

Periodic Research

A Study of Facilities in Tea Garden Schools in the Bokakhat Sub-Division of Golaghat District of Assam



**Nishant Kashyap
Ghatowar**

Research Scholar,
Deptt. of Library and
Information Science,
Tata Institute of Social
Sciences, Mumbai

Abstract

School facilities are the most important features of a school. They enhance the learning and teaching environment in the schools. The present study focuses on the availability and implications of school facilities in Tea Garden Schools in the Bokakhat Sub-Division of Golaghat District of Assam. With the introduction of Sarba Shiksha Abhijan, there had been good improvement in the facilities in tea garden schools. The infrastructural facilities of most of the tea garden schools have improved. Though there are several facilities which are lacking, but the facilities which are available now cater to the need of students. Also the Mid day Meal scheme is a major boost to the schools. There is eagerness among students to attend schools due to the availability of lunch. This, not only, adds to the nutritional level of the students but also is improving the attendance of the students. The implication of facilities in schools on teachers are if there are good facilities in schools then the teachers would feel more motivated to teach the students. Therefore facilities in Lower Primary Government schools will help improve student enrolment and improve teaching learning environment as well as school quality.

Keywords: Education, Mid-day Meal, Sarva Siksha Abhijan, Lower Primary Schools

Introduction

Education plays an important role in the development of a nation and schools decide the fate of the nation's future. Education is the right of every individual of the country. Various educational facilities in the schools enhance the learning abilities of the students and also establish a good relationship between the students, teachers, parents and society.

School facilities are the material resources provided for staff and students to optimize their productivity in the teaching and learning process as well as to make them responsive to the changing environment of school delivery. The school facilities consists of not only the physical structure and the variety of building systems but also drinking water, toilets for boys as well as girls, electricity, text-books, uniforms, playgrounds, mid-day meals etc. which would positively influence all concerned with the system.

India, Assam or for that matter no country in the world can ever make any substantial progress or become strong enough to face the challenges of the changing modern world, as long as its population by and large remain uneducated and without any real power to make its presence effective on the national and international level. Our country has reached a stage in its economic and technological development when a major effort must be made to ensure that the fruits of change reach all sections of community especially the disadvantaged section like the tea-tribes. Education being the highway to this goal can help in increasing contemporary knowledge and disseminate information on current facts, technological developments, as well as inculcate and develop new ideas, values and attitudes among the youth. Through education the social evils, superstitious beliefs and age-old traditions can be eradicated and thus can make them conscious citizens. The tea garden population is a disadvantaged social group comprising about 20 percent of the population of Assam. But no improvement has been found in their school facilities. (Karmakar, 1997)

New problems and challenges are being confronted by the people in all fields of life. Styles of living are changing so fast, that it is difficult to keep pace with the changing ideas, beliefs, lifestyles, and material pursuits for more and more human welfare. Much of the poverty and backwardness of the masses is due to illiteracy and ignorance. Hence education can help

to rescue them from their plight. If proper care and attention are given in the school sphere of this community they will be able to work more effectively for the well being of the whole Assamese society of which it is an integral part.

Statement of the Problem

Children are the future assets of the nation. Therefore, quality education is the need of the hour. School facilities improve the quality of education. Going through Review of Literatures of previous researchers, the need to study about the facilities provided in tea garden schools was felt.

Therefore, the topic of the present study reads as "A study of Facilities in Tea garden schools in the Bokakhat sub-division of Golaghat district of Assam".

Objectives of the Study

The objectives of the study are:

1. To find out the availability of adequate facilities in the schools of Golaghat district.
2. To study the implications of facilities in schools of Golaghat district.

Rationale of the Study

The desire for such a study is nurtured by the investigator as it is observed that even after 67 years of the attainment of Independence and the pursuance of the Directive Principles of the state policy to extend school facilities for different levels of people, there exists a gap in school level especially among the disadvantaged section of the society i.e. the tea-garden community which is an integral part of Assam. With the introduction of RTE Act, a new era in the field of education has begun in the country. At present though a number of persons of this community are educated and occupying prestigious positions in different governmental and non-governmental jobs yet the actual situations of this community inside the tea gardens are far from satisfactory. They are still deprived of school facilities and remain socio-economically backward. No government or organisation is able to uplift them. The problem of education and its facilities is still more serious.

