CHAPTER VI
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6.1 SUMMARY OF FINDINGS :

The study on the problem on wastage and stagnation in primary level of education among the tea garden labourers was done on the three district of Assam, viz. Jorhat, Golaghat and Sibsagarh. The analysis of data gathered for the study brought to light a number of findings which are summarised in this chapter.

6.1.1 To compute wastage due to drop out, wastage due stagnation and gross wastage a cohort of 492 children were followed. Table XLIV shows the number of boys and girls that passed primary regularly, dropped out from school prematurely, passed primary after repeating grades etc. out of the initial cohort followed.
The rates of $W_p$, $W_s$, $W$ and $R_p$ are depicted in a pie diagram in fig. 16.

### 6.1.2 Drop out rate is higher for boys, 47.46, than for girls which is 34.65. But stagnation rate is higher for girls, 42.04, than for boys which is 28.48, resulting gross wastage for boys and girls almost equal. For boys it is 75.94 percent for girls it is 76.69 percent.

### 6.1.3 Drop out is highest in grade I:

The wastage due to dropout is highest in grade I. In other words maximum number of children leave school.
FIG. 16.

PIE DIAGRAM SHOWING RATES
OF $W_D$, $W_S$, $W$, $R_P$ etc

DEATH AND TRANSFER CASES 0.81%
in the 1st year of schooling. Drop out rate is high in grade II also. 71.5 percent of the total dropout take place in grade I and II.

6.1.4 Causes of wastage:

By actual interview and inviting open responses from teachers, guardians, drop out and tea garden authority, 28 causes were identified as the causes of wastage which are categorised as economic, social, academic and miscellaneous. Academic causes got highest rank in order of importance. Economic causes got the second, social causes the third and the miscellaneous causes got the last rank in order of importance. Important causes from each category in order of importance are listed here.

Academic Causes:

(i) School buildings are not attractive.
(ii) Schools are not supervised properly.
(iii) Schools have no facilities like furniture, equipments, teaching aids etc.

Economic Causes:

(i) Children need to work to increase family income.
(ii) Guardians can not provide materials necessary to continue studies in school.

Social Causes:

(i) Involvement of children in domestic and non domestic work.
(ii) Parents are not aware of the education of their children.

(iii) Parents are addicted to alcohol.

Miscellaneous Causes:

(i) Due to death or illness of parents the child had to earn or need to take household responsibility.

(ii) Language spoken at home and at school are different.

6.1.5 Causes of Stagnation:

Teachers and Headmasters of the schools were asked to respond to a checklist (in Appendix III & IV) where causes of stagnation were given. On analysing their responses, it was found that miscellaneous causes are most important causes in case of stagnation. Important causes of stagnation are listed here according to the order of importance received in miscellaneous, academic, social and economic categories, are also listed according to importance.

Miscellaneous Causes:

(i) Irregular attendance of pupils.

(ii) Language spoken at home and school are different.

Academic Causes:

(i) Lack of teaching aids in schools.

(ii) Low level of intelligence of pupils.
Social Causes:

(i) Lack of awareness of parents.
(ii) Home environment is not congenial for studies.

Economic Cause:

(i) Due to low economic status the parents want their children to earn money and use less time in studies.

6.1.6 School Atmosphere:

School atmosphere are not at all satisfactory. There is no adequate physical facilities. School buildings are not attractive. Most of the schools have no proper sitting arrangement both for teachers and pupils. There are no teaching aids. Modern child centric methods of teaching are not adopted. School programmes are not in accordance with the objectives of the curriculum.

6.1.7 Teacher's Attitude:

Teachers have an indifferent attitude towards education of the tea garden labour children. No significant difference is found in the attitude of male and female teachers. Significant differences in attitude were also not found among the teachers of different community and different age groups.
6.1.8 Teacher Pupil ratio:

The teacher Pupil ratios were not uniform in sampled schools. In some schools, it is very low with 9 Pupil for 1 teacher. In some schools it is as high as 81 pupil for 1 teacher.

6.1.9 Parents addiction to alcohol:

Addiction to alcohol is a severe social problem in tea garden labour community. Many other problems are outcome of this problem. They spent most of their income in alcohol caring very little to live a life with better standard of living.

6.1.10 Educational status of parents:

Not to speak of educational status, even the literacy level of tea garden labourers is very low. 80 percent of the parents of the sample were found to be illiterate. No parents was found in the sample who studied up to tenth standard.

6.1.11 Attitude of parents:

The attitude of parents towards education of their children is found to be indifferent. No significant difference was observed in the attitude of parents of the drop outs and stay ins.
6.1.12 Social Isolation:

Social isolation is one of the important reasons for the backwardness of the tea garden labour community. It was also remarked by Sri Barua, Director, Welfare of Tea garden and ex-tea garden tribe. The labourers do not come into contact with persons of other occupations. Personal from other occupations need to enter the tea garden, an civil S.D.C. and engineer an architect etc. need to camp in a tea garden, which is seen in the villages. Villagers have association with these type of persons, as a result the tea labourers have no high aspiration to motivate them for higher studies.

6.1.13 Present study reveals that lack of motivation is a major cause of both wastage and stagnation of tea garden labour children. They do not get any motivation either from school and teacher or from parents and society.

6.2 REMEDIAL SUGGESTIONS:

The present study brings out the fact that wastage is very high in primary education among tea garden labour community. Considering different factors for this evil which stands in the way of educational progress of this community following remedial measures are suggested to be implemented as early as possible.

