CHAPTER V

FINDINGS, DISCUSSION AND CONCLUSION

On the basis of the analysis of the data presented in the previous chapter, the major findings of the present study have been presented in the present chapter on the basis of seven major objectives of the study-

5.1 NUMBER OF CHILDREN ATTAINING SCHOOL GOING AGE AND THE NUMBER OF ACTUALLY ENROLLED CHILDREN IN THE ELEMENTARY SCHOOLS OF TEA-GARDENS

In the present study, the first objective was to assess the number of children attaining school going age and the number of children actually enrolled in the elementary schools of tea-gardens.

The government has adopted different policies to ensure hundred percent (100%) enrolment in the elementary schools of our country. So, it is expected that there will be no child between the age group 6-14, outside the purview of school. This study attempts to know, from actual household survey through parent’s interview schedule, whether all the children of the age group of 6-14 of the tea tribe community has been actually enrolled in school or not. So, the investigator in the present research study attempted to find out the total number of children attaining school going age (6 to 14 years of age) and the total number of children actually enrolled in school.
From the present survey of 451 households the total child population found out by the investigator within the age group of 6-14 was 400. It has been also observed by the investigator that out of these 400 school going children found in the tea-gardens of Sivasagar District, 360 children have been actually enrolled in school, which implies that 90% of the children have been actually enrolled in the schools and 10% of the children have not been yet enrolled.

5.2 DROP-OUT AT THE PRIMARY STAGE IN THE ELEMENTARY SCHOOLS OF TEA GARDEN

In the present study, the second objective was to find out the rate of drop-out at the primary stage in the elementary schools of tea gardens.

To analyse the above objective, both year wise and class wise analyses of dropout children (both boys and girls) were made. In the year wise analysis of dropout, it has been found that in the year 2006, 2008, 2009, 2010 and 2014 the percentage of dropout of girls are more than the boys.

Again in class wise analysis of dropout it has been observed that in class-I, class-II, class-IV and in class-V the percentage of dropped out of girls are more than the dropped out percentages of boys. Only in class-III the percentage of dropped out girl is less than the dropped out boys.

5.3. CURRENT STATUS OF TEACHER STUDENT RATIO IN ELEMENTARY SCHOOLS OF TEA GARDENS

In the present study, the third objective was to find out the current status of teacher student ratio in elementary schools of tea garden.
From the analysis of data in the present study, it has been found that the present teacher student ratio in the tea-garden schools of Sivasagar district is 1:21, which is not very satisfactory because according to SSA norm, the level of teacher student ratio should be 1:30.

Again after distributing the total number of sample schools according to teacher student ratio, it has been found that only 32% of the schools have ideal teacher student ratio i.e. 1:30. 12% of the schools have ratio up to 1:10, 39% of the schools have ratio up to 1:20, 10% of the schools have ratio up to 1:40, 5% of the schools have ratio up to 1:50 and 2% of the schools have the ratio between 1:60

5.4. ACADEMIC QUALIFICATION OF THE TEACHERS IN ELEMENTARY SCHOOLS OF TEA GARDENS AT PRESENT

In the present study, the fourth objective was to assess the academic qualification of the teachers of elementary schools of tea gardens

From the analysis of data in the present study, it has been found that the academic qualifications of the teachers are not very high because most of the teachers (61.18%) are only H.S.L.C passed. Only 28.63 % of the teachers are H.S.S.L.C passed and 9.80% of the teachers have graduate degree and only 1 teacher has been found having the post-graduate degree.

5.5 DIFFERENCE OF ENROLMENT BETWEEN BOYS AND GIRLS IN THE ELEMENTARY SCHOOLS OF TEA GARDENS

In the present study, the fifth objective was to study the difference of enrolment between boys and girls in the elementary schools of tea gardens.
From the analysis of data in the present study, it has been found that in the elementary schools of tea garden of Sivasagar District the enrolment of boys is more than that of girls. At pre-primary stage (k-Shreni) also, the boy’s percentage of enrolment is more than that of the girl.