Review of Literature

Review of Literature is a valuable guide to defining a problem, recognising its significance, suggesting promising data gathering devices, appropriate study design and sources of data.

In the present study, the availability of adequate facilities in tea garden schools and their implications was investigated. An attempt was thus been made to review related literatures concerning the adequate facilities in tea garden schools. A few available relevant research studies conducted in this field are presented below:

In a research study by Sarma (1997), the educational facilities available for tea tribe in the Darrang district of Assam was investigated. The findings relevant in the context of present study are given below. Educational facilities for Tea-Tribe children in the Tea Gardens of Darrang district are not adequate. In 10% of the tea gardens there are no primary school facilities. NFE centres are also not there in all the primary School less gardens. Physical

facilities of the Primary Schools in the tea garden of Darrang District are comparatively better than average situation of Assam. Most of the Primary Schools are managed by tea garden authority. It was found that physical conditions of the garden managed schools are better than provincialized schools. 73.7% are pucca building but there is no adequate number of classrooms. 36.8% schools have single classroom. All the schools have at least one blackboard, 78.9% schools have maps, 57.89% schools have globes, 21.05% schools have educational chart & science kit and 15.05% have Maths kit. There is no sufficient number of teachers in tea garden schools, percentage of female teacher is 19.5% and percentage of trained teacher is 12.2%. Pupil-Teacher ratio is 76. Though there are a number of welfare schemes for Tea –Tribe community, no remarkable special educational facilities are there for the children of primary level. The implication of the inadequacy of provision for primary education has made existing special facilities for tea-tribe students of secondary or higher level counter-productive

According to study of Educational facilities available in Elementary schools conducted by Phukan, M. (1999) found out that as per educational facilities available in the sample schools, 90% of them were Assam type buildings but 65% of these were found overcrowded with students. It is refreshing to note that 35% schools had provision for electricity and filtered drinking water. Library facilities in schools are another encouraging feature of the sample area. Some form of in-service training was received by 60% teachers. No specific problems were faced by teachers were reported. However, large class teaching seemed to be a cause for concern as classrooms are stated to be overcrowded. Teachers' job satisfaction to the extent of 60% (moderate levels) indicate that they did not experience much difficulty in imparting instructions to pupils.

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

In a survey conducted by Bora (2002) the existing facilities for Primary Education in Tea Gardens of Dibrugarh District were investigated. Some of the findings are – Schools in the tea garden area fail to create congenial atmosphere to motivate the students to attend the school. Teachers are engaged in other works of the tea garden in addition to the teaching works. Infrastructural facilities of the schools are also found not satisfactory. Low percentage of enrolment of girl children in the schools was found due to parents' illiteracy and early marriage of the girl child. Schools have spacious playground but no games and sports materials except football. Teacher-Pupil ratio of the schools under study range

Periodic Research

from 1:30 to 1:35. Enrolment percentage of boys was found to be 66.93% and for girls it was 33.07% only.

According to a survey conducted by Assam Sarva Shiksha Abhiyan (2002) on the facilities of government managed schools in Golaghat district of Brahmaputra valley, only 2.04% in the Golaghat district of Brahmaputra valley receive educational facilities. It shows the condition of educational amenities available, particularly in the tea garden management controlled schools in the state. The implication that can be inferred from the study is that there are inadequate facilities in government aided tea garden schools.

