6. SUMMARY :

6.1 Introduction :

Children are the valuable assets of a nation. Their development specially in education determines the national growth and prosperity. India being a developing country needs doctors, engineers, scientists, farmers and skilful persons for it's development. As development of a nation is related with the literacy of the people, therefore, education plays a vital role in all round development of it by eradicating illiteracy from the society. The Government of India, since the period of Independence, has made so many efforts to provide free and compulsory primary education and to universalise this education for national development but could not achieve complete success in this regard. In India, more than about three-fourth of her population live in the rural areas where children, at large rate still remain backward educationally. It is because, the parents and adults in the villages are too backward due to poverty, illiteracy and ignorance. As a result, children there suffer from receiving education properly. Poor diet, ill-health, lack of educational facilities, lack of awareness as well as healthy attitude towards the education of their children, lack of parental care and guidance etc. are some of the causes that deprive children in learning. Hence, family's economic status and education status of parents have been regarded as most important causal factors for poor educational development at primary school stage, that is, mostly in the rural areas. High rate of wastage and stagnation which stands as a serious problem in primary school stage education can be regarded as a failure of family that effects in slow growth of literacy rate in the country. Imperatively any development in the quality of child life leads towards social and economic development of the country. Therefore, the role of the family can be said to have a far reaching effect on that development of the children.
to achieve the goal of the nation. In such a premise the objectives of the present study were formulated.

1. to study the impact of families on the educational development of their primary school going children in the rural areas of Darrang district.

2. to study the effect of economic status of families on the academic achievement of children.

3. to study the effect of educational status of parents and the academic achievement of children.

4. to find out the extent of wastage and stagnation of the children at different income and literacy level of the family.

5. to study the values and attitudes of parents with a view to find out their effect on the educational development of their children.

6. to study the problems faced by the children of poor and illiterate sections as well as the backward caste and communities.

7. to evolve remedial measures to solve the problems faced by the children in achieving success in academic field.

However, the scope of the study was limited to know the educational development of the children living in Darrang, one of the most backward districts of Assam and to find out the extent to which the parent's literacy and economic conditions have affected the academic achievement of children belonging to different socio-cultural communities in the rural areas of the district.

6.2 Methods and Technique :

The present study is somewhat exploratory in nature, involved primary school going children of seven socio-cultural communities i.e. AH (Assamese Hidus), AM (Assamese Muslim), BH (Bengali Hindus), BM (Bengali Muslim), BK (Bodo-Kachari) NP (Nepali) and TGI (Tea Garden
Labour). To find out the status of educational development based on academic achievement, the investigator selected primary school children of Grade-I having fresh entrance in 1996. They were consisted of both the sexes. The academic career of each child was followed till he/she failed to get promotion to the next higher class or left school either by completing lower primary course of four years or left school prematurely before completion of the four years courses.

The investigator prepared Inquiry Form-A to know the educational career of each child and one interview schedule was used for collection of information from the Headmasters and teachers of the sampled schools. Another interview schedule was used for the parents of seven socio-cultural communities to collect data on their socio-economic status, education, income, no. of offspring, educational facilities provided for their offspring, their educational attitudes etc. etc. Inquiry Form-B was used for the parents of the dropouts. Again, one interview schedule for the Regular Promotee and one for the Dropoutpee and Grade Repeaters have been prepared to study their respective problems.

Data thus gathered were treated and analysed using both quantitative and qualitative procedures which helped in the interpretation of the findings properly.

6.3 Analysis and Interpretation of Data:

Study on the problems faced by the children in their educational development and impact of family on it was done in seven cluster areas, each belonging to one socio-cultural community in Darrang district of Assam. The analysis of data gathered for study brought to light a number of findings which are summarised below:

6.3.1. To compute the academic achievement of the children, of seven communities, a cohort of 1019 children were followed. Sex-wise they were consisted of 512 boys and 507 girls. Their academic achievement were computed on two socio-economic and cultural indices of family i.e., parents income and educational status. Parent's economic status wise they were
stratified into two groups i.e. Group-I (better or middle income group) and Group-II (poorer or lower income group). Their proportion in Group-I was 233 (i.e. 116 boys + 117 girls) and 786 (i.e. 396 boys + 390 girls) in Group - II as a whole in the cohort. Parents' educational statuswise they were classified into two categories i.e. Literate-(A) or children of literate parents) and Illiterate-(B) (or children of illiterate parents). Their proportion in Literate-(A) was 374 (i.e. 173 of Group-I + 201 of Group-II) in Illiterate -(B) in the cohort. To know the extent of educational development of children, their academic achievement, wastage due to dropout, wastage due to stagnation and Gross wastage were computed on both the socio-economic indices of family i.e. income and education status.

Table -62 shows the number of children of AH, AM, BI, BM, BK, NP and TGL groups passed regularly the four years classes of lower primary school education, their number of Grade Repeaters and Dropouts as income groupwise. Figure-24 shows the actual proportion of the RP in percentages as communitywise in two income level and Figure-25 shows the percentages of wastage \((W_p + W_s)\) in Group -I & II against the total wastage in the cohort.
Table - 62

No. of students admitted and No. of Rp, W₁, W₅ and G₆ among children of different communities in Group-I & II.

