



Problem of Educational Attainment of Children, A case Study of the Tea Garden Labourer's House holds in Derby Tea Estate

Pradip Kurmi

Department of economics, Assam University, Silchar, Assam, INDIA

Available online at: www.isca.in, www.isca.me

Received 19th September 2013, revised 1st March 2014, accepted 30th April 2014

Abstract

This paper presents the educational status of the children in tea garden areas. Tea garden is the one of the leading industries in Assam. But it is unfortunate that socio economic status especially educational status of tea garden labour is at a backward stage. This work based on the primary data, collected individually by the researcher. This paper focuses on the significant factor of socio-economic life of the people of tea garden labourers. Researcher in the paper tries to find out the factors that are responsible for the low level of education in tea garden areas and also made some fruitful recommendations.

Keywords: Thickader, bagani buli, bhojpuri, jhorna, tillah, panichaljati

Introduction

With the advent of the East India Company in Assam, especially before the treaty of Yandaboo in 1826, the Britishers found the entity of tea plant in the hills of Assam. The establishments of tea industry of Assam not only changed the existing demography of Assam but also changed the shape of socio – economic and political life of the people of Assam. With the establishment of tea garden in Assam, the tea companies were in great need of utilizing huge labour force for the growth of tea industries, which they could not manage locally. This necessitated importation of labour from different parts of India and as such these labours were trapped by company's "thickader" in the plea of good earnings and amazing life. It is not wrong to infer here that those periods witnessed frequent famines and epidemics in Central Province, Uttar Pradesh, Bihar and Bengal due to the miss governance of the East India Company. These indentured labour forces of tea gardens of Assam are now very important and integral part of the socio-economic life of Assam

Education is a vehicle through which one can achieve success in life. Education improves social status, cultural and intellectual qualities - the means of generating civic society. But tea garden labours are deprived of Education by and large. It seems to be a curse for this great community of Assam. The proper light of education has not still reached the greater section of this labour force. The lack of educational facility for the various reasons kept them in Dark Age as education is a powerful instrument through which one can solve all sorts of problems. The percentage literates among tea garden labours are much lower in comparison to the state percentage. This has pushed them in a state of misery and backwardness. And as such their life revolves within the four walls of 'tillah' and factory. The labourers mainly depend on daily wages; other sources of livelihood are microscopic.

Tea garden labourers are mainly trapped from various linguistic and ethnic groups from different parts of our country to work in tea gardens. They hailed from Bengal, Bihar, Orissa, and U.P, C.P. etc. to work under the British company and to live side by side within the tea gardens⁴. In course of time these labourers consolidated themselves as a group and came to be known as 'tea tribe'. Though their languages were different but as they continued to reside and work on the same platform for centuries, they evolved a distinct composite dialect known as "Bagani Buli". Now it is very much prevalent in both Brahmaputra valley and Barak valley. In addition to 'Bagani dialect', another prominent dialect that developed in this community in Barak valley is known as "Bhojpuri" dialect. However, they have different social customs and rituals. Another most important feature of labour community is that of a caste ridden society. Caste distinction and class multifaciation are very acute and complex in their society. Rigidity of caste system in the Bhojpuri community has been greatly observed.

Tea Gardens and Labourers in Assam and Cachar: After the establishment of tea-industry in Assam, it has become one of the major industries in the economy of Assam. Till now as per the source of Assam Tea Welfare Board, there are 950 number of tea estates in Assam. In these 950 tea estates, seven lakh ninety five thousand eight hundred fifty (795850) number of total population engaged as labour force in the tea production process. In respect of Cachar, there are 114 Tea Gardens and there are 79004 numbers of total labour forces engaged in Cachar. Among them, 38077 number of male labour and 36865 number of female labour engaged in Cachar. Further, 2244 male child labour and 1818 number of female child labour engaged in tea industries in Cachar. It implies that out of 79004 labour forces in cachar, 4062 labour are child labour. In context of Derby T.E, 411 number of male labour and 365 number of female labour engaged. Further, also 21 child labours (13 Male and 8 Female) also found.