According to a report by the Tea Garden Education Committees (Gol, 2007) there are several problems and inadequate facilities in tea garden schools such as: Very poor quality infrastructures, majority of tea gardens have only a lower primary school with capacity of 100 to 250 students. Classes are held in very poor quality buildings with inadequate desks and benches. Usually there are one or at the most two teachers for four classes that have 100 to 250 students. In the majority of the schools, teachers work half day in the tea garden and half day in school. Majority of schools are closed during the plucking time since both the teacher and students work in the garden during that time. As the teacher is paid by the management; therefore, is liable to the management for managing the school. As child labour is highly encouraged in tea gardens, in majority cases children leave school to work in the tea garden for a nominal amount of money. Teachers are paid very nominal salary as they are not involved in the production process.

In the related literature review, many researchers have studied the availability of facilities in schools in tea garden areas of different districts of Assam. More studies should be done on the concerned topic. However, parents, teachers, students and other individuals should also be involved as they play a major role in the study of facilities of tea garden schools in Assam. This would help in understanding and assessing the implication of facilities of tea garden schools on students, teachers and parents.

Methodology

General Information of the Study Area

The Golaghat district has an area of 3502 sq.km. reveals the Census report of 2011. The total population occupies 10, 66,888 according to the Census report of 2011. The district has three sub-divisions namely, Golaghat sub-division, Bokakhat sub-division and Dhansiri sub-division.

The Bokakhat sub-division has an area of 384 sq.kms. (Approx.) The total population of the Bokakhat sub-division is 1,64,278 (Census,2011). People of different religions live in the district. Majority are Hindu, Muslims, Christians, Sikhs, Buddhists, and Jains. The Bokakhat sub-division constitutes of the Assamese, Tea garden, Nepali, Bihari, Marwari Mishings and Bengali communities.

There are 11 number of tea estates in the Bokakhat sub-division. There are 141 Lower Primary

schools, 28 M.E. schools, 21 High schools, 3 Higher Secondary schools, and 1 degree college.

The Public Health facilities provided by the Government are hospitals, primary health centres, dispensaries, rural family welfare centre and sub-centres. Chief agricultural products are paddy, sugarcane, mustard, coconut, arecanut, potato, etc. Road and railway communications provides easy communication to the residents. A refinery has been functioning from June, 1999 in Numaligarh which falls under Bokhat sub-division in the Golaghat district for the welfare of the whole country.

The study is carried out in the Golaghat District of Assam where major tea- estates are located.

Out of 27 districts of Assam, the Golaghat district was selected purposively on the basis of following criteria:

1. Majority of the tea gardens are located in this district.
2. The number of tea and ex-tea tribes population is more in this district.
3. Acquaintance of the researcher with the district will provide ease in communication for collection of data.



Figure 1 : Map of Assam

In Golaghat District, there are three sub divisions, namely Golaghat, Bokakhat and Dhansiri. One sub-division, Bokakhat is selected purposively because the concentration of lower primary schools in tea garden estates is more in this sub-division.

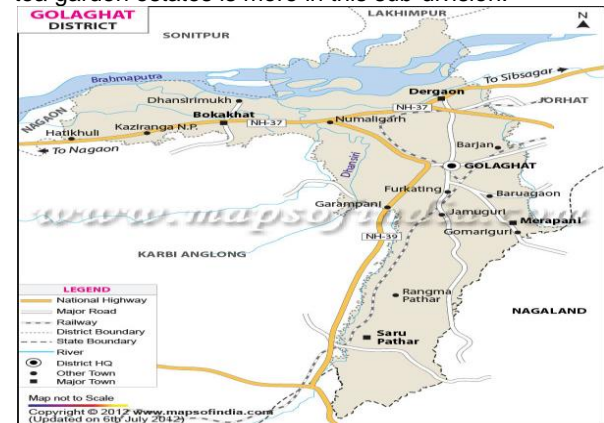


Figure 2 : Map of Golaghat District Selection of the Schools

Periodic Research

From the Bokakhat sub-division, only eight tea gardens was selected purposively.

The selection of respondents was made by applying Purposive Sampling techniques. In the first phase eight tea gardens was taken for the study.

In the second phase, the Lower Primary schools was selected purposively among the eight selected tea gardens of the Bokakhat sub-division.

