CHAPTER VI
SUGGESTIONS AND CONCLUSIONS

6.1 SUMMARY OF THE PRESENT STUDY

The progress of a community, a race or a society solely rests on the factors or variables concerned. These variables and factors must function just in a rational way and their rational function depends on the people, their practices, habits, tastes, outlook, education and most significantly their attitude towards life. Smooth and just functioning of these elements of a society would certainly bring about prosperity of all sorts. Scientific thinking in all walks of life is the engine to development of all sorts. Rural societies have been lagging behind of all these scientific practices, habits, tastes, outlook and so on since time immemorial.

Education is regarded as the most vital input for improving the quality of manpower and also in accelerating rapid growth in socio-economic milieu of a society. Education also plays a significant role as status symbol in a society. Education is a major basis of socio-economic progress of a society and of an individual as well. Education could also be regarded as a major tool for bringing about socio-economic transformation. Educated people and the illiterate people having some training program or getting some sort of education through mass-media or other sources have more awareness in regard of the contemporary problems of our society in comparison to the completely illiterate or ignorant people. These people showed their inability to control the passions of giving birth to more and more children which aggravates the deplorable socio-economic condition of rural society.
Studies have established that education is an input not only for socio-economic development of the weaker section but also for instilling in them self-confidence and inner strength, thereby enabling them to face the new challenges. Though the article 46 of the constitution states that the state shall promote with special care the education and economic interests of the weaker sections of the people, the provision has been remained as a promise only. The weaker section of rural society has never been out of deprivation. Most of the rural inhabitants are overburdened with large family resulting in poverty. Education system in rural society has failed to cut the family size short and thereby also failed to higher their socio-economic position. However relentless effort on the part of the government and other agencies may result in good educational status in rural India coupled with small family practice and thereby higher socio-economic position.

Chapter I in the present study is the introduction chapter in which the investigator has paid much attention to explore the relationship among education, family size and socio-economic condition of the rural folk. In simple language, the study tries to see whether education has any role to play in bettering socio-economic position of the rural population of Assam and practicing small family norm as well. Here an attempt has been made to explore what made most of the rural population being illiterate which blocked up most of the avenues of progress for them. This chapter also tries to give a short discussion about educational status, socio-economic status and family size practices of the people of Assam. An attempt has also been made to know about the perception of the rural population towards family size and whether their actual family size practices has been matched with their perception.
In the second chapter, the investigator made a brief review of related literature. The related literature has been studied in three categories as mentioned below—

i. International Review, ii. National Review, and iii. Regional Review. The said reviews had been studied thoroughly so that the investigator keep himself away from unintentional duplication of the previous studies done by earlier researchers. Review of related literature paved the investigator the way to take up the present problem which has much relevance in the context of the present day world. Studies done from 1961 till 2015 have been included in the present study as related literature.

Chapter III of the present study is about the methodology and procedures used by the investigator. The method of the study, the method of data collection, tools used for data collection and their description, techniques used for analysis of data and the sampling applied have been included in details in the present chapter. Sample units have been presented and shown in tabular form. Population, sample size, categorization of sample etc. have also been shown clearly in this chapter. Administration of tools, and their reliability test is also clearly shown here in this chapter.

Chapter IV is the analysis and interpretation of data. The objectives framed for the present study have been analyzed and interpreted in a great detail. In order to achieve the objectives framed and to test the significance of the hypotheses the investigator adapted socio-economic status scale, self structured questionnaire for getting perception towards family size and personal interview schedule. By using per cent age, Cramer’s V, chi-square test, t-test and ANOVA, the investigator tried to arrive at some conclusions about the relationship between education and family size, between education and socio-economic status and between family size and
socio-economic status of the rural population. Attempt has also been made to find if there exists any significant difference of family size, and of its perception between educated and illiterate population. It was also tried to find whether Family size and socio-economic condition vary at different levels of education.

The major findings have been included in chapter V and they have been shown objective wise. An overall discussion on the major findings has also been included in this chapter. The present study has some educational implications which have also been mentioned in this chapter. These implications leave some directions for the policy makers, social activists, leaders, academicians and the social institutions.

The last chapter but not least i.e., chapter VI is summary and conclusions. The present explanation is the summary part which is presented in chapter VI. In the summary, a brief restatement of all the chapters of the present study has been given. Some observations of the present study have also been recorded in this chapter. Suggestions for further research have been put with the concluding note.