<table>
<thead>
<tr>
<th>Communities</th>
<th>Income Groups</th>
<th>No of students Admitted</th>
<th>No. of Regular Promotee</th>
<th>No. of W₁, Dropouts</th>
<th>No. of W₅ grade Repeaters</th>
<th>G₆ Gross Wastage</th>
</tr>
</thead>
<tbody>
<tr>
<td>AH</td>
<td>Group-I</td>
<td>32</td>
<td>26</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Group-II</td>
<td>62</td>
<td>28</td>
<td>11</td>
<td>23</td>
<td>34</td>
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<tr>
<td>AM</td>
<td>Group-I</td>
<td>43</td>
<td>30</td>
<td>3</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Group-II</td>
<td>116</td>
<td>43</td>
<td>27</td>
<td>-46</td>
<td>-73</td>
</tr>
<tr>
<td>BH</td>
<td>Group-I</td>
<td>36</td>
<td>24</td>
<td>6</td>
<td>6</td>
<td>12</td>
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<tr>
<td></td>
<td>Group-II</td>
<td>93</td>
<td>25</td>
<td>38</td>
<td>30</td>
<td>68</td>
</tr>
<tr>
<td>BM</td>
<td>Group-I</td>
<td>43</td>
<td>15</td>
<td>14</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Group-II</td>
<td>160</td>
<td>18</td>
<td>81</td>
<td>61</td>
<td>142</td>
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<td>BK</td>
<td>Group-I</td>
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<td>8</td>
<td>12</td>
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<td>95</td>
<td>11</td>
<td>57</td>
<td>27</td>
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<tr>
<td>NP</td>
<td>Group-I</td>
<td>44</td>
<td>18</td>
<td>14</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td></td>
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<td>113</td>
<td>12</td>
<td>50</td>
<td>51</td>
<td>101</td>
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<tr>
<td>TGJ</td>
<td>Group-I</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td></td>
<td>Group-II</td>
<td>147</td>
<td>10</td>
<td>90</td>
<td>47</td>
<td>137</td>
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<tr>
<td>Total</td>
<td>Group-I</td>
<td>233</td>
<td>126</td>
<td>47</td>
<td>60</td>
<td>107</td>
</tr>
<tr>
<td></td>
<td>Group-II</td>
<td>786</td>
<td>147</td>
<td>354</td>
<td>285</td>
<td>639</td>
</tr>
</tbody>
</table>

X = Non availability of Students Sample.
Figure-24

Fig. 24. Rate of Regular promotee (RP) of different communities in Group-I and II.

GROUP - II

GROUP - I
Figure 25. Rate of wastage due to dropout and wastage due to stagnation in two income levels against their total wastage in the cohort.
6.3.2 Academic achievement of children as communitywise:

Study revealed that the academic achievement of the Children of AH, AM and BH groups is far better than the BM, BK, NP and TGI. groups in the rural areas of Darrang district. Data on parents education status and income levelwise as well as house to house survey on these communities reveal that the BM, BK, NP and TGI. groups are much more backward by economic, social, cultural, and educational aspects. Politically also these communities are much more neglected and deprived.

The rate of regular promotee in the communities i.e. 63.2% of AH, 53.8% of AM, 46.7% of BH, 23.0% of BM, 27.2% of BK, 23.4% of NP and 6.8% of TGLs indicated that educational impact of family was more satisfactory in the former three communities on their children than the later four communities. Data also revealed that the families at large rate were economically too poor and most of the parents were illiterate among the BM, BK, NP and TGI. groups.

Testing the academic achievement of the children of different communities to find out the significance of differences among them by applying the ANOVA Technique, the computed F value found to be 7.00 which is higher than the Table values of F at .05 and .01 levels. Hence the hypothesis held that there was significant difference among the children of seven communities in their academic achievement is proved and the hypothesis is accepted. Percentages of Regular Promotee (RP) in different communities based on the rate of their hold in academic achievement can be clearly viewed in Figure -24.

6.3.3 Academic Achievement of the Children of seven Communities as income levelwise:

Data revealed that the academic achievement of the children is more satisfactory in Group-I than the Group-II. The overall academic achievement of children regardless of the communities in Group-I constituted 54.07% as against 18.6% in Group-II. In case of different communities, children of the Alt's were the highest achiever constituting 81.25% in
Group-I, followed by the AM's 69.76%, BlI's 66.66%, BK's 42.85%, NP's 36.36% and BM's 34.88%. Here, the later three community children showed poorer achievement than the former three communities. In Group-II also children of the BM, BK, NP and TGL groups showed much poorer achievement than the AII, AM and BII groups.