Table no. 1

Schools selected for the study = 08			
District	Sub-division	School's name	Type
Golaghat	Bokakhat	Bokakhat T.E. L.P. School	Lower Primary School
		Difolu T.E. L.P. School	
		Behora T.E. L.P. School	
		Lotabari T.E. L.P. School	
		Numaligarh T.E. L.P. School	
		Lokhojan T.E. L.P. School	
		Balijan L.P. School	
Borsapori Bagisa L.P. School			

Details of Respondents of Study Area :

Regarding respondents in the Bokakhat sub-division of the Golaghat district the numbers of headmasters and teachers were 08 respectively. Also, 04 parents were interviewed along with 02 trade union leaders. The sample of the study was 22.

Table No. 2

Respondents	
Headmasters	8
Teachers	8
Trade union leaders	2
Parents	4
Total	22

Tools and Techniques for data collection

1. Qualitative & quantitative information was generated with the help of the Interview Schedule.
2. Qualitative data was collected personally by face to face interview, observation and discussions with the head-masters, teachers, parents and trade union leaders.
3. The interviews were conducted on 10th, 11th, 12th April and also on 14th and 15th of April, 2015. The interview schedule had both open-ended and closed ended questions to find out the availability of facilities in tea garden schools and to understand the implications of facilities in schools.
4. Some information was collected by Key Informant Technique. Key informants were the trade union leaders and parents. Their impressions, opinions and experiences on the implication of facilities in tea garden schools were recorded and their key points were noted down.
5. Quantitative information in the forms of enrolments of students and the total no. of teachers in tea garden schools were gathered from the office records of the schools.

Limitations

The case study is confined to:

1. The Golaghat district of Assam.
2. Only one sub-division of the Golaghat district was covered due to limitation of time.
3. The tea garden schools were only studied.
4. The Lower primary schools funded by the Government of Assam situated in the sampled tea gardens only.
5. The Headmasters, teachers of the Lower primary schools, the parents, trade union leaders and community member

Findings

The chapter is organised based on the objectives of the study. This chapter presents the results of the data gathered from the Interview schedule on the availability of facilities in tea garden schools and their implications and is divided into two sections. Section one presents the facilities of tea garden schools in Bokakhat sub-division of Golaghat District of Assam. The data was gathered through interview schedule. Here the headmasters, teachers of tea garden schools were interviewed. Moreover, the responses were also observed and verified. From these findings, the gathered data was represented in tabular and graphical form and this data was interpreted. The pupil-teacher ratio was of interest to determine if this ratio affects the students and the teachers of the tea garden schools.

Section two presents the implication of facilities in schools on students, teachers, and parents from responses of Headmasters, teachers of the respective schools, parents and trade union leaders. The data had been generated through an interview schedule and discussions and views from Headmasters, teachers and trade union leaders.

Facilities in the Schools

Schools in the Tea Gardens were mostly confined to the lower primary level, where classes taught are from I to IV. These schools are aided by the Government of Assam. There was inadequacy of M.E. and High school.

Table No. 3: Availability of Facilities in Schools

		Number of schools	
		Available (%)	Not available (%)
1.	School Building Pucca	8(100%)	0(0%)
2.	Classrooms	5(62.5)	3(37.5)
3.	Hall Type rooms	3(37.5)	5(62.5)
4.	Furniture	8(100)	0(0)
5.	Library	0(0)	8(100)
6.	Recreational Facilities	4(50)	4(50)
7.	Teaching aids	4(50)	4(50)
8.	Urinals and Latrine	8(100)	0(0)
9.	Drinking water	8(100)	0(0)
0.	Mid day Meal	8(100)	0(0)
1.	Playground	3(37.5)	5(62.5)
2.	Uniforms	8(100)	0(0)
3.	Textbooks	8(100)	0(0)
4.	Electricity	8(100)	0(0)