In year wise analysis of enrolment, it has been observed that in every year from 2006 to 2014 the boy’s enrolment was found to be more than that of the girls. On the other hand, in class wise analysis of enrolment of both boys and girls, it has been found that in all the classes from class-I to class-V the enrolment of boys is more than that of the girls. Moreover it has been also observed that girl’s enrolment has decreased gradually in class-IV and class-V.

Regarding the number of children mainstreamed through STBC course it has been found that the number of children mainstreamed in Class II and Class III is more in comparison to Class I and Class IV. The number of girls mainstreamed through STBC is more than the number of boys.

5.6 CURRENT STATUS OF THE NUMBER OF TRAINED AND UNTRAINED TEACHERS IN THE ELEMENTARY SCHOOLS OF THE TEA GARDENS AT PRESENT

In the present study, the sixth objective was to study the status of the number of trained and untrained teachers in the elementary 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 (255) teachers,
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 centers for providing in-service training to the Elementary school teachers. Most of the teachers are given training under these two centers. Besides these two centers, elementary schools teachers are also given training under DIET.

5.7 CURRENT SITUATION OF INFRASTRUCTURAL FACILITIES IN THE ELEMENTARY SCHOOLS OF TEA GARDEN

In the present study, the seventh objective was to study the current situation of infrastructural facilities in the elementary schools of tea garden. The major findings related to the above objective are as follows

5.7.1 INFRASTRUCTURAL FACILITY OF THE SCHOOL BUILDING

A. Construction of school building

Regarding the construction of school building, it has been found out that the condition of the school building is quite satisfactory because all (100%) the school buildings are pucca and there is no kutcha school building in the tea gardens of Sivasagar district. But the condition of the ceiling is not very well because 14.63% of the schools have hessian cloth ceiling, 12.20% of the schools have bamboo split ceiling and 51.22% of the schools have advester ceiling.
Unfortunately, 21.60% of schools do not have ceiling. Regarding the electricity facility it is also very surprising that only 2 schools have electricity facility and the rest 95.12% of the schools do not have electricity facility.

**B. Boundary wall, play ground and school library**

Boundary wall, play ground and school library are the three major component of a school. But in the present study it has been found that out of 41 schools; only one school has been found with boundary wall and the rest 40 (97.56%) schools do not have boundary walls.16 (39.02%) schools have play ground facility and the rest 25 (60.98%) schools do not have their play ground and only 3 (7.32%) of the schools have their own library and the rest 38 (92.68%) schools do not have their own library.

**C. Availability of Class-room and teacher’s common room**

As per RTE act there should be separate room for every class. But during the present research study the investigator has found out that most of the schools (48.78%) do not have adequate class room. More over it has been observed that in some schools there is no partition between two or three classes. The teachers in some school combine two classes together under one class room. Regarding the availability of teacher’s it has been found that 90.24% of the schools do not have common room for the teacher’s.

**5.7.2 DRINKING WATER FACILITY**

Providing the facility of safe drinking water to every child is one of the responsibilities of the government. According to RTE, each and every school must be provided with the facility of drinking water for the student. But the
analysis of the present research study revealed that some of the schools do not have the facility of drinking water. Only 2 schools have the facility of running water for the student. Most of the (75.61%) schools have only hand pump as the source of drinking water but some of these hand pumps need repair. More over 19.51% of the schools do not have any facility of drinking water for the students.

5.7.3 TOILET FACILITY FOR THE STUDENT

The analysis of the present study revealed that the facility of toilet for the students is very poor in the elementary schools of tea-gardens of Sivasagar district. As regards the toilet facility for the boys, it has been found that out of 41 schools only 20(48.78%) schools have separate toilet for the boys but out of these 20 schools only in 18 schools the toilets are usable but in the rest 2 schools, toilets are not usable. On the other hand, As regards the toilet facility for the girls it has been found that out of 41 schools, 32(78.05%) schools have separate toilet for the girls but out of these 32 schools, only in 30 schools toilets are usable and in the rest 2 schools, the toilets are not usable. So far as the common toilet facility is concerned, out of 41 sample schools only 14 schools have the facility of common toilet but out of these 14 schools only in 10 schools toilets are usable.