6.2.1 Concerted effort from all quarters, govt. and private
should be given to improve the conditions of school to attract the children to school. Dr. K.L. Srimali is a mistaken belief that, by opening any kind of indifferent schools we shall be able to give equality of opportunity." In case of schools for tea garden labourer children, we are mostly 1st generation learner. The attractive power and holding power of the school need to be much more than that of other schools meant for children of educated people.

In view of the high dropout rate in class I and II, the need of increasing the holding power of the school is urgently felt. It is possible to retain the enrolled children in school, with attractive building, moderate facilities and teaching aids together with qualified, trained and dedicated teachers. In case of these children all motivational elements must be supplied from school only.

6.2.2 Operation Black Board programme should be re-planned so that money spent on it is not wastage as it is seen in the schools under it. To a school a two in one was supplied where there is no electric connection. Palt materials and Musical instruments were supplied but there is no proper place to keep these.

6.2.3 Pre primary Education facilities should be provided in the tea gardens. the creche facilities which was already made obligatory by plantation labour act at

1951, may be implemented properly and it is expanded to the level of primary education, it will help the children to get ready for primary schools.

6.2.4 Teachers should be trained rigorously in child-centred methods of teaching so that the children get interest in studies and motivated to come to school. Appropriate steps should be taken by the govt. to arrange training for the teachers.

6.2.5 Arrangement may be made to conduct regular programmes of co-curricular activities, like games, music, painting, craft works, observation of national days, celebration of festivals etc. proper school routine may be prepared to cover these activities. Teachers' full involvement in these activities should be ensured. Supervision of schools must be done keeping co-curricular activities of the school, as an aspect of supervision. Govt. education dept. should request the management to co-operate with these activities.

6.2.6 Teacher pupil ratio should be made uniform. Proper policy in the govt. level may be formulated in this respect.

6.2.7 Adequate socialization process has to be adopted to break the social isolation of the tea tribe community so that they are accepted as an integral part of greater Assamese society. Socio-cultural organisation should come
forward to work in this line to bring this community in the main stream of the Assamese society. Carrier guidance for children and guardian may be arranged to get them acquainted with different occupations.

6.2.8 The young children speak their dialect at home which is their mother tongue. If they hear from their teachers a different language at school, they may find difficulties in understanding their teachers, which lead to their disinterest in school activities. This is more so in the early years of schooling.

To appoint teachers from tea tribe community may not be a practical suggestion which was suggested by previous researchers. It may not be possible to get teachers with adequate qualification and training from tea tribe community for all the tea garden schools. Moreover attitude test did not reveal significant difference in attitude among teachers of different community.

Therefore it is suggested that as soon as a teacher is appointed in tea garden locality, he or she should try to understand and speak the dialect of that area. Necessary measures may be taken at administrative level to ensure it. Teachers may be directed to study the books published on the tea tribe community, like "Chah Mazdoor Asomia Sabda and Khanda Bakya Sambhar". Govt. should encourage writers to publish more books on tea garden labourers' language and culture. These type of

books should be made available for teachers in general and tea garden school teachers in particular.

The garden cells started in the directorate of Education can publish journals periodically and distribute among teachers where different aspects of tea tribe community are published.

6.2.9 Alcoholic habit in access is a genuine problem of tea garden labour community. Social education department of the govt. and voluntary organisations should hold social awareness camps in tea gardens to make them aware of education, healthy living, nutrition, need of saving, problems created by alcohol etc.

6.2.10 School timing, which poses as a cause of wastage may be changed according to the convenience of the parents of the children of the concerning schools.

6.2.11 Inadequate number of working days is identified as a cause of wastage. As home can not provide any academic help to the pupils, it is very essential that the working days are not lost in tea garden area schools. In addition to the normal holidays, which are already too much. Working days are lost in a variety of ways. Teachers are engaged in different non academic duties, like election, census, voter list correction, surveys, etc. Much voice has been raised when garden authority engages the teachers in other official work, when the schools were under tea garden
management. Now as the schools are provincialized, state-govt. administration should realize the gravity of the problem of diminution of working days. So it is suggested that teachers in general should be spared from these types of activities. Particularly the teachers of tea garden area schools should be spared from all types of activities which affect school routine.

6.2.12 Secondary data regarding educational and socio-economic aspects of tea garden labourers are not kept in an organized manner in any department though there are a number of departments specifically for tea garden labourers. Proper steps may be taken in this regard. In supervision of schools also record keeping by the concerning Head-master of the school, regarding enrolment, dropout, repetition, and records of academic progress of children etc. should be an important criteria of supervision.

6.2.13 In view of problem of illiteracy of parents, adult education department should work earnestly in tea garden areas. In each tea garden there should be adequate number of adult education centres. Proper monitoring should be arranged for effective running of these centres. Tea garden management should be requested so get involved in adult education centres.

6.2.14 As the tea garden areas are not connected to the urban localities by easy transport facilities, supervision is not adequate. Govt. education department should
take proper measures to ensure regular supervision of these schools. All care should be taken to involve the management in the running of the schools, so that they can feel needed and thereby cooperate in the development of the school.

6.2.15 One of the important suggestions of this study want to make is that the tea gardens whose economic condition is not sound should get some relief from different taxes to be paid to govt. It is not unnatural that these gardens can not afford to spend their limited resources in school improvement programmes. Tea Industry is already burdened with different taxes paid to both central and state Govt. Tea gardens may be relieved of a percentage of their taxes to be spent in school improvements which in turn will help the govt. to get proper school buildings and other facilities necessary for the children which is actually the responsibility of the government.