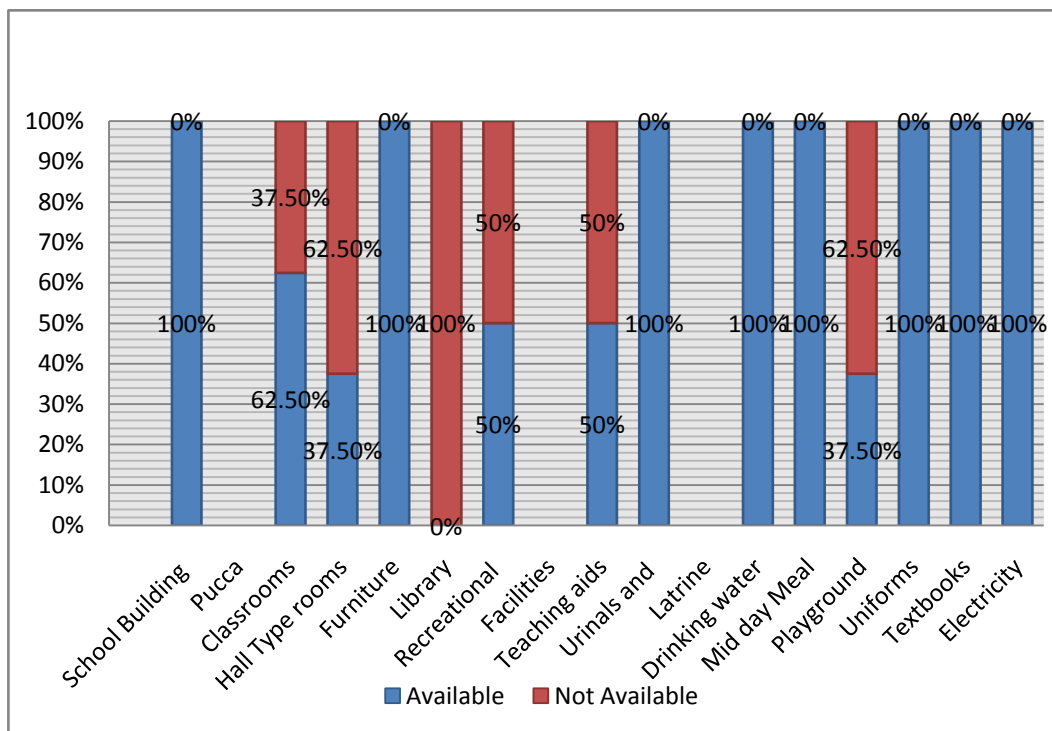


Figure No. 3: Availability of Facilities in Schools

- With regard to *school buildings* 100 percent schools have a permanent pucca or partly pucca building. Regarding the existence of classrooms,
- 62.5 percent of the schools have classrooms and 37.5 percent schools have only one hall type room, where students sit together in different rows, according to the class in they read and 62.5 percent schools were found to have separate rooms. The teachers of these schools reported the need of additional rooms, due to large number of students in a class.
- As regarding *furniture*, the table reveals that all schools have furniture but were inadequate, considering the number of students.
- Library facilities* is found to be absent in all schools, due to the dearth of funds and non-availability of separate rooms to be used as library.
- Schools reported to have *teaching aids and recreational facilities* -50%.
- Regarding the *drinking water* 100 percent schools have provisions for the same. These schools have hand pumps for drinking water and most of them need repair.
- 100 percent of the school showed having *urinal and latrines (Toilet facilities)* but separate girls toilet was not found in some schools. This was an important factor in participation in retention of the girl children in the schools.
- There was existence of *playgrounds* in 37.5 percent schools. For physical development of the child and to ensure their right to recreation, right to health etc. a playground is a must in every school.
- The other initiatives of the Assam Government include *Mid day Meal* where kitchen for cooking of the Mid day Meals is available in all the schools which is a positive impact of SSA intervention.
- 100 percent of the schools provide uniform and textbooks to its students.
- Also 100 percent schools *have electricity* .Other facilities include supply of textbooks and uniforms to students every year.