Sex-wise also, the rate of achievement of boys were better than the girls in both income level. In Group-I overall rate of regular promotee of boys constituted 57.5% as against 51.2% of girls whereas in Group-II it was 19.9% and 17.8% respectively. In middle income level, AII boys achieved highest (83.3%) and lowest (30.4%) was in BM girls. On the other hand, in lower income level, achievement rate was highest among the girls of AII with 48.0% and lowest in TGL girls with 6.3 percent. The other groups, i.e. the BM, BK and NP girls also showed very poor achievement in Group-II in comparison to the AII, AM and BII children.

6.3.4 Academic Achievement of the children of seven Communities on Parent's Literacy/Illiteracy basis:

On the basis of parents literacy, overall rate of achievement of the children of Literate -(A) parents, irrespective of all the communities constituted 49.1% as against 25.4% of the Illiterate -(B). Income levelwise, on the other hand, they constituted 61.1% in Group-I and 37.1% in Group-II in the Literate -(A) section whereas in Illiterate-(B) it was 37.4% in Group-I and 13.4% only in Group-II. Data indicated a wide variation in the academic achievement of between the children of Literate -(A) and Illiterate-(B) irrespective of communities levels as well as income levels. Testing the difference between Literate-(A) and Illiterate-(B) children's achievement by Analysis of variance Technique i.e. F value found to be 15.84 which was more higher than the table values of F both at .05 and .01 levels. The hypothesis that there exists difference in the academic achievement between the children of Literate-(A) and Illiterate-(B) families is highly significant. But further testing as communitywise reveals that the computed value of F in AII (F=8.56) and AM (10.23) is significant at .03 level of table values of F. However in BII group, F value found to
be 18.86 (DF:7) is highly significant in both the table value of F at .05 and .01 level. On the other hand it is found insignificant among the children of BM, BK, NP and TGI, as they show poorer achievement at both literate and illiterate categories.

Percentages of academic achievement of children as communitywise revealed that ALL, AM and BH children of literate families showed far better achievement constituting 78.8%, 70.0% and 63.7% respectively than the BM, BK, NP and TGI's who constituted only 35.3%, 35.6%, 34.5% and 0% respectively. But in illiterate section, children of all the communities showed very poorer achievement in comparison to the former section constituting 30.9% (ALL), 26.9% (AM) 16.9% (BH), 11.4% (NP) 10.8% (BK, 8.9% (BM) and 6.8% (TGI).

6.3.5 Wastage among the children of different communities at both income level and literacy level of the parents.

Data on academic achievement of children revealed that the number of wastage was much higher than the number of regular promotee. Out of total children in the cohort i.e., 1019, the number of wastage was 746 as against 273 regular promotee.

Analysing the data on wastage of children as parents' income level wise found that it is too higher among Group-II category constituting 639 (i.e. 81.2%) out of their total 786 as against 107 (i.e. 45.5%) in Group-I out of their total 233 in the cohort. Communitywise, the rate of wastage among the Group-II children of BM, BK and NP groups are found to be much higher constituting 88.7%, 88.3% and 88.0% respectively than the ALL (52.4%), AM (62.4%) and BH (72.8%) children. similarly, in Group-I category also their wastage rate more than the later three groups. Again the TGI children who belong to only in lower income level has 93.2% rate of wastage which is highest among all the groups of children.

On parents literacy basis, rate of wastage among Illiterate -(B) children is too higher than the Literate-(A) children. In Illiterate-(B)
category, total number of children consists of 645. Out this total 60 belongs to Group-I and the rest 585 in Group-II. It has found that rate of wastage among the Group-II children of Illiterate-(B) category is too high in each community constituting 94.2% (the highest) by the NP children and they are followed by BK with 93.5%, BM-92.6%, TGI, 92.7%, HI 86.6%, AM 75.8% and All with least 73.3% respectively in the decreasing order.

Again analysis of the data as classwise (Gradewise) reveals that, wastage rates are higher in Class-I among the children of both the income level in all the communities. Highest rate of gross wastage is found as 63.8% among the boys of BM in Group-II and 63.2% of girls in BK group. Similarly, in Group-I, it is highest as 35.2% of girls in BK group and 31.8% of boys in NP group.

Rate of wastage irrespective of communities in Class-I at literacy level of the parents is 15.0% among the Group-I children of Literate-A and 30.8% in Group-II. But in Illiterate-B it is more high being 35.2% in Group-I and 59.0% in Group-II. High rate of wastage in class-I among the children of Illiterate and poor family indicates the poor educational background of the parents who cannot take educational care at the initial stage of schooling.

Data also reveal that wastage due to dropout \( W_d \) is higher than the Wastage due to Stagnation \( W_s \). Out of the total number of wastage i.e. 746, the number of wastage due to dropout is 401 (53.7%) and 345 (46.2%) is wastage due to stagnation. In the former (i.e. \( W_d \)) the ratio of Group-I & II is 11.72% and 88.27% and in the later (i.e. \( W_s \)) it is 17.39% and 82.61% respectively. Income groupwise data reveal that wastage due to dropout is lower than wastage due to stagnation in group-I only and not in Group-II. It is found to be too higher than the former.
6.3.6 Causes of Low Academic Achievement of the children of poor and Illiterate families as well as of backward Communities:

Overall analysis of the data reveal that children of poor and illiterate families as well as those belonging to the backward communities i.e. BM, BK, NP and TGL. show very poor achievement. By face to face interview with the parents, teachers and children (dropouts and grade repeaters) all total 23 causes were identified as the main causes for the low academic achievement of the children and they are categorised under five findings —

Causes related to parental illiteracy

Causes related to economic condition of the parents.