Socio-economic and Educational Profile of Tea-Garden Labourers:

Establishment of Tea garden in Assam needs huge plantation labour to engage in production. As the Assamese and other local tribe were not accustomed to such physical perseverance of manual type work, the management bound to import from different parts of India. These labor communities have been playing a great role in shaping the socio – economic life of Cachar. These labours are mainly hails from Bengal, Bihar, Orissa, Eastern U.P. Central Province and Madras Presidency. Through observation, it is noticed that the Tea garden society is divided in multiple caste and sub- caste. This society is based on traditional Professional manner, as they carried out with them their own law and custom. Here in Barak Valley, among the caste it is noticed that the population included Santhal, Orang , Mali, Munda and other high class caste like Goala (Ahir), Kairi, Kamkar , Kurmi, Nunia , Kanu (Haloowai) Kumar, Kohar, Sonar , Lohar, and other caste like Bania ,Barhi, Teli , Sahu , Kalwar, Baroi (Chowrasia) Ghatwar ,are also available . Another caste group like Bhar, Malah, Keot, Now (Barber) Dhobi (Washerman) Chamar (Rabidas) Doom, Rajwar, Rikiyasan (Mushar), Dusad, Pashi, and so on. In addition to above, Kshatriya caste (who claim to be Rajput) are also identified. Rigidity of caste system in upper Hindu caste has been substantially observed. A peculiar multiplicity of caste system within the same category is also traced. For example, in Ahir caste there exists manifold section like Kanuajia, Krishnawat, Majrout etc. Normally at present inter caste marriage are not socially recognize. It is restricted. However a few cases cannot be denied. Inter dining system is restricted among the high caste. Generally, “Pakki”foods are prepared by haloowai caste or recognized high caste called “Panichaljati” only. Otherwise high caste preferably Brahim will not take food therein. The Tea garden labour community habituated with both vegetarian and non-vegetarian. It is found that upper caste normally vegetarian, but in course of time food habits grows adjusting to the local condition. The existing literature suggests that the economic life of the tea garden labourers is full of miseries and deprivations. They have almost no other sources of income apart from the daily wages they earn from the tea gardens. Normally the worker’s are not allowed to build private house within the jurisdiction of the garden. And they generally resides in provided labor quarter, made of semi pacca condition without well off sanitation, the labourer have to use desert place, “ jhour”to meet the need of natural calls . In respect of drinking water, only a few number pf pacca and tube well are there. The majority workers have to carry drinking water from natural ‘jhorna’

Under the Plantation Labour Act1951, every tea garden must have at least one health centre with well equipped and modern facilities in free of cost for the welfare worker⁵. But in the context of Derby T.E., though there is a health in the garden, but there is neither a qualified doctor nor minimum medicine facility available in it. In case of medical emergencies, the patients have to travel many kilometers for either a government Primary Health Centre (PHC) or to Silchar Medical College and

Hospitals. There are no maternity benefit schemes for the Derby tea garden workers. It has been observed that during pregnancy and post natal period women workers continue to engage in hard jobs. The most labour intensive function plucking is a delicate operation that is often viewed as women’s workers

People of any society depend on earnings to meet the need of daily necessities. The economic picture of the workers of the tea garden has been characterized different from their outside counterpart. The tea garden labour primarily depends on their wages. The daily wage of a male labour is Rs 48 per day in context of Derby T.E. The wages of the casual labourer and child labour, however, varies from garden to garden and depend on the wishes and good will of the management. In the present price hike situation the wages of the tea labourer are very low, cannot afford the minimum need of the livelihood. Despite the hard living condition those people preserves their special socio-economic and cultural identity. Sometime it is noticed that in a joint family the unemployed labour use their labor force as lease out in agriculture and earn secondary source of income for that family. Ration at the minimum rate /subsidy rate are being provided to the labour. In the context of Derby Tea Estate a permanent labor get ration either of 3kg rice or 3kg wheat at subsidy rate. Further the management pays 8 to 10 percent bonous to the worker as ‘Puja Bonous’. To provide pension and provident fund (P. F) to the tea garden permanent employees in Assam, a special Act “Assam Tea Plantation Provident Fund and Pension Scheme” was enacted⁸. The permanent labor also get one day weekly holiday. In the context of Derby tea estate ‘Sunday’ is to be the weekly holiday with wages to the permanent worker of the garden.