5.7.4 AVAILIBILITY OF INFRASTRUCTURE IN THE CLASS ROOM

Availability of sufficient number of infrastructure in the class room is one of the essential conditions for providing quality education to the children. The SSA is providing financial grants (School Development grants, Teaching Learning Material grants) to every school so that the schools must have sufficient teaching learning material. The analysis of the present study revealed that
sufficient classroom infrastructure is not available in all the schools. The present analysis revealed that only 58.54% schools have sufficient desks and benches and only 48.78% of the schools have sufficient tables and chairs and the rest of the schools do not have sufficient desk, benches, tables and chairs for the students and the teachers.

With regard to teaching aids, a very positive result has been found because all the schools (100%) have sufficient number of blackboards, chalks, dusters, maps and globes.

5.8 FINANCIAL GRANTS UNDER SSA

Regarding the financial aid to the schools under SSA, it has been found that 97.56% of the schools have received School Development Grant from SSA and 95.12% of the schools have received T.L.M Grant from SSA. Besides the above two grants, 85.37% of the schools have received some other financial grant also.

5.9 READING FACILITIES PROVIDED BY PARENTS

The investigator in the present study has attempted to collect some information about the reading facilities provided by the parents to their children in the tea gardens of Sivasagar District. The results of the study revealed that only 122 (27%) of parents provided the facility of reading tables and chairs to their children, 18 (4%) parents provided the facility of separate study room and only 9 (2%) parents have provided the facility of cupboard for keeping books to their children.
5.10. FACILITIES FOR ENTERTAINMENT

As it has been found that the people of tea tribe community reside in very remote areas inside the tea gardens and they do not get any facility of entertainment, so the investigator has tried to collect some information about the facilities of entertainment available in the tea gardens of Sivasagar district. The present analysis revealed that 60% of the families have only televisions, 4% of families have only radio and other families do not have any facilities for entertainment.

5.11 PROBLEMS OF UNIVERSALISATION OF ELEMENTARY EDUCATION

Regarding the problems of universalisation of elementary education in the tea gardens of Sivasagar District, all the Heads of the Institutions of the sample group responded that the major problems are illiteracy of parents, lack of awareness of the parents, poverty of parents, engagement of children in domestic work and sibling care etc. Language problem and poor infrastructural facilities in the elementary schools are other two most serious problems of non-universalisation of elementary education in the tea gardens of Sivasagar District as opined by most of the respondents.

5.12 VISIT TO THE SCHOOLS BY THE SUPERVISING AUTHORITY

Regarding the visit to the schools by the supervising authority the above table shows that 98% of the Head of the institutions have replied that their schools are regularly visited by Cluster Resource Centre Coordinator (CRCC),
96% of Head of the institutions have replied that their schools are regularly visited by Resource Teacher (RT), and 95% of Head of the institutions have replied that their schools are regularly visited by Block Mission Coordinator (BMC)

5.13 DISTRIBUTION OF FREE TEXT BOOKS

Regarding text books, the investigator has found that all the elementary schools in the tea-garden areas have received textbooks regularly and the textbook thus received are sufficient for the students.

6.14 COLLECTION OF EXAMINATION FEES

Regarding collection of examination fees, all the Heads of the institutions of the elementary schools have replied that they do not collect any examination fees from the students.

5.15 DISCUSSION

On the basis of the major findings of the study, presented above, the investigator has made the following discussion-

The first objective of the present research study was to assess the number of children attaining school going age and the number of children actually enrolled in the elementary schools of tea gardens at present. The findings of the study revealed that 90% of the children have been enrolled in school and 10% of the children have not been still enrolled. When the parents of these (10%) non-enrolled children were asked as to why they have not enrolled their children in school, they replied that they wanted to send their children to school but they
could not because their children had to look after their younger ones. Besides, they (the girls) have also to cook food for their younger ones. Similar, observation was also made by Bhuyan, Shyamalima (2010-2011) in her research study has found that most of the parents or guardians are not aware about the education of their children. She has also found that engagement in work at home is a hindrance in the way of education of tea tribe community.

