CHAPTER VI.

SUMMARY OF FINDINGS AND SUGGESTIONS FOR REMEDIES
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6.1. SUMMARY OF FINDINGS.

The study on the problems faced by the First-Generation Learners on academic achievement and the impact of socio-economic conditions on it was done on the four sides i.e., North, South, East and West sides of Kamrup district of Assam. 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 the academic achievement of the First generation Learners and to have a comparative study with the academic achievement of the Non-First generation Learners a cohort of 577 children of the Advance class and 454 children of the backward class were followed.

Here 4 children, 2 of the Advance class and 2 of the Backward class and one death case of the Backward class were found. These five samples were not counted for the computation of the academic achievement of the FGLS and NFGLS. One death case was found in the FGL group and 4 transfer cases were in the NFGL group. So after subtracting these samples, the cohort of 575 children in the Advance class and 451 children in the backward
class were followed for the computation of the academic achievement, wastage due to stagnation, wastage due to dropout and Gross wastage. Table XXXVII shows the number of children in FGL and NFGL groups of the Advance and Backward classes passed regularly the 4 year lower primary education and also the number of Grade repeaters and Dropouts in FGL and NFGL groups.

The rates of regular promotee in FGL and NFGL groups of Advance and Backward classes are shown in a pie diagram in Figure 16 and the rates of Gross WAstage (WD + WS) in FGL and NFGL Groups of the Advance and Backward classes are also shown in a pie diagram in Figure 17.

<table>
<thead>
<tr>
<th>Table XXXVII</th>
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<table>
<thead>
<tr>
<th>Classes</th>
<th>Groups</th>
<th>RP or number of children passed regularly</th>
<th>Number of WD OR Dropouts</th>
<th>Number of WS or Grade repeaters</th>
<th>Gross Wastage or GW.</th>
</tr>
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<tr>
<td>ADVANCE CLASS</td>
<td>FGLS</td>
<td>15</td>
<td>55</td>
<td>233</td>
<td>288</td>
</tr>
<tr>
<td></td>
<td>NFGLS</td>
<td>214</td>
<td>4</td>
<td>54</td>
<td>58</td>
</tr>
<tr>
<td>BACKWARD CLASS</td>
<td>FGLS</td>
<td>11</td>
<td>51</td>
<td>248</td>
<td>299</td>
</tr>
<tr>
<td></td>
<td>NFGLS</td>
<td>110</td>
<td>5</td>
<td>26</td>
<td>31</td>
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</table>
Fig. 16. Pie diagram showing the academic achievements of the FGLS and NFGLS of Advance and Backward classes.
Fig. 17. Pie diagram showing the Gross Wastage ($W_d + W_s$) rates in FGLS and NFGLS of Advance and Backward classes.
6.1.2. Academic achievement is better in Non-First Generation Learners (NFGLS) than the First generation learners (FGLS) both in Advance and Backward classes. In Advance class the rate of academic achievement of the FGLS is 4'95% and in Backward class the rate of academic achievement of the FGLS is 3'5%. But the rate of academic achievement of the NFGLS in Advance and Backward classes is same i.e, 78'7 %.

6.1.3. Gross Wastage is more in First Generation Learners.

More gross wastage means less academic achievement. Here Gross Wastage \((W_d + W_s)\) is more in the First generation Learners (FGLS) i.e, the wastage rates are 95'2% and 94'9% in Boys and Girls of Advance class and 96'1% and 96'8% in Boys and Girls of backward class than the Non-First generation learners (NFGLS) i.e, 22'5% and 19'8% in Boys and Girls of Advance class and 21'1% and 22'8% in Boys and Girls of Backward class (shown in Figure 14.)

The wastage rates in both the classes (Advance and Backward) are higher in class I as shown in table XXXI. Higher Gross Wastage rate is found as 62'4% in the First Generation Learners Girls of the backward class. Among the boys the gross wastage rate is the highest in FGL boys of the Advance class in class I i.e, 54'2%.
The rates of gross wastage (GW) are decreasing gradually to the next higher classes among the FGLS. But no such trend has been found among the NFGLS.

