CHAPTER-VII

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7.1. SUMMARY.

The importance of education for the proper functioning of democracy and socio-economic advancement of the country has been emphasized again and again by various commissions setup to update the system of education especially, after independence. Literacy skills have become a necessary tool in the process of education because they are indispensable sources of communication. Development of a country depends on the development of its resources. To develop all other resources, to adopt modern techniques, to have industrial development the first and foremost development is necessary in case of the human resources. To develop human resources means the country became self-sufficient in all aspects of its development having its own technicians, doctors, Lawyers, Scientists, Industrialists, etc. But the basic thing necessary to develop human resources is the skills in literacy for which universalization of elementary education is must. Inspite of the honest efforts are being made today to universalise elementary education, to eradicate adult illiteracy, our country attains only 52'11% literacy in total and in Assam 52'89% according to 1991 census report.
India is a big country with a huge mass of population, which is very much diverse in respect of religion, language, caste, community etc. For real development of the country each section of the society must be educated so that every person can contribute effectively in the process of development of the country.

One of the major hurdles in the educational process to attain 100% literacy and enrolling all primary school going children in primary schools to attain a minimum level of learning, is the very low academic achievement of the First Generation Learners. The study reveals that the high rate of wastage that we see in primary education is due to the Low academic achievement of the First Generation Learners. Observing the academic achievement of the Non-first Generation Learners it has found that the academic achievement of the NFGLS in junior primary level is quite satisfactory i.e. 78.7% and our country would have been able to attain 100% literacy by 2000 AD. But if the wastage rates (76.9% in Advance class 80% in backward class FGLS) continue to be like this among the FGLS than it will be certainly a hard task to attain the goal of 100% literacy and to universalise primary education.

Main concentration to uplift the Backward class no doubt is essential in our country as the rate of adult illiteracy is more among them and most
of the children of the Backward classes are the First Generation Learners. But the NFGLS of the Backward class show the equal standard in academic achievement as shown by the NFGLS of the Advance class i.e. 78.7% . On the other hand the FGLS of the Advance classes are showing the similar type of poor academic achievement as has shown by the FGLS of Backward class i.e., 4.95% in Advance class 3.5% in Backward class.

So naturally the reservations and scholarships given by the government on the basis of classes became superfluous to the NFGLS of the Backward class and on the other hand if it could be given to the FGLS of Advance class then certainly it will really serve the purpose of helping the needy ones. Like this poverty hampers the academic achievement also. So if it would have been possible to make the provisions of scholarships and reservations to those who are backward in literacy and financially irrespective of the classes, then it will serve the purpose of helping in the upliftment of the needy ones.

Most of the studies done on primary education that are related to the academic achievement of the children indicated parental illiteracy as one of the causes of wastage and low academic achievement of the children no doubt, but no one had concentrated his/her study on FGLS to reveal that the wastage and non-attainment in universalising Primary education are due to the Low academic
achievement of the FGLS and the problems faced by the FGLS really deserve special attention.

In the present work normative survey method was employed and data were mainly collected by means of schedules, interviews, observations, and attitude scales.

These methods help in gathering real facts about the prevailing situation. To compute the academic achievement of the First and Non-First Generation Learners, the carrier of fresh entrants of 1992 to grade I for first time were followed till they left school either by passing the annual examination of class IV or without completing the Lower primary education of 4 years or failed to get promotion to the next higher class. Here the fresh entrants of the year 1992 in class I minus death and transfer cases constitute the cohort group for the study. In the present study direct method was used in data collection. The respondents were personally contacted either by the investigator or by the reliable persons entrusted for the purpose, which assert authenticity of data.

Multistage stratified random sampling technique was employed to draw the sample from south, north, east and west parts of Kamrup District of Assam.
Only those schools were taken into consideration where children of both advance and backward classes form the cohort.

Extent of academic achievement of the FGLS found vary low both in Advance and Backward classes. The academic achievement of the FGLS in Advance class is 4.95% and 3.5% in Backward class. In other works every 100 children who enrolled in grade I of primary school, Only 5 FGLS of Advance class completed Lower primary regularly and in every 100 children who enrolled in grade I of primary class, only 4 FGLS of Backward class completed Lower primary regularly. Where as in NFGL groups in every 100 children enrolled in class I of primary school completed Lower primary education in stipulated time by 79 children both in Advance and Backward classes.