The second objective of the present research study was to find out the rate of drop-out at the primary stage in the elementary schools of tea gardens. Universal enrolment of children in elementary schools alone is not sufficient. The enrolled children must complete the full cycle of elementary education. Once a child joins primary school, he/she should remain there till the completion of first eight classes. But in our country, most of the children do not complete the full cycle of elementary education. Most of them leave elementary education in class III, Class IV or Class V which has been observed by many previous researchers (Devi, K.G, 1983). So, the high rate of dropout has been found as one of the major problems of universalisation of elementary education in our country. The elementary education of Assam, especially the tea garden schools are also suffering from similar problem which has been observed by the researcher in the previous research studies. Tanti, S., (2001-02) in his research study on “Study of the problems of primary Education among Children of Tea- Garden Labourers of Assam with Particular Reference to Dibrugarh District” has noticed discouraging development of primary education in tea garden schools because of large scale wastage (dropout). The findings of the present study also revealed the same result.

The analysis of data in the present study revealed that from the year 2006 to
2014, the problem of dropout has remained as one of the major obstacles for non-universalisation of elementary education in the tea gardens of Sivasagar district. Moreover it has also been found that in 2006, 2008, 2009, 2010 and 2014 the dropout of girls’ were more than that of boys. Similar findings were also found out by Devi, K.G. (1983) in Manipur in her research study on “Problem of dropouts in primary schools of Manipur with special reference to Imphal town.” She has found that at the lower primary course, girls dropouts are more than the boys. But Rahman, Safiqur. (2012), in his research study on “Axom Sarva Siksha Abhijan Mission - implementation of the programme and policies in schools of Kamrup (M)District of Assam” has found that drop-out rate of the students has reduced after launching the SSA mission. But the observation in the present study has not revealed similar findings. On the contrary, the findings of the present study have shown that during the period of implementation of SSA from 2006 to 2014, the problem of dropout has remained almost the same.

The third objective in the present study was to find out the current status of teacher- student ratio in elementary schools of tea gardens. In our country, the RTE act provides for adequate number of qualified teachers to maintain a ratio of one teacher for every 30 students in the lower primary level of elementary schools. But disproportionate teacher pupil ratio in the tea-garden schools is in existence since long which has been highlighted by a number of previous investigators. Sarma, Nirmala (1997) in her research study on – “A critical analysis of the utilization of educational facilities of primary level available to the Tea Tribe community of Assam with special reference to Darrang District” has found out that the shortage of teachers is a very serious problem for the tea
garden schools. Some of the previous researchers have found that isolated environment of the tea-gardens, problem of communication, apathy towards children of the labourers are some of the causes for which the teachers do not like to work at the tea garden schools. Incentive to teachers working in the tea garden schools, provision of residential quarters etc were suggestions put forwarded by a number of previous investigators. But the government did not take any special measures for the tea garden schools. So, the situation of disproportionate teacher student ratio in some of the tea garden schools is becoming very high. In the present study also, the investigator has found out the disproportionate ratio of the teacher and the student in the Tea garden schools. It has also been observed that 12% of the schools have ratio up to 1:10, 5% of the schools have ratio to 1:50 and 2% of the schools have the ratio 1:60 which is very surprising. So, it is very essential that the government should take some special measures to maintain a proportionate teacher pupil ratio in the tea-garden schools of Sivasagar District.

The fourth objective in the present study was to assess the academic qualification of the teachers of elementary schools of tea gardens. Academic qualification of the teacher is one of the very important components of the qualitative aspect of school education because the quality of education in school depends on the academic qualification of the teachers. Tanti, S., (2001-02) in his research study has concluded that placement of under qualified teachers in tea garden schools is one of the significant factor responsible for poor educational progress of tea garden children. In the present study, regarding the academic qualification of the teachers, it has been found that most of the teachers (61.18%) are H.S.L.C passed, some (28.63%) teachers are H.S.S.L.C passed and a few
percentages (9.80%) of teachers are graduates. No teacher has been found having the academic qualification below H.S.L.C and only 1 teacher has been found having postgraduate degree.