Teacher pupil Ratio of schools:

Table no. 4

Teacher, Pupil ratio of schools				
Sl. no.	Name of schools	Number of teachers	Number of pupils	Teacher - Pupil Ratio
1.	Bokakhat T.E. L.P. School	2	182	1:91
2.	Difolu T.E.L.P. School	2	166	1:83

3.	Behora T.E. L.P. School	3	172	1:57.33
4.	Lotabari T.E. L.P. School	3	189	1:63
5.	Numaligarh T.E. L.P. School	4	320	1:80
6.	Lokhojan T.E. L.P. School	4	287	1:71.75
7.	Balijan L.P. School	3	162	1:54

8.	Borsapori Bagisa L.P. School	4	216	1:54
----	------------------------------	---	-----	------

The table reveals that the schools of the sampled tea gardens are all multi- teacher schools. The teacher-pupil ratio of these schools is not uniform. The ratio of number of pupils per teacher ranges from 1:54 to 1:91. The standard teacher-pupil ratio is 1:30. Consequently, it is found that in some schools there is a wide gulf between the teachers' pupils. The range of Teacher Pupil ratio is from 1:91 to 1:54

Implications of school facilities:

Responses suggested that school facilities had improved with intervention of government funds. "A lot had improved now, earlier there were damaged building, with leaking roofs, broken toilets and no drinking water. But with the advent of Sarba Shiksha Abhiyan, there are sufficient funds which has improved our school building, from one to two/ three rooms" responded one of the headmaster of a school. Another headmaster was of the view that "Drinking water and separate toilet facilities were provided to students'. Also all schools have been provided with ramps for disabled children."

Implications of Facilities of Schools on Students

When asked whether the quality of school facilities has an effect on student attendance, they were of the view that students attended more when there are good facilities in schools. One of the teacher said "Yes of course. Students will surely come to schools if we provide them good facilities in schools..." When asked does the quality of school facilities affect students to parents and trade unions leaders, they were also of the same view. But the trade union clarified "Most of the students do not attend schools because they have to help their parents at home and in tea estates during plucking season. So there is a contradiction here if good facilities in schools can affect student attendance." Another trade union leader added "Poverty led to low student attendance and more student drop outs." One of the parent was of the view "If we can afford it then we would surely send our children to good school, why not? But if we can't afford it, how can we think of even sending our children to school?"

The headmasters and teachers were of the view that the facilities in Government schools have increased with schemes of the Government and this has attracted a lot of parents to send their children to the schools. Moreover, students were eager to come to schools due to the facilities of the schools.

From the views of the headmasters and teachers it was certain that playground acted as a major facility which helped the students to grow and have a positive outlook. Moreover, they also came to the consensus that there is a lot of peer interaction in the playgrounds. This helps the students to develop socially, emotionally and physically. One of the headmaster responded "One of the main problem in our school is we do not have a playground. If we had one, then the students could have enjoyed more." When he was asked why they don't have space for a playground, he replied "The school was started on common property land. Therefore, then it was decided

that only the school building was enough. But now due to lack of space, we cannot expand our area and accommodate a playground." When asked if this affected the students he was quick to reply yes. "The students need space to play. This hampers their mobility."

Most of the headmasters and teachers were all praise for the Mid Day Meal Scheme. One of the Headmasters exclaimed "The Government scheme of Mid Day Meal is a major boost in the enrolment and attendance of students. This had shown effect in our school...now most of the students attend the school." Another teacher added "This also adds to the nutritional level of the students." But the trade union leaders questioned the quality of the food provided and raised serious concerns.

All the headmasters and teachers also agreed the facilitation of free uniforms, textbooks, drinking water were also the major reasons for the increase in enrolment and attendance of students in lower primary schools.

The trade union leaders raised serious concerns on the facilitation of drinking water. The trade union leader exclaimed "Though the schools say there is drinking water facilities. There are tube wells and hand pumps for drinking water but this is not enough. Water needs to be filtered properly to be consumed. There is no provision for filters in most of the schools. This lead to different diseases like jaundice, T.B. and typhoid which is common in these areas."