Present study with Derby T.E situated about 34 K.M South of Silchar rather remotely located. Through survey, it is observed that Derby TE has two lower primary schools and one Middle English school managed by the Govt of Assam. There is no higher secondary and College within the jurisdiction of the Garden. The only High School (Venture) is situated at Puthikhal at a distance of 4.5 K.M, managed by local people having no experienced and trained teacher. The tea garden labours are much reluctant of sending their children to even primary school. Children of Plantation labour either stay at home for looking after young brother and sister or engage themselves as casual labour in function of plucking, weeding, hoeing and nursery work. A 1992 report on child labour on Tea plantation in North East says that most of the child workers are employed as casual and found to do strenuous work under very severe climatic condition. They are also compelled to work in the factories against the established law³. Only a few workers having rather sound financial condition send their children L.P or M.E school and if possible out side the garden for higher studies. It is noticed that no arrangement has been made on behalf of the management till date for higher education to the children of the tea garden labour. In course of study and observation it is noticed that of course, Assam Tea Employee welfare Board

maintains a hostel at Guwahati for accommodations for students of tea garden labor community for higher studies.

Since 2002 with the implementation of the 10th five year plan, the two departments (The Directorate of Welfare for Tea and Ex Tea garden and Assam Tea Employee welfare Board) are working on welfare schemes for the community. 50 percent of the fund received by the Directorate is from central budget and another 50 percent from state for the implementation of welfare scheme to the tea tribe population. For the promotion of education scholarship are awarded and grant in aid are provided⁷. In spite of all effort made by government, situation in respect of education remain unchanged to the tea garden labourer community. Greater section of the community remains in the dark regime.

Lacks of facility for the educational institution in and around the garden are also major factor to the apathy of the tea garden labour. The willing but financial weak guardian cannot send their children outside for higher study. Ignorance and prejudices among the labor community also responsible for the educational backwardness.. Early marriage system among the labor community is found to be deterred on the way of enlightens. Lack of mother language as a medium of instruction at primary level may also be caused of uncertainty. Lastly, the most vital defect is the lack of planning for livelihood and generating future action. The following table of the result of H.S.L.C shows the poor performance of education in tea areas:

Table-1
Table for H.S.L.C Results in Tea Gardens areas in 2010
(Success in %)

Assam	Cachar	Tea Areas	Surveyed areas
63.21	65.17	25.60	15.78

The table shows the students belonging to the tea- garden community are the very poor performer in high School Leaving Certificate Examination (H.S.L.C). The table shows that the result declared of H.S.L.C. on 29th May only 25.60 percent candidates who took gave the examination came out successfully in tea areas. Whereas over performance is 63.21 in Assam and 65.17 in Cachar district are much higher as compared to tea areas. Data also shows that in my surveyed areas on 15.78 percent of appeared student came out successfully. This is an example of educational backwardness of the students belonging to the tea tribe community of Assam.

Objectives of the Study: The study is covers with the sole objective of identifying the determinants of Household demand for children’s education.

Methodology

Empirical Framework of the Study: The process of educational attainment of the children or broadly the process of inter-generational status attainment has also been studied

extensively from both economic and sociological point of view. These analyses are distinguished by a wide variety of theoretical approaches, numerous methodological and statistical models; various observed outcomes and a multitude of data sets. The numerous theoretical perspectives that guide this research include the following theories:

Economic theories: This theory emphasizes the allocation of resources within the family. Becker’s model guides most of the work by economist on this issue. In this model household decisions regarding children’s schooling are viewed in the same frame work as the other choices regarding the allocation of family resources. Parents are assumed to be concerned with their children well being and hence faced with the choice of devoting their resources to their own consumption or to investment in their children. The Becker model has encouraged the focus on parental income in much of the economic research on this issue.

Socialization theories: This theory stresses the possible effects of parental attainment and behaviors on their children aspiration and performance. Socialization theory ,also known as “role model theory ” posits that parent’s behaviour, goal and attitude affects the children performance in that parents that provide serves as both “model for self” and “model of object “. In this framework parental economic success is relevant to children’s attainment in so as far as it reflects the examples that parent’s provide for their children.

These two theories are the two primary analytical paradigms in this field. Each generates hypotheses regarding the transmission of parental characteristics and attainment, most of which are complementary to children .these analytical framework has been supplemented by more specialize hypotheses regarding the effects of the parental decision or circumstances influences the children. Alternatively, mothers contribute income to the family, which may enhance the children’s future prospects

Guided by these conceptual framework , empirical studies have focused on a variety of children’s out comes, educational attainment is perhaps the most common and most basic out comes on which researcher’s have concentrated on the presumption that schooling is an important contributor to a wide variety of subsequent behavior and attainments . As with the analytical frameworks and outcomes of the interest, researcher’s emphasizes a variety of parental socio economic back ground characteristics and attainment in analyzing the transmission process. Education to education and occupation to occupation studies are common in socio –demographic literature, although this literature also emphasizes the impact of parental income on a variety of child out comes.