The fifth objective was to study the differences of enrolment between boys and girls in the elementary schools of tea gardens. Universalisation of enrolment means all children between the age group of 6-14 years have to be enrolled in primary school. After the implementation of SSA, the government of India has provided many facilities under different types of schemes to increase the enrolment of children in primary schools. Moreover, the government has also undertaken some special schemes to increase the enrolment of girls. But, the government has not been able to achieve 100% enrolment. During the review of the present research study, it has been observed that in Assam also, there is a wide gap between the enrolment of boys and girls. This problem is also persistent in the tea garden areas of Assam and it has been found out by some of the previous researchers. Bhuyan, Shyamalima, (2010-2011) in her research study has observed that the enrolment of girl’s are less than that of the boys. The investigator in the present study has also found out that the enrolment of boys is more than that of girls. At pre-primary stage (k-Shreni) also, the boys’ percentage of enrolment is more than that of the girls. Though SSA has adopted many schemes to increase the enrolment of girls but still the enrolment percentages of girls are less than that of the boys.

The sixth objective in the present study was to study the current status of the number of trained and untrained teachers in the elementary schools of the tea gardens. Lack of trained teachers has been found as another very serious problem
of the tea garden schools from a very early period which was observed by many previous researchers. **Borgohain, I.,** (1999) in his research study has found untrained teachers up to the extent of about 85% in sample tea garden schools. **Tanti, S.,** (2001-02) has concluded that lack of trained teachers in tea garden schools is one of the significant factors responsible for poor educational progress of tea garden children. **Bhuyan, Shyamalima.,** (2010-2011) in her research study has found that only 25% teachers are trained and 74% teachers are untrained. Similar finding was also found out by the investigator in the present study. Though the act of right to education, 2009 has provided that schools must train all the teachers within five years from the commencement of this act, yet the findings of the present study have revealed that 32% of the teachers are still untrained in the tea garden schools of Sivasagar district. But, it is very surprising that though majority of the Heads of the institutions have replied that their teachers have been provided in-service training under Sarva Shiksha Abhijan, still more than 30% of the teachers have remained untrained. So, it is very essential that SSA should make a proper inspection of all these schools in the tea gardens of Sivasagar district so that the remaining untrained teachers can be given training under SSA.

The seventh objective was to study the current situation of infrastructural facilities in the elementary schools of tea gardens. School infrastructure is generally defined as the set of inter-connected structural elements that provide framework supporting an entire structure of development. A good school infrastructure of a primary school includes a building in good shape including an adequate number of well organized classrooms, sufficient blackboards, tables,
desks, chairs in the class, an adequate number of sanitation facilities, access to adequate clean drinking water, electricity, ventilation and light, recreational facilities, library, etc. If the infrastructural condition of a primary school is strong then only the students will be able to get education in the true sense and teachers can also give their full cooperation and effort towards education. Unfortunately, from the previous research it has been observed that in Assam, especially in tea gardens, many primary schools don’t have the basic infrastructure like the proper buildings, blackboards, drinking water, toilets and electricity etc. Quadir, Abdul., (2001) in his research on “A study of the problems of Universalisation of Primary Education in the Tea Gardens of Assam” has found that inadequate infrastructural facilities are responsible for failure of universalisation of primary education. Tanti, S., (2001-02) has also noticed in his study that lack of infrastructure including school furniture, teaching aids, play ground and separate classrooms etc are the reasons responsible for poor educational progress of tea garden children. Bhuyan, Shyamalima., (2010-2011) has also observed that most of the primary schools have not sufficient library facilities or extra room for library.

The findings of the present study have also revealed that the situation has not improved so much but the condition of the school building is not very poor. All the schools have pucca building, the floors are also pucca. More than 50% of the schools have advester ceiling and adequate class rooms.

Boundary wall, play ground and school library are the three very essential components of a school building. Without a proper boundary wall, a school cannot organize various types of co-curricular activities. But it is very
surprising that though SSA has been providing school developmental fund for the development of the schools but still it has been observed that out of 41 sample schools, only one school has boundary wall and the rest of the schools do not have boundary walls. Another most serious weakness which was found is that 95.12% schools do not have electricity facility.

For the physical development of the child and to ensure their right to recreation, right to health etc. a playground is also a very essential component in every school. But during the present research study, it has been found that 60.98% of the schools do not have the facility of playground for the students.