Total gross wastage (FGLS + NFGLS) in Advance and Backward classes irrespective of sexes are found more in class I as 30.6% and 39.2% respectively as shown in the table XXXII. The total gross wastage (FGL + NFGL) are comparatively low in class IV i.e., 4.2% and 3.3% in Advance and Backward classes respectively.

6.1.4. Causes of low academic achievement of the First Generation Learners (FGLS).

By actual face to face interview and inviting open response from teachers, guardians, and children (Dropouts, Grade repeaters) 22 causes were identified as the causes of low academic achievement of the FGLS which are categorised as –

Causes related to parental illiteracy
Causes related to economic conditions
Causes related to Social conditions
Causes related to Academic conditions
and Miscellaneous causes.

The causes related to parental illiteracy got the highest rank in order of importance.
6.1.5. Categorisation of the causes of low academic achievement of the FGLS.

a) Causes related to parental illiteracy.

1) parental illiteracy is the reason for which the parents cannot guide their children at home in their study.

2) parents are not aware of their children's education.

3) Parents do not encourage their children in their study.

b) Causes related to economic condition.

4) Due to low economic condition, children are to work to increase family income.

5) Parents cannot provide them necessary educational materials in time.

c) Causes related to social condition.

6) Involvement of children in domestic and non-domestic works.

7) Home environment is not congenial for their study.

8) Children are to look after their younger siblings.

9) Parents prefer work than going to school.
Photo.15. Kaibatrapara prathamik School, Suâlkuchi
North Kamrup
During rainy season water enters into the classroom.

Photo.16. Hathiatol L.P. School, Pasaria
North Kamrup.
10) Children cannot be sent to school in time.

11) Children play with their friends instead of going to school.

d) Causes related to academic condition.

12) Children are afraid of their teachers, teachers are not affectionate to them, teachers give them punishment.

13) Children could not understand and progress in school work.

14) Schools have no teaching aids.

15) School buildings are not attractive.

16) School environment is not congenial.

e) Miscellaneous causes.

17) Due to illness of children and parents, children remain absent from the classes.

18) Children are not interested in study.

19) Children of backward class are less intelligent.

20) Due to malnutrition the children are mentally weak.

21) Due to repeated failure.

22) Due to the lack of regular study at home the children forget after long vacation what they had learnt before vacation.
6.1.6. Educational status of the parents of FGLS.

Lack of parental education is the first and foremost reason which affects the academic achievement of the FGLS. Although in some cases parents were found that they had their education up to 2nd or 3rd standard but left school afterwards, for which they relapsed into illiteracy. Because to be literate one must have to complete 4 years course of lower primary education, so these illiterate parents could not guide or help their children at home in their study and on the other hand they do not have the knowledge about the type of environment congenial for study.

6.1.7. Attitude of the parents of FGLS towards their children's education.

The attitude of the parents of the FGLS towards the education of their children is significantly different from that of the parents of NFGLS. $\chi^2$ value of 48.48 in Df = 4 proves this significant difference between the parents of FGLS and NFGLS. Most favourable attitude towards education of their children has shown by 40 parents of NFGLS and only 9 parents of FGLS. But most unfavourable attitude towards the education of their children has shown by 18 parents of First Generation Learners (FGLS). Besides this the causes related to the low academic achievement of the FGLS also
reveal: the indifferent attitude of the parents of FGLS towards the education of their children.

6.1.8. Social isolation related to literacy.

Social isolation was found as an important reason for the backwardness of tea garden labour community by Dr. N. Sarma in her research study[^17] also identified by this investigator. Here the social isolation has observed not due to the caste difference but due to the educational standard of the family. Because the literate family gets proper social recognition but illiterate family does not get the proper social recognition.

The illiterate families are considered as backward then the literate families of the same class.

Besides this among the illiterate families the caste difference in more prominent than the literate families. At the time of face to face interview, the investigator observed that the parents of FGLS of Backward class think themselves as backward and inferior then the Advance class. On the otherhand the investigator observed that the illiterate families of Advance class feel themselves as superior than the Backward class.