Socio economic status of parents / parental income: The children’s schooling has socio–economic dimension as well. Researcher have underlined the importance of different socio-economic factors that influence the children education .for

instance, Woelfel and Haller [1971] developed a ‘socialization theory’ or “role model theory” of intergenerational relationship which posited that parent’s behavior goals and attitudes affects the children’s performance in the parent’s serve as both as “model for objects. Simmons’s [1972] study for Tunisia found that parental socio-economic status explain more variance in students performance in school than the schooling variables like learning condition in the schools. Sewell and Hauser [1975] also stressed the persistence and the importance of parental income on children’s education and their earnings. The authors also pointed to the financial constraint to the as a primary reason for parents not sending their children for obtaining higher education. The study conducted by Ditcher-Loury [1989] states that parent’s socio-economic status had, large and significant effect on their children school achievements, and there were substantial variation in children’s outcomes across families that were identical in parental education, work history, family income, family size and other standard measures of social and economic wellbeing

Mother role in children’s education: Existing literature on children’s schooling has also upheld the role of mother in the educational attainment of her children. For instance, Portes [1984] found that an interaction style in which the mother guided the Childs problem solving behaviour and encouraged his active participation differentiated between high and low social achievers, Hess et al [1984] also highlighted that a variety of maternal behaviour were important for predicting children’s school readiness at age five and six and academic performance at age 12. These included mothers’s teaching behaviour, communication ‘efficiency, disciplinary strategy and expectation for achievements. Amota and Chiltree [1986] emphasized more on the frequency of the interaction in the family between parents especially mother’s, and the children and found that such interaction were significantly correlated with reading test scores for a representative sample of primary school children.

Miscellaneous factors: Besides these factors, mentioned above, researchers have also dealt with the impact of income inequality [Ram 1990],unequal access [Behrman 1989 et at] birth order effect [Hanushek 1992, Behrman and Taubman 1986, GOMES 1984 , Steelman and Mercy 1980 ,Falbo1978] racial discrimination , minority group status , difference in time preferences (discount –rate) or “taste” for schooling [Chiswick 1988] on children’s schooling. Based on this literary framework, the children’s educational outcome is explained in the present study with the help of a set of background characteristics. The regression model constructed on that basis takes the form: $Y = f(P, C, F, u)$

Where, Y represents a child’s schooling outcome, P represents parental characteristics, F represents child’s family characteristics and u is the usual random disturbance term. A set of explanatory variables which represent the above characteristics, are identified by reviewing the available

literature on the problem. With these variables, the regression equation takes the form:

$$EC = f(SL, AF, AM, SC, HMI, HTI, FD, HA, HC, STC, FEW, DHH, S, ME, FE, FS, u_i) \text{-----} (1)$$

Where,

EC= Education Completed by the Child (in Years)

SL= Size of Landholding (in Bigha)

AF= Age of Father (in years)

AM= Age of Mother (in years)

SC= Sex of Children (Dummy, 1 if the child is Male; 0 otherwise)

HMI= Household’s main Income (Dummy, 1 if from T.E; 0 otherwise)

HTI= Household’s total Income from all sources (in Rs)

FD= Family Debt (Current, accumulated; in Rs)

HA= Household’s Asset (in Rs)

HC= Housing Condition (Dummy, 1 if pucca; 0 otherwise)

STC= Sanitation Condition (Dummy, 1 if pucca; 0 otherwise)

FEW= Father’s exposure to outside world (Quantified in a suitable scale)

DHH= Distance of High School from the household (in Km)

S= Savings (accumulated, in Rs)

ME= Mother’s Education (in years)

FE= Father’s Education (in years)

FS= Family size (number).

The set of variables identified to represent parental, children’s and family characteristics, is quite exhaustive in nature so far as existing literature on the household demand for children’s education is concerned. However, the existence of severe multi-co linearity is detected at some binary levels of the data set on the basis of correlation values. As such, all the variables mentioned above could not be retained for estimating the regression line. For example, variables representing mother’s education and father’s education are found to be highly correlated. As such, the variable ‘mother’s education’ is omitted from the model. A few more variables are omitted for same reason. The list of highly correlated variables and the variables omitted are shown in Table-1. The variables are omitted on the basis of their relative importance in influencing schooling attainments of children, as documented in literature.

