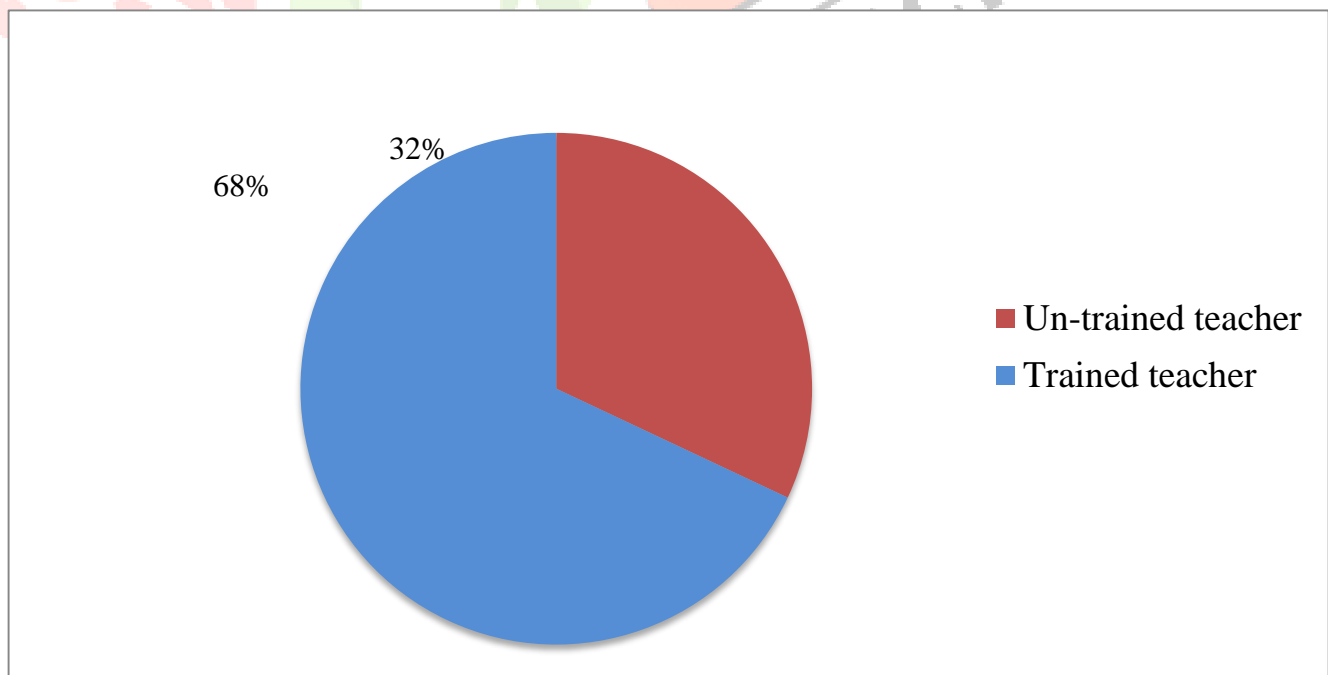
Analysis and interpretation

From the above table no-4 the researcher came to know that all the school have average equal ratio of boys and girls in the schools. however some way boys are more then girls. Due to some social and superstition evils. Boys percentage of enrolment is more then that of the girls. Among the 6 schools only 2 schools have more ratio of girls in comparison to the boys.

Objective-5

To find out the trained teachers in the tea gardens areas schools.

H₀5. There will be adequate trained teachers in the tea gardens schools.



Analysis and interpretation

In the present study, the fifth objective was to study the status of the number of trained and untrained teachers in the high schools of the tea gardens. According to the act of right to education, 2009 the schools have to train all its teachers within five years from the commencement of this act. But from the analysis of the present study, it has been found that out of total teacher 68% of the teachers are trained and 32% of the teachers are still untrained. On the other hand, it has been also found that the percentages of female teachers are more than that of the male teachers. 53% of the teachers are female and 47 % of the teachers are male.

Moreover majority of the Heads of the institutions have replied that their teachers have been provided in- service training under Sarva Shiksha Abhijan. Block Resource Centre and Cluster Resource Centre are the two main centres for providing in-service training to the Elementary school teachers. Most of the teachers are given training under these two centres. Besides these two centres, elementary schools teachers are also given training under DIET.

FINDINGS

1. To know about the educational facilities available in the tea garden area school. The researcher found that all the educational facilities are available in the schools for smoothly running of the school.
2. To know the teacher – pupil ratio of the schools of tea garden. The researcher found that all the 6 school have adequate members of teacher in their schools any two schools suffering by lake of teacher among the six school.
3. To find out the ratio of boys and girls. By the analysis of the collected data the researcher finds that all the schools have average equal ratio of boys and girls in the schools among the 6 schools only 2 schools have more ratio of girls in comparison to the boys
4. To find out the trained teachers in the tea gardens. The researcher found that maximum teachers are trained 68% teachers are trained and left 32% teachers are not trained.

Conclusion

Tea-garden children are 1st generation learners so school system must be special for them. Government of India undertook the task of making school facilities available for all the citizens. The Quality of education requires multi-pronged and strategic reforms in improvement of school facilities in order to make it attractive for children between 6 to 14 years since the base of all future learning occurs at this stage. Therefore, in order to make schools comfortable and child friendly the government has initiated the various school development programmes. With the intervention of Sarva Shiksha Abhijan Mission there is now availability of school-facilities. Therefore facilities in Lower Primary Government schools will help improve student enrolment and improve teaching learning environment as well as school quality. Education is considered as a vital tool to fight various challenges in life. The knowledge that is attained through education helps open doors to a lot of opportunities for better prospects in career growth. But unfortunately in India till a large section of people are deprived of education on the ground of poverty and gender discrimination. Poverty is the biggest hindrance for attainment of education. In Tripura the tea tribes is such a community which is still backward in term of education despite of various effort taken by the government in the field of education

SUGGESTION FOR THE FURTHER STUDY

The present study among the high school level students of tea garden areas schools under north Tripura district in Tripura. But there is an expansive scope for investigation on this study field of education.

[Suggestion for the further study may below :-

1. further study can be done different districts of Tripura.
2. further study can be done all over of Tripura.
3. Further study can be done all higher secondary level school students of Tripura.
4. further study can be done with large sample
5. Further study can be done with a big ratio of boys and girls.
6. Further study can be done in all the tea garden schools of Tripura.

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