When asked about the absence of library in schools, which can be considered one of the most important facilities of the school, most of the headmasters and teachers replied that libraries are not provided by the Government. "Government funds are not available for libraries." replied one headmaster. Another Headmaster added "We do not space to accommodate a library." When asked if this affects the students the headmasters and teachers viewed library as essential but recreational facilities act as a substitute.

When asked about the condition of electricity and the implication of electricity in the school, a headmaster quoted that "There, sure is electricity, in the school but the time the electricity is available is less." Most of the teachers agreed that with irregularity of electricity their teaching is affected. A teacher quoted "Power cuts are quite normal here. It not only affects our teaching but also the concentration of the students." Another headmaster replied the same too "Irregularity of Electricity is a hindrance for teaching sometimes. In summer, the rooms turn so hot that it is quite a difficulty for the teachers to teach and the children to learn."

Implications of Facilities of Schools on Teachers

The teachers are at the centre stage of the educational system. There is no system to identify teacher training needs. They require training. "One of the main problems here in these tea garden schools..." stressed one of the trade union leaders "... is that teachers are not trained. Most of them are under qualified without T.E.T.certificate .They does not have proper trainings e.g. pre-service or in-service

like D.El.Ed or B.Ed and also most of them do not get chances to attend teacher training programmes.”

Teachers interviewed felt that school facilities affected their teaching. A teacher said “There are classrooms separately for each class from class I to IV which are divided by ply boards and bamboo made walls (berha). This interrupts teachings and the students concentrate less.” As there is one lower primary school in a tea garden, the number of students is more. To this one of the teacher responded “This makes it difficult to concentrate and to teach lessons. We struggle to maintain order in the classroom. This affects both our classroom activities and instructional techniques.” Another teacher added “We have to face problems in terms of maintaining silence and order.”

The availability of facilities in schools surely affected teachers agreed the trade unions leaders. One of the trade union leaders was of the view that “If there are good facilities in government schools, then surely there would be eagerness in many teachers to teach here and with good commitment. But due to major shortcoming of facilities, teachers don't have the eagerness to teach in Tea gardens Government schools and those teachers who are there tend to attend fewer classes. They mostly are busy with their household chores or mostly engaged in attending office duties.”

Trade union leaders pointed out that teachers sometimes have to cook food for the students. This is because there is no cook or additional staff. They were concerned about the teachers' commitment to students and the Government's role in facilitating extra funds. “If they cook for the students, then who does the teaching?” quoted one of the trade union leaders. This is one of the major problems of most of the Government schools stressed the leaders.

Implication of Facilities Provided in the School Responses from Parents

When parents were asked about the implications of facilities on their children and the teachers, they agreed the facilities have a positive and negative impact on both teachers and students. One of the parents quoted that “Yes there is a school in our garden premises, my child attends the school. We send them to school to learn to write their name, that is enough. We cannot educate them further i.e. high school and college because there is no facility inside the tea-garden and we cannot afford to send them to the towns and cities with our meagre income” Most of the families considered their children to be an economic-asset and so often made use of their labour to generate an income. Children were sent to the garden as daily wage earners instead of going to school as because of parents' illiteracy and little awareness of the importance of education.

In objection of this view, another parent responded by saying that “...as government had given new facilities to the schools like Mid day meal scheme, school uniforms and others, these would encourage the children of tea garden areas to go to Lower primary schools only. This increases the literacy of the new generation of tea tribe community.

This helps them to move out of the misery and poverty in tea estates.” One of the trade union leaders agreed “This helps in increasing the literacy but they cannot continue their education further after Lower Primary.” Another trade union leader added “There are no facilities of M.E. and High schools and colleges in tea garden areas. This limits them to only Lower primary schools. Most of the students drop- out due to poverty.” Poverty is one of the major reasons for lower literacy of the tea garden community stressed the leaders.

When asked to the parents are they aware of the facilities provided in the schools. One of the parents replied that ‘Text-books, Uniforms and Mid day meal schemes were available.’ One of the trade union leaders quoted “If they get food, they will surely attend school, but this doesn't add to their knowledge. They are not educated by this. The main objective of the school is to educate the children” Even an aware parent questioned ‘Are they doing it?’