Study Area: Assam is situated in the North-Eastern part of India at a latitude of 24⁰ 10 N-29*30N and longitude at 91*31E-97*30E.. The state of Assam is divided into three broad physiographic units viz (i) upper Assam (ii) lower Assam and (iii) Barak Valley. Barak Valley is situated in the southern part of the state Assam. It consists of three plain areas of district Cachar, Karimganj, Hailakandi. Cachar is situated between the longitude 92*15 and 93*15 east and latitude of 24*8 and 25*8 north’s, and covering an area of 3786 Sq K.M of land. The district constitutes of 8 blocks viz – Silchar, Salchapra, Sonai, Rajabazar, Udharbond, Lakhipur, Katigorah, and Narsingpur. My study area Derby- Tea –state is situated under Narsingpur

block from approx 34 K.M south from Silchar city. The Derby tea-state is established on 1883 by British.

who are yet to be enrolled, are excluded from consideration as their final grade achievements cannot be predicted at the time of survey

Table-1
Omitted Variables

Sl.No	Highly Correlated Significant Variables	Omitted Variables
1	Size of Landholding, Age of Father	Size of Landholding
2	Size of Landholding, Exposure	Size of Landholding
3	Age of Father, Age of Mother	Age of Mother
4	Age of Mother, Mother's Education	Age of Mother
5	HH's main Income, Housing Condition	HH's main Income
6	HH's total Income, Savings	Savings
7	HH Asset, Sanitation	HH Asset
8	HH Asset, Exposure	HH Asset
9	HH Asset, Savings	HH Asset
10	HH Asset, Father's Education	HH Asset
11	Sanitation, Savings	Savings
12	Sanitation, Mother's Education	Sanitation
13	Sanitation, Father's Education	Sanitation
14	Mother's Education, Father's Education	Father's Education

In total, 7 variables are omitted from the model and as such, the final regression equation takes the form:

$$EC = f(AF, SC, HTI, FD, HC, FEW, DHH, ME, FS, u_i) \text{ ----- (2)}$$

Where,

EC= Educated Completed by the Child (in Years)

AF= Age of Father (in years)

SC= Sex of Children (Dummy, 1 if the child is Male; 0 otherwise)

HTI= Household's total Income from all sources (in Rs)

FD= Family Debt (Current, accumulated; in Rs)

HC= Housing Condition (Dummy, 1 if pucca; 0 otherwise)

FEW= Father's exposure to outside world (Quantified in a suitable scale)

DHH= Distance of High School from the household (in Km)

ME= Mother's Education (in years)

FS= Family size (number).

Data and Sample: The study is based on primary data. A sample of 48 children aged 16 and above, is selected purposively from Tea Garden labourers' household for this study. For this purpose, 59 households in Derby tea estate selected randomly. Only one child from each household of age 16 and above who is found to have completed his/ her study (according to parents' opinion), is included in the study sample. Data pertaining to grade completed by the student, households and parental characteristics etc. are collected with the help of a structured schedule through personal interview method. The children who have been continuing with their study and those

Data Analysis, Results and Interpretation of Results: In this section, first the descriptive statistics of important sample household characteristics are presented in table form along with discussion on these. After that, the estimated regression result is presented and discussed. The systematic analysis will help in identifying proximate determinants of children's educational attainments. The scholar has surveyed 59 numbers of the household. As the study is based on age constraint i.e., above the age of 16, 47 samples has been found to be for the study. Out of them 20 are found to be male and 27 are found to be female.

Table-2

Descriptive statistics and Demographic characteristics

Variables	Mean	Standard Deviation
Education of Children completed(in years)	7.25	4.37
Age of children(in years)	21.14	4.65
Age of father(in years)	50.57	7.74
Age of mother(in years)	48.38	6.94
Family size(in number)	5.20	1.07

In the above table the data states that average age of children's education completed to be 7.25. But as I have taken age above the 16 years, hence it should be at least 10. Further, standard deviation children's education completed is 4.37. Besides, average age of the children is 21.14 and standard deviation of the age of children is 4.65. In respect of father's average age and mother's average age are found to be 50.57 and 48.38 respectively; where as standard deviation are 7.74 and 6.94 respectively. In case of family size, average family size is 5.20 where as standard deviation of the family size is 1.07.