But it is most encouraging that the literate families irrespective of classes get proper social recognition from which we can hope that after 100%[^17] Sarma, N "A study of wastage and stagnation in primary level of education among the tea garden labours of Jorhat and Sibsagarh Districts of Assam" 1993
people of our state will be literate than iradication of illiteracy will take place along with the iradication of caste difference.

6.1.9. Lack of motivation.

Lack of motivation either from parents or from teachers is a major cause for which the First Generation Learners' academic achievement is very Low.

6.1.10. Economic Level and educational achievement.

The economic levels determined in this present study has based on a sample study done on 50 families and the methods of computing 1st quartile (Q₁) and 3rd quartile (Q₃) are applied to determine the income levels. Below Q₁ as Low income level, above Q₃ as High Income Level and between Q₁ and Q₃ as Middle income level. These income levels are suitable for the present study only. Income levels found in the sample study ranging from Rs.900 per month to Rs.4800 per month and thereby below Rs.1500 per month here considered as Low Income Level, above Rs.3500 per month as High Income level and from Rs. 1500 to Rs. 3500 per month as Middle income level. Bar diagrams (figure 10 and 11) drawn on the academic achievement show gradual decrease in academic achievement from High income level to Low Income Level both in First Generation and Non-First Generation Learners. To test the significance of the difference in academic achievement in three income levels in FGL and NFGL groups.
one way analysis of variance (ANOVA) technique has applied separately for FGLS and NFGLS, where the result or F values show (Table XXX) significant difference in academic achievement in three income levels. So, level of income has influence on the academic achievement of the children. Children of high income level show better academic achievement due to the availability of necessary educational materials in time and probably due to the relief that they get from household activities during study hours than the children of low income level.

6.1.11. Parents' ways of spending their leisure time.

The parents of FGLS when enquired about how they spend their leisure time then they said that due to work they get no leisure time but by observing their situations and through conversation the investigator came to know that most of the parents of FGLS pass their leisure time in gossiping, gambling or taking alcohol.


From her personal visit to the educational institutions the investigator found that most of the schools are not well equipped. Even in a sampled school (Photo 14) the investigator found single blackboard for four classes. The school building itself is unattractive (Photo 2 and 9) and some schools are without doors and windows, so it became cattle's shed before and after the school hours.
The quality of most of the blackboards supplied under operation Black Board is so poor that most of such schools could not get the benefit of using such Black Board.

There are no sufficient teaching aids and sitting arrangements for the teachers and students which affect the atmosphere of the school.

Lack of play materials also marked by the investigator which is very much necessary for the all-round development of the children and the modern child-centric methods of teaching are not adopted for which the FGLS feel insecure, unloved and neglected.

6.1.13. Teachers outlook.

The teachers do not show any sympathetic outlook towards the First generation Learners, who due to the lack of facilities and guidance from parents remain backward academically. In interviewing the teachers, 54.74% of the teachers themselves said that the pupils scared of them and as they cannot complete their homework therefore they are afraid of them. Besides this 88% of the Dropouts and 50% of the Grade repeaters also said that teachers are unaffectionate to them and they give them punishment as they can not show desired progress in their study.
6.1.14. Teacher pupil ratio

The teacher pupil ratios are not uniform in the sampled schools. In one of the sampled school \( S_1 \) the teacher pupil ratio has found as one teacher for fifteen pupils \( (1:15) \) but in another sampled school \( S_7 \) the teacher pupil ratio has found as one teacher for 99 pupils \( (1:99) \). The high teacher pupil ratio also hampers in giving individual attention to each child and it is also not possible for a teacher to give extra guidance to each and every child for which the rate of achievement of the FGLS expected by the teacher equally with NFGLS which creates an uneven attitude of the teachers towards the education of the children.

6.1.15. Academic achievement of the First Generation Learners (FGLS)

The academic achievement of the FGLS is very low. Only 4.95% FGLS of the Advance class and 3.5% FGLS of the Backward class could come out successfully the Lower primary education in stipulated time.

Although the academic achievement is very low in FGLS yet, the investigator while investigated about their success then she found that they reside in such an environment where either any other family member or neighbours with whom they are close, are literates.