Causes related to social condition.

Causes related to academic condition and Miscellaneous causes.

Of the five causes, it is the parental illiteracy which got the highest rank in order of importance.

A. Causes related to parental Illiteracy:

1. Majority of the parents due to illiteracy are ignorant about how to take care and guide children at home in their study.

2. Parents are not aware of their children's education.


B. Causes related to Economic Condition of the Parents:

4. Due to poverty or low economic condition of the parents, children are involved in income earning activities to support the family.

5. Poor parents cannot provide necessary nutrition for which children are not only weak physically but also poor in their intelligence.

6. Poor parents cannot provide children with necessary educational materials in time.
C. Causes Related to Social Condition:

7. Involvement of children in domestic and non-domestic works.
8. Home environment is not congenial for their study.
9. Parents prefer work rather than going to school.
10. Children are not sent to school in time.
11. Children like to play and spend their time with friends instead of going to school.

D. Causes Related to Academic Condition:

12. Children do not understand the lessons due to bilingualism.
13. Children could not understand their progress in school works.
14. Schools are lacking in teaching aids.
15. School buildings are not attractive.
16. School environment is not congenial.

E. Miscellaneous Causes:

17. Children have lack of interest in study.
19. Due to lack of regular study at home, the children forget after long vacation what they had learn before vacation.
20. Repeated failure.
21. Irregular admission throughout the year.
22. There is lack of parent-teacher relation.
23. Teachers loose of interest due to irregular salary.

Apart from all these, general backwardness of the class, caste and communities also affect children in learning. The lower class families have more children who are deprived from proper rearing by the parents. It has been found that except the middle class well literated family, number of children are more among the poor, illiterate and section of the society as well as that of the backward communities like the BM, BK, NP and TGI, and also among the BH and AM groups.
6.3.7 Educational Status of the Parents of seven Communities:

Parental education is the most important reason second to economic condition of parents which affects the academic development and achievement of the children. House to house survey revealed that in Group-I, the parents of BM, BK and NP even being literate were at large rate the first generation literate. Again among the mothers about 70% were illiterate, 25% were mere literate and 5% in average were literate upto primary school stage. Due to low literacy or mere literacy, the achievement rate is found to be lower than the AH, AM and BII groups. As the fathers were busy with their income earning activities and the mother were busy with household activities, the children received no necessary guidance.

In Group-II, out of total 786 parents only 194 were literate of whom 91.3% were mere literate. In AH, AM and BII groups, the parents were not first generation literate as well as other adult members were also literate as was found in house to house survey. Therefore, educational development of children among the literate section was favourable and their academic achievement was found to be higher than the BM, BK, NP and TGL groups. As the parents who were mere literate i.e. having 2nd or 3rd standard education, they relapsed into illiteracy. These parents could not guide their children at home in their study. So also the illiterate parents either of group-I and Group-II could not guide their children, and do not have the knowledge about the type of environment congenial for study.

Of the illiterate parents, 93.1% were illiterate in TGL out of their total. In BM group they were 70.5%, in NP 59.8%, BK 56.9%, AM 55.3%, BII 54.2% and in AH 44.5% against their total. The AH, AM and BII families belonging to the illiterate section were found to reside in the areas where there are literate families whose children are more advance. The influence of the literate section contributed a lot to the children of illiterate section. On the other hand, parents of BM, BK, NP and TGL at large rate belonged to the labour class. The literate section constituted a small number and illiterate and poorers had have a lack of attachment.
with the educationally well to do families. There is also lack of relationship between the indigenous and immigrant people. There is rarely any influence from the advanced families of the indigenous group i.e. All, AM and of the immigrant group i.e. BIH with the BM, BK, NP and TGL from social and cultural point of view significantly. Hence except a few of the literate well to do families, the illiterate and poorer section were mostly isolated and remained backward. Due to lack of literacy of the Group-II parents who constituted 74.42% apart from their literate section, the children have to suffer a lot in the field of education.

6.3.8 Attitude of the parents towards their children's education:

Attitude of the parents towards the education of their children is found to have difference between literate and illiterate parents of different communities. X² value i.e. 19.98 in All, 22.58 in AM, 24.74 in BIH, 28.0 in BM, 26.98 in BK, and 25.18 in NP in DF-4 prove this significant difference between the literate and illiterate parents. It is only insignificant in the TGL group in which X² value found 7.56 with DF-4. In the Literate-A category, parents' responses to 'Most Favourable' and 'Favourable' trends were totally zero. Most Favourable attitude towards education of their children has shown by 21 All parents of Literate-(A) and 6 only Illiterate-(B) parents. In rest of the groups their proportions are 19:3 in AM, 18:2 in BIH, 7:0 in BM, 9:0 in BK, 9:1 in NP and 0:0 in TGL parents of Literate-(A) and Illiterate-(B) respectively.