Summary & Conclusion

Summary

The main findings of the study in terms of the study on the availability of facilities in tea garden schools and their implications were the objectives. Both are very important aspects of literacy in the schools as they affect the students as well as the teachers.

The non-availability of M.E. and High schools in the tea garden areas is a major letdown to the students who want to continue further studies. The Lower primary schools can only impart education till class IV. Therefore, the Government should look after the need of the students of the tea garden areas.

With the introduction of Sarba Shiksha Abhiyaan, there had been good improvement in the facilities in tea garden schools. The infrastructural facilities of most of the tea garden schools have improved. Though there are several facilities which are lacking, but the facilities which are available now cater to the need of students.

Also the Mid day Meal scheme is a major boost to the schools. There is eagerness among students to attend schools due to the availability of lunch. This, not only, adds to the nutritional level of the students but also is improving the attendance of the students. The trade union leaders stressed about the quality of food provided.

The implication of facilities in schools on teachers are if there are good facilities in schools then the teachers would feel more motivated to teach the students. This would give them more time to interact and teach the students. The trade unions felt that teachers did not commit to their profession. So the Government should look after the matter to provide better facilities and funds. This would help develop the schools.

More studies needs to be done on the implications of facilities in tea garden schools on students and teachers. This would help understand the problems in teaching.

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 Sarba Siksha 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.

References

1. **Govinda, R. and Verghese,N.V. (1991)**, "The Quality of basic education service in India. A case study of primary schooling of Madhya Pradesh. An Independent study,NIEPA.
2. **Sarma, N. (1997)**, "A Critical Analysis of the utilization of Educational facilities of Primary level available to the Tea-Tribe community of Assam with special reference to Darrang District, DPEP, Guwahati, Assam.
3. **Bora, R.(2002)**, "A study of existing facilities for primary education in tea garden labourers in Assam, M.Ed. Dissertation, Dibrugarh University
4. **North Eastern Social Research Centre (2002-03)**, "Primary Education of plantation labour children in Assam for SSA", Assam.
5. **Kohl, L. (2006)**, "Methodology of Educational Research", Third Revised Edition.
6. **Saikia, B. (2008)**, "Development of Tea Garden Community and Adivasis Identity Politics in Assam", Indian Journal of Labour Economics, Volume 7.
7. **Saikia, B. (2009)**, "Development of Tea Garden Community and Adivasis Identity Politics in Assam", Dialogue- a quarterly journal of Astha Bharati, Volume 10, No. 3.
8. **Sarma, N. (2011)**, "Universalisation of Elementary Education among Tea-tribe of Assam with special reference to Jorhat District".
9. **Ghatowar, L. and Karmakar, A. (2012)**, "Impact of Teacher Attendance on Attendance rate and Performance level of Learners-Research study under SSA, Assam".
10. **Bosumatari, D. and Goyari, P. (2013)**, "Educational Development of Tea Plantation Women workers in Assam- A Empirical Analysis, Asian Journal of Multidisciplinary Studies, Volume 1, Issue 3.
11. **Picus,L.O.;** Overview-Maintenance and Modernization of school facilities. Retrieved from <http://education.stateuniversity.com/pages/2394/School-Facilities.html>
12. Asiabaka,I.P.,(2008) The Need for Effective Facility Management in Schools in Nigeria, New York Science Journal, ISSN 1554-0220, Retrieved from <http://www.sciencepub.org>.
13. Wikipedia- the free encyclopaedia, Mid Day Meal Scheme, Retrieved from http://en.wikipedia.org/wiki/Midday_Meal_Scheme
14. Wikipedia- the free encyclopaedia, Primary School, Retrieved from http://en.wikipedia.org/wiki/Primary_school
15. Mid Day Meal Scheme-Ministry of Human Resource Development, Department of School Education and Literacy, Government of India, Retrieved from <http://mdm.nic.in/>