6.2 SOME OBSERVATIONS

1) Factors like Self Negligence or indifference, Parental negligence or indifference, large number of siblings in the family and poverty have come out as the main reasons which have prevented the illiterate section from going to school.

2) Village heads have been government personnel. In some villages, it has been found out that the village heads are just in name and not at all suitable & efficient for his position especially in regard of providing necessary information about his village. The matter has been found serious mainly in case of inherited
village heads (after the death of the village head his son has been ascended to the position).

3) No regular special drive has been heard conducted in the remote villages to make the rural people aware about family planning. No special incentive has also been regularly offered.

4) Government and other agencies including schools have been neglecting the higher dropout rates in remote villages. No one ever visited the individual families to know the causes of drop out and its remedy.

5) Electricity has been found very irregular in the villages. Therefore mass-media is of less importance. They have been found economically too weak to take other sources. They got accustomed with that sort of life.

6) HSES group belonging to illiterate and less educated (level-1 educated) section have been found different from the population of HSES group of educated section (level-2 & level-3) especially in respect of their standard of living.

7) Most inhabitants of remote villages have been found not at all health conscious. The illiterate and the less educated women who gave birth to more children have not even ever thought about their health.

8) People having technical education are found not equally aware towards family size with their general graduate and post graduate counterparts. Their perception towards family size is found yet to be satisfactory.

9) Some respondents (father of the children) have been found having no work and totally dependent on their parental income. Their socio-economic knowledge is found to be pitiable.
6.3 SUGGESTIONS FOR FURTHER RESEARCH

The very name of research suggests that it is an unending process. A single study on any topic is just a few steps ahead of the whole process. Regarding the topic of the present study, the investigator has not studied all possible variables on relationship among education, family size and socio-economic condition of the rural population. It is because it is not possible for one to study all possible variables related to his topic in a short span of time. But in order to have a very clear picture about the said topic, all possible variables, elements and indicators need to be studied in a great detail. The investigator can only identify some very significant variables related to his topic which came into his notice during his entire study and which he cannot cover too in his single study. The only alternative to him is to leave them as significant area for future or further study. Below the investigator suggests some possible areas of further study----

i) The topic of the present study can be studied separately for all communities of Assam i.e., on the basis of caste and religion.

ii) Comparative study on perception towards family size between large family followers and small family followers belonging to HSES, ASES and LSES groups.

iii) Comparative study of family size between educated rural and educated urban population.

iv) Study containing – identification of the loopholes behind poor performance in education in rural areas despite of continuous schemes and earmarking of large sums from government side.
v) Studying the role of “family welfare department” of the state government in popularizing small family norm in rural areas.

vi) The present study was confined to Kamrup (R) district only. There are some more backward districts in Assam which require similar study.

vii) Studies on the role of NGO’S in improving the educational level among the rural folk is of urgent necessity.

6.4 CONCLUSION

From the present study, it can be concluded that education is directly related to family size of the rural population of Assam. A higher level of education always indicates a better family size. Educated people of the recent time are more conscious about small family than the educated population of the earlier times. However education has no direct bearing on rural people’s socio-economic condition. People of younger age group even though they belong to LSES group, are found to prefer small family norm while people of older age groups even though they belong to HSES group revealed their preference to large family practice. Therefore age factor of the respondents play a significant role in determining family size rather than socio-economic categories. It has been established in the present study that the educated section has been enjoying a better socio-economic position than their illiterate counterparts. However it is not always true that only educated people can enjoy higher socio-economic position. Illiterate people have also been seen enjoying higher socio-economic position, but their background of socio-economic position is always different from the educated ones. Most of them achieved it only due to high social roles. Regarding family size perception, the present study concludes that the population under study does not follow a single hypothesis about it rather it follows different hypotheses. Most of the young couples irrespective of their educational
level or socio-economic categories revealed their high perception towards family size which has been violated by the couples of older age groups. Again the completely ignorant section of rural population are also quite insensitive towards family size. They never thought about what should be their family size perception and what family size should be practiced. Thus the illiterate section gives a vague picture about the relationship among education, family size and socio-economic condition. Government of Assam and India in true sense could do nothing sufficient to maintain a smooth relationship among the said variables mainly because of misappropriation of the funds released to implement the schemes properly for the welfare of the educationally and socio-economically deprived people. In order to gain all benefits of the government schemes and welfare programs, every member of the rural society should be aware and get perfect education or gain complete knowledge about the matters concerned. Public awareness and involvement in these activities is indispensable.