Again, 'Most Unfavourable' attitude towards the education of their children has shown by 3 parents of TGL and 1(one) each by BIH and BK parents in Literate-(A) group. In the Illiterate-(B) groups it has been shown by 17 parents of BM which is highest among the seven communities and followed by 16 parents each of BK and NP, 9 (out of 15) parents of TGL, 9 of BIH, 7 of AM and 6 of All groups. Besides this the causes related to the low academic achievement of Literate-(A) and Illiterate-(B) children also reveal the 'indifferent' attitude of the parents towards the education of their children.
6.3.9 **Social isolation related to Literacy**:

Social isolation was found as an important reason for the backwardness of the tea garden labour community by Dr. N. Sarma in her research study, also identified by this investigator. It happens not only in the Tea garden Labour community but also in the BM, BK, and NP groups. Here the social isolation has observed the 'educational standard of family that brings the gap of relation between the literate and illiterate as well as poor and economically well of families in one hand and isolation of the immigrant communities from that of the indigenous communities in the rural areas.

The literate family is more adaptive and more dynamic in wider social relation. It is due to literacy, these families get proper social recognition which affects the children in all round development. On the other hand, the illiterate families are more backward than the literate families of the same class.

Dr. R.D. Borbora in her study on the First generation learner, it was found that among the illiterate families, the caste difference is more prominent than the literate families. The literate families of Advance class feel themselves more superior than the Backward class. Here the investigator in this study has observed that gap between the poor, illiterate and economically well off and Literate families. The investigator of the present study also has found one school where the children of one large extended family of BM group studying, depriving the children of the poorer sections of the society.

6.3.10 **Lack of Motivation**:

Lack of motivation either from parents or from teachers is a major cause for which the children of the poorer and illiterate sections develops educationally very poorly and hence their academic achievement has found very low in compare to those of literate and economically well off families. Children willingly sent to the school were withdrawn about the age of 9 to 10 when they were old enough to work at home or work
outside to add the family income. Due to poverty and illiteracy of the parents, the children instead of getting motivation in learning from parents, came out of it to share the economic activities with parents. On the other hand, unattractive school environment, repeated failures and bad method of teaching drove away a good many of children from school.

6.3.11 Economic Status of Parents and Educational Development of Children:

In the present study, the economic level of the families has been determined based on a sample study done on 154 families belonging to seven communities. Income levels found in the sample study ranging from Rs. 800 per month to Rs. 4000 of the sample families 75% were found to have monthly income between the range of Rs. 800-2000 and 25% in between Rs. 200 to Rs. 4000. For convenience of study, the economic levels of the parents were determined broadly on two income categories i.e. below Rs. 200 was considered as Low income category or Group-II and above Rs. 2000 to Rs. 4000 as economically well off category or Group-I. These two income levels are suitable for the present study only.

The academic achievement of the children belonging to these income category were found to differ widely. In Group-I families, children showed better academic achievement than the later. Bar diagrams (Figure-7) drawn on the academic achievement of the children of different communities show the variation in the two income levels. Figure-8 shows the overall achievement rate in Group-I and Group-II where the group-I children and showed high rate of achievement and the Group-II children showed a very low rate of achievement. So also the figures 9 and 10 show the high and low rate of achievement in Group-I and II as Sex-wise.

Academic achievements as shown in the figures reveal that the Group-I children showed better achievement due to the availability of necessary educational materials in time and other facilities related to it. On the other hand the Group-II children's low achievement is due to poor economic status of the parent who cannot provide educational facilities in time and engage children in household or income earning activities during study hours at home.
6.3.12 Parents' ways of spending their leisure time:

The parents of different communities when enquired about how they spend their leisure time then average 45% Group-I parents and 75% Group-II parents said that the pressure of economic activities precluded them from minimum contact with their children or to spend time with them. But by observing their situations and through conservation the investigator came to know that most of the parents specially belonging to Group-II who were entirely illiterate also, pass their leisure time in gossiping, gambling or taking alcohol.

6.3.13 School atmosphere:

The investigator from her personal visit to the educational institutions found that most of the schools are not well equipped. Of the sample schools also majority of them are of hall type where four classes are carried in an undisciplined way. Some of the schools are without doors and windows, so it became the cattle's shed before and after the school hours. Out of 33 sample schools 9 are of single teacher schools. Teacher pupil ratio of these schools are also too high to be controlled by one teacher.

The schools have no required number of blackboards. The quality of most of the blackboards supplied under Operation Black Board Scheme is so poor that such schools could not get the benefit of using these blackboard. There are also no other teaching aids sufficiently. sitting arrangements of students etc. which affect the atmosphere of the school.