The facility of school library is very essential for the mental and academic development of the student but it is very sad that 90.24% of the schools do not have the facility of school library in the tea gardens of Sivasagar District.

As regards the drinking water facility, it has been found, from the analysis that most (75.61%) of the schools have only hand pump as the source of drinking water. But the most important deficiency which was found is that 19.51% of schools do not have any facility of drinking water. The most important observation is that at present, when the government is providing mid-day meal to every school, but they are not providing the facility of safe drinking water to the student.

As per RTE act, there should be separate room for every class. But during the present research study, the investigator has found out that most of the schools (48.78%) do not have adequate classrooms. Moreover, it has also been observed
that in some schools, there is no partition between two or three classes. In some schools, two classes are combined together under one teacher.

Toilet facility for the students is an important factor of enrolment and retention of the children in schools especially that of the girls. Various studies confirm that one of the major causes of dropping of girls is lack of toilet facility in schools. The problem of lack of toilet facility has been observed by the investigator in the present study also. Regarding toilet facility, it has been found that only 48.78% schools have separate toilet for the boys. On the other hand, 78.05% schools have separate toilet for the girls and only 34.15% schools have the facility of common toilets for the boys and the girls. So, it is very essential, that the government should supply more funds to the schools for the construction of toilets especially for the girls so that the schools can provide this facility to the student. But another most important observation which has been found is that most of the existing toilets are not usable because of lack of proper maintenance.

From the analysis of the infrastructural facility of class room, it has been observed that most of the schools do not have sufficient desks and benches for the students and sufficient tables and chairs for the teachers. Though, most of the schools have received School Development Grant and Teaching Learning Material Grant from SSA, still the infrastructural condition of the schools has not improved. But regarding the teaching aids, a very positive result has been found because all the schools (100%) have sufficient blackboard, chalks, dusters, maps and globes.

The findings of the above study have also revealed that the people of tea tribe community of Sivasagar district are very poor. So, they are not able to
provide proper reading facilities to their children. Moreover, besides television they do not have any other facilities for entertainment. Regarding the universalisation of Elementary education in the Tea Garden areas, the main problems found out by the investigator in the present study are, poor infrastructural facilities of schools, illiteracy of parents, lack of awareness of the parents, poverty of parents and sibling care. Many poor guardians regard primary education as useless and they are interested in employing their young children in their own professions. So, the government should take some steps to bring awareness among the tea garden people about the need of education for their children. Language problem has also been found as one of the major problems of universalisation of elementary education, because the children of the tea garden schools do not understand any other language. So, while appointing the teacher in the tea garden schools, preference should be given to educated youths from tea tribe community itself to solve the language problem. Moreover, the non tea tribal teacher of the tea garden schools should be given special training for bilingual teaching.

5.16 CONCLUSION

In the present study, the investigator has made an attempt to evaluate the role of Sarva Shiksha Abhijan in providing elementary education among the Tea tribes of Sivasagar District of Assam. For the study, the investigator selected 41 tea garden schools. The investigator collected the pertinent data personally with the help of relevant tools. The data has been analysed methodologically and findings were derived after analysis of the data. The investigator on the basis of the findings arrived at certain conclusions.
Though the government has adopted different types of policies under SSA to ensure the enrolment of all children (within the age group of 6 to 14 years) of our country in elementary school but the target has not been achieved yet. As, the findings of the present study revealed that 10% of the children have not been yet enrolled in elementary schools in the tea gardens of Sivasagar District.

The problem of dropout has been found as one of the major problems of universalisation of elementary education in Assam. So, the SSA aimed at completing the five years of elementary education by all children by 2007. But in the present study, it has been observed that this objective of SSA has not been yet fulfilled, as it has been found that most of the children do not complete the first five years of primary education. A large percentage of children have dropped out from the school either in class III, IV or V.