Table-3

Descriptive statistics and House hold Economic characteristics

Variables	Mean	Standard Deviation
Size of the land holdings (in Bighas)	2.56	2.83
Total income(in Rs)	36524.17	14482.03
Family debt(in Rs)	4895.83	7543.46
Total income from Tea-garden(in Rs)	35759.35	28059.82
Household Assets (in Rs)	47125.00	44681.68
Savings (in Rs)	16677.08	21323.87

The above table reveals that average size of the land holding is 2.56 where as standard deviation of the size of the land holding is 2.83. Again average total income of the household

is 36524.17 and standard income is 14482.03. Further, average family debt and standard deviation of the household is 4895.83 and 7543.46 respectively. In respect of total income from tea-garden, average income is 35759.35 and standard income is 28059.82. Average household income and standard deviation of the household is 47125.00 and 44681.68 respectively. Besides, average savings of the household is 16677.08 and 21323.87 respectively.

Table-4
Descriptive Statistics and Households Social Characteristics

Variables	Mean	Standard Deviation
Father's Education (in years)	5.87	4.59
Mother's Education (in years)	3.31	3.94
Housing Condition	0.85	0.36
Member room ratio	1.57	0.29
Water facility	0.37	0.49
Sanitation	0.22	0.42
Exposure	0.87	0.98

Table 4 in the above states that average father's education is 5.87 where as standard deviation is 4.59. Mother's average education is found to be 3.31 and standard deviation is 3.94. Further, average housing condition is 0.85 where as standard deviation is 0.36. In case of member room ratio and water facility, the average is 1.57 and 0.37 respectively where as standard deviation is 0.29 and 0.49 respectively. Further average sanitation of the household is 0.22 and standard deviation is 0.42. Besides, average exposure of the household is 0.87 and standard deviation of the exposure is 0.98.

Table-5
Descriptive Statistics and School supply Factors

Variables	Mean	Standard Deviation
Distance from Primary schools (in K.M.)	0.37	0.09
Distance from Secondary schools (in K.M.)	0.52	0.09

In the above table, data shows that average distance of the primary school is 0.37 where as standard deviation are 0.09. Further average distance of the secondary school is 0.52 where as standard deviation of the distance of the secondary school is 0.09.

Table-6
Regression Result

Dependent Variable: Education Completed in Years (Y)

Variable	Coefficient	't' value	Level of Significance
Const	-3.679	-0.573	0.570
AF	0.174	1.621	0.114
SC	0.487	0.419	0.678
HTI	0.00012	2.238	0.031
FD	-0.0001	-1.294	0.204
HC	0.320	0.197	0.845
FEW	0.684	0.908	0.370
DHH	5.661	0.926	0.360
ME	0.553	2.860	0.007
FS	-1.457	-2.514	0.016

$R^2=0.471$, Adjusted $R^2= 0.342$, F Value = 3.661, D-W Test Value = 1.534

The regression equation as shown in equation- (2) is estimated by applying simple OLS method. The estimated coefficient values, the 't' values and the level at which the variables have turned up statistically significant are presented in Table- 6. Variable ME (Mother's education) has turned up statistically significant at 1 % level of significant and as expected, it exerts positive influence on Children's education.. A rise in the level of mother's education raises the educational attainment of the children implying that social mobility is possible through imparting education to women of the society.

The variable FS (Family size) is statistically significant at 2% level of significance, in the result. However, unlike 'mother's education', the variable 'family size' has negative impact on children's education. There may be two reasons for this negative impact of family size on children's educational attainment. First, more children (or family members) may mean more dilution of familial resources, parental care, time etc and hence less achievements per child. This is popularly known as 'dilution effect' in literature. Secondly, this may mean an intended trade-off between child quality and child quantity implying that parents would desire less quality for their children when family size is large.

The variable HTI (Household's Total income) is found to be significant at 3% level of significance and its impact on children's educational attainment is positive albeit very weak. The result indicates that as household's income increases, the children's educational attainment also increases. However, as the families of the tea-garden labourers is, in general, poverty afflicted, its impact is found to be extremely weak on the dependent variable. The policy implication is that the eradication of poverty from this community will improve the educational achievements of the children of the tea-garden workers families.