The schools have playground but lacking in play materials. There is little scope for allround development of the children. The teachers donot adopt the modern child centric method of teaching. The teacher speaks, the pupils merely listen, without any opportunity of expressing themselves of giving their opinions, or of reflecting on what they are taught. Their only equipment is a pen or a pencil used in great majority of cases merely to copy lessons or for writing or spelling tests. Such lifeless education deprives the children of all initiative, forget rapidly everything they have learned and more often than not they slip back into illiteracy.
The school atmosphere either inside the classroom or outside the classroom is not stimulative in most of the schools in remote village areas where majority of the Group-II children read.

6.3.14 Teachers Outlook:

The teachers show most of their interest and attention to the intelligent students as well as to those who belong to the educationally and economically well to do families. They do not show any sympathetic outlook towards the children who came from poor and illiterate families. The teachers of some of the schools were found by the investigator totally unfitted for rural life. The teachers working in the immigrant areas i.e. BM, BH, NP & TGLs' occupied areas where the medium of instruction is Assamese, were not found to teach effectively to the children. 62% drop outs and grade repeaters said that they find difficulties in learning lessons due to the medium of instruction which is not their mother tongue. The investigator in course of her house to house survey, asked a dropoutee of BM group who finds difficulty in learning due to medium of instruction, said that the teachers of their own community explain the lessons not in Assamese but in their own language i.e. Bengali.

Reading without knowing its meaning and drilling in writing are never meant learning at all. Only those children who have some other resources such as supportive, literate home environment, or a strong drive in them or in their parents can overcome these frustration even if they have less resources and belonging to the poor and illiterate family where they get supportive attitudes in home and ineffective teaching method and dismal material condition of the school cannot develop educationally and hence show low achievement.

6.3.15 Teacher pupil ratio:

The teacher-pupil ratios are not uniform in the sampled schools. In some of the sampled schools i.e. S₂, S₃, S₄, S₅, S₆, and S₇, the teacher pupil ratios have found the pupils against one teacher as 1:14, 1:14, 1:19, 1:16, 1:14, and 1:13 respectively. But in some other sampled schools i.e.
in $S_{17}$, $S_{18}$, $S_{19}$, $S_{20}$, $S_{21}$, $S_{30}$ and $S_{31}$ the teacher-pupil ratios have found as 1:93, 1:83, 1:91: 1:99: 1:90: 1:94: 1:99: 1:78: 1:99: 1:97 and 1:99 pupil against one teacher respectively. 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 children of poor and illiterate parent is very low due to lack of guidance and educational facilities they get at home and negligence in school due to high teacher pupil ratio.

6.3.16 Academic achievement of the children in different communities:

Of the seven communities, the academic achievement of the BM, BK, NP and TGL groups is very low as shown in bar diagram (Fig.11) The children of AH group showed best amongst all who were followed by the AM and BH groups.

Again, the analysis of academic achievement of the children based on the economic level of the parents revealed that the rate of achievement of the AH, AM and BH groups in Group-I is more higher in comparison to the BM, BK, and NP groups. Although the average rate of the Group-I children is above 54%, the AH children alone constituted 81.0% who were followed by the AM children with 70.2% and the BH's children with 66.6% as against 35.2% of BM, 42.7% of BK and 38.6% of NP groups. But in Group-II the overall achievement rate of the children is very low constituting only 18.8%. Apart from the AH (45.6%) and AM (36.6%), the rate of achievement of the BH (27.1%) BM (11.0%) BK (11.6%) NP (11.8%) and TGLs' (6.7%) is very low.

Although the academic achievement is very low of Group-II children, 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 literates.
Majority of the children of Group had suffered with regard to food, shelter and other basic necessities of life. It has been observed that the children of poor families were deprived of nutritive, brain building proteins in early infancy and entered school with deficiency that proved to be a continuing handicap. That handicap was further aggravated by continuous hunger and malnutrition and by insanitary and sub-standard living condition. It reflected in their poor stamina, limited capacity to concentrate, frequent illness and repeated absence from school.

They had also suffered much due to illiteracy and ignorancy of the parents who are unable to operate fully the advantages of education for their children, fail to provide them with motivation, encouragement and continued support.

6.3.17 Lack of facilities for pre-childhood education:

Lack of facilities for pre-childhood education also affects on the permanent retention of the children in lower primary education. Except the urban areas primary schools are almost absent in the rural areas. As a result of which the children who were deprived in home from getting pre-school training from the parents due to their illiteracy also deprived from getting pre-primary educational training in school which affected the motivation of the children towards education in the primary school stage.
6.4 REMEDIAL SUGGESTIONS

The present study brings out the fact that the poor educational development of the children at lower primary school stage in Darrang district is due to poor economic condition, parental illiteracy and low socio-cultural status of the parents and the family as a whole. In the study it has found that the low rate of academic achievement of the children, of different communities belonged to the poor and illiterate families. Gross wastage rates show that it is too high among the Group-II children. On the other hand, the children of Group-I families of different communities as well as those whose parents are literate show far better academic achievement in comparison to the former. Therefore the main cause related to the non-attainment of the national objectives of having 100% literacy and universalise primary education in order to eradicate illiteracy from our country is due to the low academic achievement and high rate of wastage found among the children of poor and illiterate sections as well as the backward communities of the society who are backward not by caste but by economic, education and social aspects. Considering different factors which stand in the educational progress of the poorer and illiterate sections and backward communities the following measures are suggested to be implemented as early as possible:

6.4.1. Remove adult illiteracy:

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 worker such the Gramsevak, Gramsevika of Agriculture department, para-medical personnel of the Health and Family Welfare Department etc. in eradicating adult illiteracy. The students of the schools and colleges as well as the teachers of the rural community schools should also be engaged to educate and literate the adult illiterates.