Besides this if the mother of the child had
desire for self education during childhood but could not have so due to many problems and difficulties, encourages her child towards education.

In one sampled school the investigator while collecting the data related to school records found a male child studying in class III was so devoted to his study that inspite of noises and disturbances he was writing sincerely. When the investigator asked the teacher about the child then he said that the financial condition of child's family is very bad, parents are illiterates so there is no one else in the family to help him in his study. For this reason he always tries to complete homework etc. in the class in leisure hour so that if any difficulty arises he could take the help of the teachers. He is the first boy of the class and through conversation the investigator knew that the teachers liked him very much. But this self initiative in learning that is observed in the child is unique, exceptional that deserves appreciation but cannot he expected from each child.

6.1.16. lack of facilities for pre-primary education

Lack of facilities for pre-primary education also affects on the permanent retention of the children in Lower Primary education. Because due to the lack of pre-primary education the motivation of the child towards education is affected.
6.2. REMEDIAL SUGGESTIONS.

The present study brings out the fact that the academic achievement of the First Generation learners is very poor. Gross Wastage rates show that irrespective of classes the Gross Wastage rate is also high in First generation learners. The Non-First Generation Learners show far better academic achievement in comparison to the First Generation Learners. Therefore the main cause related to the non attainment of the national objectives of having 100% literacy and universalise primary education i.e. to eradicate illiteracy from our country is due to the low academic achievement and high rate of wastage found among the First Generation Learners. Considering different factors for this evil which stands in the way of educational progress of the FGLS following remedial measures are suggested to be implemented as early as possible.

6.2.1. Concerted effort from all quarters - government, private and involvement of the students of schools and colleges and Government field workers such as Gramsevak, Gramsevika of Agriculture department, paramedical personals of the Health and family Welfare department etc. should be engaged to educate and literate the adult illiterates. Adult illiteracy is the major cause which hampers the academic achievement of their children. Adult education department should work earnestly and action plans
should be formulated to involve the government field workers in eradicating adult illiteracy. Proper regular monitoring should be arranged for effective running of their activities.

6.2.2. Schools are the property of the public and education is a basic need for living, this realisation should grow in all the people for which awareness programme should be organised by government and non-government organisations frequently in different areas particularly where First Generation Learners or adult illiteracy is more.

To improve the conditions of school with all necessary equipments, materials, building, drinking water, sanitary latrines, urinals etc, to attract the children to school - it is very much necessary to have concerted efforts of all government and non government organisations and also of the local public for which mass awareness is necessary. In this respect the investigator could not resist the temptation to state what saw at the time of the collection of school records. In Ratanpur chakali primary School of Chaygaon area, all the necessary Chair-table, bench-desk, Almirah etc. were found sufficient. With utter surprise the investigator when asked the Headmaster about how this could be possible in such a school situated in a remote interior place of Chaygaon, then, he said that it was the local public who contributed all
those infrastructures of the school. Unfortunately this school could not be included in the list of sample schools as all the students of the cohort of 1992 were of scheduled tribe community and at the beginning of this study one norm has determined that only those schools which have both the samples from Advance and Backward classes will be considered for the study.

The attractive and holding power of the schools are very much necessary to attract the children who are mainly First Generation Learners and to give equality of opportunity. Dr. K.L. Srimali "It is a mistaken belief that, by opening any kind of indifferent schools we shall be able to give equality of opportunity".  

6.2.3. Action plans to provide necessary infrastructures should be planned in such a way so that the money spent on it is not wastage as it has seen in the schools under Operation Black Board Programme. The quality of the materials supplied should be inspected and verified properly. Because the black boards supplied under operation Black Board programmes are of so inferior that most of the schools could not use them, which the investigator observed at the time of data collection.

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Besides this the play materials, musical instruments were supplied in some schools that was told by headmasters, but there was no place or almirah etc. to keep these materials so, the safety of these materials is doubtful. Even in most of these schools the investigator did not see any play materials at the time of investigation.

6.2.4. By looking into the problems and difficulties of the FGLS irrespective of classes it would be better to suggest to keep provisions for reservations, scholarships, extra guidance facilities etc, to the First Generation Learners (FGLS) or the children of illiterate adults irrespective of the class or caste to which they belong.