The other variable that is found to be statistically significant at a level slightly higher than 10 % (11.4%) is AF i.e. age of father. This variable also has positive effect on children's schooling implying that older parents (father's age and mother's age are highly positively correlated) have children with higher level of schooling. The result is unexpected since literature suggests that age of father (or father's age squared) generally has negative impact on children's education. This is because, older parents prefer their children to join labour force at the earliest. The present result needs further proving with a wider data set to draw conclusion.

The other important variables such as 'Sex of the Child', 'Family Debt', 'Father's exposure to outside world' etc have turned up statistically insignificant even at 20% level of significance in the regression results.

Conclusions

The major thrust of the present study was directed towards investigating the socio-economic determinant of household demand for children's education in the Tea-garden areas. The data for the current study were collected randomly selected from 59 household living in the Derby Tea Garden. Although the analysis has been carried out on the basis of mean and standard deviation values of the household determinants, yet the OSL technique were used for drawing conclusion on the basis of the estimation of regression equation. From the estimation it is concluded that: i. Mother's education has significant role in attaining the children's education in tea-garden areas as expected and exerts positive influence on children's education. ii. The levels of Family size also have an impact on children's educational attainment. However unlike the "mother's education", family size is negatively related on attainment of children's education. iii. The level of household income is found to have a positive impact on the attainment of children's education. But in tea-garden areas this particular dependent variable are found to be very low. iv. Unlike the literature, parental age found to be contradictory result that this variable has positive association with attaining children education. Hence this result need to a deep study to draw conclusion. v. Rest of the other variable like 'sex if child', 'family debt', 'exposure' etc exhibited expected casual direction with the dependent variable.

Recommendations: i. Women's education is important factor for attaining children's education level. Hence, step should be taken to raise the level of mother's education in tea garden areas. Instantly, it is not possible to increase the mother's education so step should be given on girls' education as because today girls are future mothers. ii. Awareness campaign should make to aware evil effects of large families in tea areas. iii. Wage rate is very low in tea areas in present days of high price. Step is necessary to increase the wage rate.

Acknowledgement

I express my deep sense of gratitude to Dr. Sumanash Dutta, Professor, Department of Economics, Assam University, Silchar, without his expert guidance and special care, the present work would not have been possible. I express my sincere thanks to Amal Kanti Singha, Department of History Janata College, Kabuganj and My father S.S. Kurmi, Retd Associate Professor, Janata College, Kabuganj who gave me valuable suggestion for different stages of my work. I am deeply indebted to the people of Derby T.E who co-operated me by responding my related questions and spared their valuable time for holding discussion.

Pradip Kurmi

References

1. Choudhry S.S., Challenges of Tea management in Twentieth century, N.L. Publishers, Dibrugarh, 2-3 (1998)
2. Hall G Stanley, Problems of education, Sarup and Sons Publications, New Delhi, 142-143
3. Joseph SR. Molly, Women Worker in Tea Plantation- A brief appraisal in the tea labour in North East India" by Sarthak Sengupta published by Mittal Publication, daryaganj New Delhi, 61-79 (2009)
4. Kumar Purnendu, State and society in North East India-A study of the immigrant tea plantation labourers, Regency Publication 20/36-G old Market West Patel Nagar, New Delhi 110008 pg-28, 56,75, 100 (2006)
5. Nomani A.M., The Tea Plantations Labour Act 1951 and The Assam Plantations Laboures Rules, 1956 published by Assam law House, North Sarani, Gandhibasti, Guwahati Asssam, 12,13,21 (2011)
6. Medhi G.K., Hazarika N.C., Shah B. and Mahanta J., Study of Health Problems and Nutritional Status of the Tea Garden population in Assam, Published by Indian Journal of Medical Science 60(12), 498-505 (2008)
7. Saikia Biswajit, Tea Garden Community and Adivasi Assertion in Assam By Manipur Research Forum (2009)
8. Sarthak Sengupta, The Tea Labours of North East India, A Mittal Publication, Daryaganj New Delhi, 39-43 (2009)
9. Sivanatharian A. and Venkata Ratnam C.S., Labour and Social Issues in South Asia 2002, ILO publications, ILO Office, CH-1211, Geneva 22, 79-133 (2002)
10. Majhi Tarulata, The Health Practices of Tea Garden Woman Workers" in a souvenir 'Alpana' published by reception committee of Chah Janagusthi Adivasi sankritik Samaroh, Assam 2010, 41-44 (2010)
11. Umadevi S., Plantation of Economics of Third World", Himalaya Publishing House, 25, 34 (1989)