Besides these, social education programme should implemented to give knowledge of the rules of health and hygiene. Illiterate parents
have no knowledge about how to take care of health of their children and provide facilities for good health and the sense of hygiene for which the little children suffer from frequent illness.

Thirdly, training to be given for the improvement of the adults's economic status. Due to illiteracy majority of the adult illiterates are lacking in proper skills and techniques in their productive activities.

Fourthly adult education programme should give importance to create awareness among the illiterate adults about necessity of family planning and control the birth rate so that parent can take care of their children, provide necessary facilities for education and make them happy and healthy even with their minimal income.

6.4.2. Provide pre-school services:

A large number of infants and young children need care who belong to the poor and illiterate families as well as backward communities. Due to poverty, ignorance, overcrowding and unhygienic surroundings and the lack of an intellectually stimulating environment conspire in creating conditions which are hardly conductive to a child's development. The government through the social welfare and child welfare departments provide facilities to organise balwadi programmes. The rural community's voluntary organisation, such as the youth clubs and also the parents should cooperate and show willingness to contribute financially.

6.4.3. The realisation that the schools are the public property and these helps in making life fruitful 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 the primary school going children of illiterate and poor families and the children of backward communities and illiterate adults are more.

To improve the conditions of the school with all necessary equipment, 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 an non-government organisations and also of the local public for which mass awareness is necessary.
The school can be a useful preparation for active life if it opens it doors to the whole local community providing the classrooms to teach children at day time and solving as a training centre for adults outside school hours, the building becomes a meeting place for all who are interested in mutual education, cultural activities sports and community projects. Therefore the support of the public can keep the school alive.

The attractive and holding power of the schools are very much necessary to attract the children who are mainly belonging to the poor and illiterate sections of the society and to give equality of opportunity.

6.4.4. The schools have no required number of learning materials; such as Black Board, Globe, Maps, Books etc. The black boards supplied under Operation Black Board Programmes are also very inferior, most of which the schools could not use as observed by the investigator at the time of data collection. 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.

Majority of the sampled schools have no almirah to keep books, files etc. Some of the Headmaster told that they could not preserve the school records safely due to the wants of Almirah.

6.4.5 Due to poverty and illiteracy of the parents, Group-II children at large rate face difficulties to continue schooling. a good many children gave up schooling without realising their inborn resources. Hence it would be better to suggest to keep provisions for reservations, scholarships, extra guidance facilities etc. to those children of poor and illiterate families irrespective of the class or caste to which they belong. These children are in need of such facilities which will help to bring the poorer to the mainstream of the nation.
6.4.6 Facilities for pre-primary education be provided or attached to the primary school with joyful learning environment to attract the young children to come to the school and good habits be developed to attend school regularly from early age.

6.4.7 Of the sampled schools, 9 (nine) are single teacher schools and 12 have only two teachers. 5 schools have three teachers and the rest of schools have 4 teachers. Due to lack of required number of teacher in the schools teacher - pupil ratio is found to be very high. Therefore, the Government should formulate proper policy to make uniform teacher pupil ratio in the schools. It is observed by the investigator that the high rate of wastage due to dropout is mostly among the immigrant children who were belonging to the lower income group as well as to the backward communities; were studying in the schools which have high teacher pupil ratio due to one or two teachers. The government should therefore appoint required number of teachers in each primary school, considering to the classes and section.

6.4.8 Teachers of the primary schools should be trained in child centric method of teaching. The value of children's education is largely determined by their teacher's professional competence and intellectual and moral qualities. Many teachers in the village areas have only a rudimentary stock of general and professional knowledge. Some are totally unfitted for rural life. Some teachers know scarcely more than their own pupils. The present study reveals that 48.3% teachers of primary schools are untrained. To motivate children towards learning and to make them realise the importance of education, the teachers much have professional competency. Therefore, teachers should be provided both pre-service and inservice training. On the other hand, teacher's lack of interest and irregularity also affect children in learning. Irregular or non-payment of salaries is one of the factor behind their lack of interest. Therefore, steps should be taken by the Govt. for regular payment of salaries.
6.4.9. To attract children of the poor families and to increase the holding power of primary schools, variety of incentives along with the texts books should be provided such as-stationary, uniforms, attendance scholarship etc. Most of the poor parents as cannot provide learning materials i.e. specially the books in time children of poor families suffer from learning at right time. Banning the supply of books at free of cost from recent few years affects badly the children in learning. Steps should be taken to make success the efforts of free and compulsory primary education providing children the books at free cost.