In the present study, both year wise and class wise analysis of enrolment has been made and the findings revealed that the enrolment rate of girls is very less than that of the boys. So, it can be concluded that though the SSA has adopted many policies (mid-day meal, free books and uniform) to increase the enrolment of students in elementary schools but all these policies have not been able to increase the enrolment of students especially the girls in the tea garden schools of Sivasagar District. But one positive aspect of the study is that the number of girls mainstreamed through STBC has been found to be more than the number of boys.

The government is making attempts to supply adequate number of teachers in the elementary schools by undertaking TET and providing appointment to the qualified teachers. But in the present study, it has been observed that most of the schools have not maintained the ideal teacher student ratio. So, it can be
concluded that teacher-student ratio in the tea garden schools of Sivasagar District is not satisfactory. Though the government is providing in-service training to the teachers under CRCS, BRCS and DIET till the implementation of SSA but still more than 30% of the teachers in the present study have been found untrained. So, it can be concluded that more facilities for in-service training should be provided to the teachers under SSA. Though the high academic qualification of the teachers is very essential to maintain the quality of education in schools but the findings of the present study revealed that the teachers of the elementary schools of Sivasagar District are not highly qualified. Most of the teachers are only H.S.L.C passed. A few percentages of the teachers are H.S.S.L.C passed. Hence, as regards the academic qualification is concerned it can be concluded that the academic qualification of the teachers of elementary schools in the tea gardens of Sivasagar district is not very satisfactory.

Regarding the physical condition of the school buildings, a few observations have been made by the researcher in the present study. So far as the construction of school buildings is concerned, though it has been found that all the schools are pucca but most of the schools are suffering from the problem of lack of boundary walls, electricity facility and poor condition of ceiling. Besides these, majority of the schools are also suffering from the problem of lack of adequate classroom, lack of playground & library for the students and lack of common room for the teachers. So, regarding the physical condition of the schools, it can be concluded that SSA has not become successful in providing the facility of proper infrastructure in the schools. The supervising authority under SSA should make proper supervision of all these facilities during their visit to the schools. The
findings of the present study also revealed that drinking water facilities of the schools are very poor. Majority of the schools have only hand pump as the source of drinking water and some of the schools do not even have any facilities of drinking water for the students. So, it can be concluded that SSA has not been able to supply pure and safe drinking water to the students of elementary schools in the tea gardens of Sivasagar district. The findings of the study also revealed that the facility of toilet for the students in the schools is also very poor. Only a few schools have separate toilet for the girls and boys but all are not usable. So, it can be concluded that SSA has not provided proper toilet facility to the students of elementary schools in the tea gardens of Sivasagar district. Though majority of the schools have received financial grants under Sarva Shiksha Abhijan regularly, but the schools have in-sufficient desk and benches for the students and more than fifty percent of the schools are suffering from the problem of in-sufficient tables and chairs for the teachers. So, it can be concluded that SSA has not provided proper facilities of teaching and learning to the students in the elementary schools of tea gardens in Sivasagar district.

But the positive aspect of the present study is that all the schools have sufficient teaching aids i.e. blackboards, chalks, dusters, maps and globes. The schools are regularly visited by CRCC and RT. Some of the schools are also visited by BMC under Sarva Shiksha Abhijan. Sufficient numbers of text books are supplied regularly to all the schools under Sarva Shiksha Abhijan .The school authority does not collect any examination fee from the student.

Some of the major problems like poor infrastructural facilities of schools, illiteracy of parents, lack of awareness of the parents, poverty of parents,
engagement in sibling care, language problem, negligence by the Government, lack of electricity facility etc are the specific hurdles for non-universalisation of elementary education in the tea gardens of Sivasagar district of Assam.

5.17 EDUCATIONAL IMPLICATIONS OF THE STUDY

Following are the main educational implications of the present study

1. One of the main objectives of SSA is that all children in the age group of 6-14 years should be enrolled in school/EGS centers / bridge course by 2003. Though the government has adopted different types of policies to fulfill this objective but the findings of the present study has revealed that hundred percent enrolment has not yet been achieved in the tea gardens of Sivasagar district. So, from the analysis of the findings of the present study, the government will be able to get an idea about how to take some more specific steps to fulfill this particular objective.