In this present study the wastage due to stagnation rate is higher than the wastage due to dropout rate. In FGLS of Backward class the \( W_D = 16.4\% \) and \( W_S = 80\% \) and in Advance class the \( W_D = 18.2\% \) and \( W_S = 77.2\% \). This may be happened due to the reason that, if any child fails in a class is counted under wastage due to stagnation. But after failing to get promotion for two or more years sometimes the children drop or leave the class which is not counted here. This of courses does not affect the result of this study because, the main purpose of the study is to find out children's academic
achievement which is computed very strictly with the rate of regular promotee. The wastage rate is highest in Class I.

The important causes of low academic achievement of the First generation Learners are -

1) Causes related to parental illiteracy.
2) Economic causes.
3) Social causes
4) Academic causes and
5) Miscellaneous causes.

Although in the study, the causes are categorised into different categories yet the causes are interlinked. Causes related to parental illiteracy ranked as number one category of the causes that is mainly responsible for the low academic achievement of the FGLS.

The study reveals that the FGLS of both the classes i.e., Advance and Backward show very low academic achievement not because of the reason that they belong to Advance or Backward class but because of the reason that they are First Generation Learners, their parents are illiterates, so they cannot guide them in their studies at home and do not know about the right type of environment that is suitable for education. Besides this these parents are less aware about the education of their children, and prefer work more than going to school. So
social condition is made of such type that it is not cogenial for study. The illiterate parents show more unfavourable attitude towards the education of their children. Economic condition also affects the academic achievement of the FGLS. Gradual decrease in academic achievement as shown in figure 10 and 11 clearly show that the children belong to High Income Level show better academic achievement than the Low Income Level. It is mainly because of the reason that the children of HIL get the necessary materials for education than the LIL.

Academic causes related to unattractive school building, uneven teacher pupil ratio, no partitions in between two classes, Lack of necessary sitting arrangement, black board, play materials, almirah etc., punishment and lack of sympathetic outlook of the teachers towards the First Generation Learners also hamper on the academic achievement of the FGLS.

In view of the findings of the study a number of remedial measures are suggested to increase the rate of the academic achievement of the First Generation Learners.
7.2. SCOPE FOR FURTHER RESEARCH.

Revelations of the present study elicit some questions which can be undertaken for further studies. Some of these are listed below.

7.2.1. Different measures were adopted by the government and non-government organisations to motivate the illiterate adults towards education. But this study reveals that most of the illiterate adults show unfavourable attitude towards the education of their children. The principal reason revealed by this study is the illiteracy of the parents. But further research study is needed on the ways of motivating the adult because defeats may lie itself on the ways of motivating the adult.

7.2.2. This study reveals a very low academic achievement of the First Generation Learners. Some remedial measures have already suggested by the investigator in this present study. Low academic achievement of the FGLS need serious concern and so how the rate of academic achievement of the First Generation Learners can be increased needs further research.

7.2.3. It is very much necessary to investigate to find out the exact number of First Generation Learners studying in Lower primary schools of our country.

7.2.4. Although the academic achievement of the First Generation Learners is very low yet, whatever the number or
rate may be, it is very much necessary to investigate more causes behind the success of a few First Generation Learners.

7.2.5. The suitability of syllabus and methods of teaching applied in the Lower primary schools of our state needs further study.

7.2.6. 36% teachers in this study said that the children of Backward class are less intelligent than the children of Advance class which struck the investigator very much. Because the present study reveals that the academic achievement is not affected by the class difference; but affected by the parents' illiteracy. So further study on the intelligence of the children of Backward class its comparison with the children of Advance class is needed, to reveal the reality that exists.

7.2.7. Parental illiteracy, lack of holding power of the schools etc., causes were revealed by the investigator and some other previous researchers for which the wastage rate is highest in class I. But it needs further study to reveal some other factors if any.

7.2.8. Further research study is necessary to ensure regular attendance of the FGLS in school.

7.2.9. The emotional, academic and social aspects of stagnated and Dropout cases need further separate studies
to reveal more causes of wastage.

7.2.10. Further research study is needed on how to organise more effective training programme for the teachers of primary schools, because the unsympathetic outlook of the teachers for which children do not feel homely with the teachers and feel scared of them are revealed by this present study really affect the academic achievement of the children.

7.2.11. The study conducted with certain limitations and accordingly the samples were collected from government and provincialised primary schools of Kamrup District to determine the academic achievement of the FGLS. But FGLS are also studying in English and Hindi medium schools which are not included here. So to get the rate of academic achievement of the FGLS studying in these schools and to know the nature of their problems further study is needed in this aspect. Moreover Assam has 23 districts so it is necessary to have a further study with the collection of FGL samples from all these 23 Districts of Assam.