6.4.10. High rates of wastage due to dropout and low rates of achievement are found among the BM, BK, NP and TGI, groups belonging to the economically poorer section and high rate of children involve in income earning activities are found in the BM and TGI and then the BK, BH and NP groups. It is either due to poverty or parental illiteracy children cannot study properly. The solution may be suggested in this respect is to make primary school curricula in the backward areas on vocational basis and craft centred. It should be adapted to local conditions of the community so as to give the child an suitable education in the rural context which may be fitted to their interest and motivation to school education.

6.4.11. The rate of stagnation in Group-II children is very high constituting 82.6% out of total 345 repeaters in seven communities as against average 17.3% of Group-I. Community groupwise, the rate of wastage due to stagnation in Group-II children is 86.6% in BI1 group followed by the BM by 81.3%, AM 80.5%, AH 80.7%, NP 77.8% and BK by 56.2% against their total number of grade-repeaters.

"Most of the children fail in the promotional examinations because of defects in the examination itself and the examiner".117

So to check the evil of stagnation continuous evaluation should be utilized for helping the deficient children to progress.

6.4.12. The rate of wastage due to dropout is found highest in class-I (i.e. Grade-I) children in lower primary school. Figure -22 shows the average rate dropouts as classwise which reveals that about 50% children dropouts are in class-I. It indicates the lack of newness in the curriculum to attract children of the ages from 5 to 7 in class-I. Therefore to stop the rate of dropout specially in Class-I, more co-curricular activities should be included in the curriculum. In this respect, to carry on the courses practically in class, the schools should have separate room for them.

Again, it will be better to suggest that the teacher of Grade-I should be the female teacher who can attract children more than the male teacher.

6.4.13. After vacation the children of the poor and illiterate families forget the lessons taught before vacation. Due to their undernourishment and the need for them to work at home with their families, are incapable of overcoming the inertia of an illiterate environment and themselves lapse into forgetting. Therefore, the local youths club, literate youths of the poorer section or the voluntary organisations may take an active step in organising coaching classes during the vacation, so that their constant contact with study may help them to give interest in study and progress academically.

As told by the Headmasters that the class-I children of the backward communities as well as the poorer sections become irregular in attendance after vacation. Therefore to stop all the evils the days of vacations should be reduced as far as possible.

6.4.14. During the visit to the sampled schools the investigator has found that the schools did not institute parent-teacher association which is very important to make aware the parents who are illiterate. In the backward areas it is essential to institute the parent-teacher meeting at least four times in a year. In the meets the teacher should inform about the talented student belonging to the poorer section so as to realise the importance of education, infuse the sense of faith in their children, inform about their progress, discuss about children's health and hygiene, make them
conscious to send children regularly etc. The teacher may also take the help of local educated person or Government officials to enlighten the guardians about the importance of literacy and the environment suitable for education that they can provide to their children at home.

6.4.15. Children of the poor families as well as of the backward communities have poor health condition. For proper physical development, the Headmasters should take systematic and continuous school health programme comprising of medical check up, remedial measures and follow-up, preventive measures, nutrition and health education, maintenance of health records etc.

6.4.16. Although percentages of literacy increases either in the National level or in the State level i.e. in Assam, Darrang district is lagging far behind the other districts of Assam even today due to increase of population. 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. For this, awareness camp by the voluntary agencies should also be organised to make village people aware of the population crisis.

6.2.17. The general backwardness of Darrang district is due to the backwardness of most of the communities who are backward by social, economic and education. The Government should take special steps to develop the backward caste and communities such as the BK, BM, NP and TGL and the lower class people belonging to the seven communities as a whole under study, socially, economically and educationally. Various data in this study show the socio-economic and cultural deprivations of the vast number of children belonging to the backward classes impede their personal development. They indicate the liquidation of the problem of illiteracy in the country an almost insurmountable one.

The children brought up in huts and one room house have hardly any stimulation either by way of objects or by way of conversation with their parents. Although the Government under the Indira Abash Yojana
(IBY) scheme construct houses for the poorer sections i.e. 30% for the general caste and 70% for the schedule caste and schedule Tribes yet only a very few numbers of families are benefited by this scheme.

There are 340 villages have no schools. Out of these schoolless habitation village 130 have population between 100-249, 39 villages between 250-299 and 171 village have population between 300 and above.118 Due to lack of proper road and communication facilities the children of these backward areas deprive from receiving education. Inspite of poverty and illiteracy the people of the backward areas caste their vote to form a stable government with the hope of development in their areas as assured by the political leader at the time of election. It is therefore essential on the part of the government to develop the backward areas in the field of social, economic and education.

6.4.18. Although, there is electrification in the villages it is beyond the reach of them. The poorers even today suffer from lack of Kerosine at low price. In the village, the poor children are deprived from learning at home after sunset due to lack of lighting facilities. The government should take steps on the Distributing Agencies of goods at control price where corruption polluted the Govt's scheme for the benefit of the poorers.

To attain the national goal of universal literacy, all the facilities and opportunities as mentioned above should be made within the reach of the poor, illiterate and backward communities and their children.