2. Another very important objective of SSA is the bridging of all gender and social category gaps at the primary stage by 2007 and at the elementary education level by 2010. But in the present study, it has been observed that in most of the classes of lower primary level, there is large gap of gender. The rate of enrolment of the girls is very low than that of the boys. So, the present study will be helpful for the government in framing of some new policies to increase the enrolment of girls, especially in tea garden areas.

3. That all children in the age group of 6 – 14 years have to complete five years of primary education by 2007, is another very important objective of SSA. But in the present study, it has been observed that most of the children especially the girl students do not complete the full cycle of elementary
education and they drop out from the school before completing the full cycle of five years. So, the findings of the present study will compel the government to think about some more special steps to reduce the rate of drop out in the elementary schools of tea garden.

4. The RTE has provided to maintain an ideal teacher student ratio i.e. 1:30 in all the classes of lower primary schools. But in the present study, it has been observed that there are very uneven teacher-student ratios in most of the schools of tea gardens in Sivasagar district. So, the finding of the present study will help the govt. to take some special steps to maintain proper teacher-student ratio.

5. Providing good quality of education is one of the very important objectives of SSA and academic qualification of the teacher is one of the very important factors of quality education. But in the present study, it has been observed that the academic qualifications of the teachers are very substandard. So, the findings of the present study will help the government to give a boost to the teachers to improve their academic qualification.

6. As it has been observed in the present study that more than 30% of the teachers are still untrained, so the findings of the study will help the government to think about providing more facilities to the schools so that all the teachers of the elementary schools of the tea garden can be provided training as soon as possible.

7. As the condition of infrastructure in the elementary schools of tea gardens has been found to be very poor, so the present study will also help the government to make an evaluation of the school development fund required for the schools in the tea gardens of Sivasagar District at present.
8. The present study will also help the government and the society to make an evaluation of the safe drinking water facility provided by SSA in the tea garden schools of Sivasagar District.

9. The above study will help the society and the government to make an evaluation of the present condition of toilet facility provided by the SSA for both boys and girls in the lower primary schools of tea gardens in Sivasagar district.

10. In the present study, it has been observed that all the Heads of the Institutions have put forwarded their views about the causes of non-universalisation of elementary education in the tea gardens. So, these findings will help the government to know about the reason of non-universalisation of elementary education in the tea gardens of Sivasagar district.

11. The Heads of the Institutions have also put forwarded their suggestions for the successful implementation of SSA among the tea tribes of Sivasagar district. So, from all these suggestions, the government will be able to get ideas about how to frame new policies for the successful implementation of Sarva Siksha Abhiyan among the tea tribes of Sivasagar District

5.18 SUGGESTION FOR FURTHER RESEARCH STUDY

Research studies, on Sarva Shiksha Abhijan and tea tribe community are limited in Assam. The review of the literature reveals, that only a handful of people have paid attention to the area in our state. As the Tea Tribe community constitute a major portion of the population of Assam and the problems of universalisation of elementary education are more serious among the children of
these communities, so an in depth study of the implementation of Sarva Siksha Abhijan among the children of tea garden communities is essential to find out exactly the reasons of non universalisation of Elementary education. The problem of illiteracy and universalisation of elementary education can be expected to be solved only when the children of the tea garden communities are adequately covered under Sarva Siksha Abhijan. However, keeping in view the scope and need of research on the area, more research can be adopted by including more samples from different districts of Assam. The present study does not cover all the areas related to SSA programme. So, there is also scope for further study as suggested below-

1. The present study does not cover the attitude of school teachers towards SSA. So, further research can be undertaken to study the attitude of teachers towards the programme of Sarva Siksha Abhiyan.

2. The present study covers only the lower classes of elementary schools. So, a suggestion is hereby put forward to undertake more study by covering the higher classes of elementary education under its scope.

3. The area for the present study covers only the Sivasagar District of Assam. Further research can be undertaken to study the Tea gardens of other Districts of Assam.

4. Studies can be undertaken to study of the facilities provided to the schools under various schemes of SSA for elementary education.

5. Further research can also be undertaken to study the in- service training facilities provided to the teachers under SSA.
6. Research can be undertaken to study the awareness of the people of backward classes towards Universalisation of Elementary Education.