Financial help, guidance facilities for admission in boarding schools etc, are necessary for the First generation Learners not only of the Backward class but also of the Advance class. FGLS of Advance class and along with the Backward class are in need of such facilities than the NFGLS of Backward class.

6.2.5. To remove the lack of pre-primary education it is very much necessary to establish pre-primary schools in different villages along with the primary schools. Because pre-primary education is helpful in motivating the children for primary education.
6.2.6. Teacher pupil ratio should be made uniform and Government should formulate proper policy in this respect. Besides this at least four teachers should be appointed in each Lower Primary School to take care of the children of four classes of the Lower Primary education.

6.2.7 Teachers should be trained in child centric methods of teaching and to develop sympathetic outlook towards all the pupils so that, the children get interest in studies and can be motivated to come to school. The present study reveals that 36.5% primary school teachers are untrained.

6.2.8. To remove bad habits such as gambling, playing cards, taking alcohol which are found as the means of spending leisure time mostly among the parents of FGLS, awareness camps should be held by the government and voluntary organisations to make them aware about education, health, nutrition, need of saving, problems created by alcohol, gambling etc.

Besides this how they can pass the leisure time in beneficial manner by doing constructive work, giving company to their children, having mutual discussions to find out solutions to develop the locality, school building etc. should be given to them through awareness programmes. Medical camps organised often and on in different localities can also help in this respect.
6.2.9. Teachers can take extra classes to those learners whose parents are illiterates and can guide them in completing their homeworks by understanding their problems and difficulties sympathetically. For that special allowance should be given to the teachers as incentive.

6.2.10. Different Government grants and facilities for the economic upliftment of the economically backward people should be properly distributed and supervised. The informations in this respect need wide circulation among the people residing in remote village areas.

6.2.11. To attract children mainly, FGLS to primary education and to increase the holding power of primary schools variety of incentives along with the text books should be provided such as – stationery, mid-day meals, uniforms, attendance scholarships etc.

6.2.12. Ashram schools should be established in remote village areas where both education and maintenance should be fully subsidised by the state.

6.2.13. The rate of stagnation is found in this study among the FGLS in total is as high as 76.9% in Advance class and 80% in Backward class. Sexwise wastage due to stagnation in FGLS of Advance and Backward classes are as given in Table no. XXXVIII.
The highest rate of wastage due to stagnation ($W_s$) is found in FGL girls of Backward class as 81.5%.

"Most of the children fail in the promotional examinations because of defects in the examination itself and the examiner".  

So to check the evil of stagnation, continuous evaluation should be utilised for helping the deficient children to progress and also to check the dropout rate.

6.2.14. The significant influence of economic condition on the academic achievement of the children has found in this study which reveals that poverty is one of the reasons which

19 Kochar, S.K., "Pivotal issues in Indian Education" p.89
affects the academic achievement of the children. Therefore government should give financial help to the parents of school going children belonging to low Income Level as an incentive to send their children to schools and also to make them aware towards the education of their children.

6.2.15. After vacation the children mainly first generation Learners forget the lessons taught before vacation. Therefore local youth clubs, NGO's or voluntary organisations may take an active step of organising coaching classes to mainly the FGLS during vacation so that, their constant contact with study may help them to progress academically. Moreover the days of vacations should be reduced as far as possible.

6.2.16. Atleast once in a month the parent—teacher meet may be instituted in the school at a convenient time mainly of the parents of FGLS who have to work in the fields or live on daily wages. For this, teacher should keep personal contact with the parents mainly of the FGLS who are educationally less aware. In this parent teacher meet the parents should be enlightened about the progress, attendance of their children. Besides this the teacher may take the help of local educated person or Government Officials to enlight the guardians about the importance of literacy and the environment suitable for education
that they can provide to their children at home.

6.2.17. Although percentage of literacy increases than before yet due to tremendous increase of population the number of illiterates also increases then before (Table-1). so along with the spread of literacy, proper education on population control should be given to the people otherwise it will be a great difficult task to attain 100% literacy.